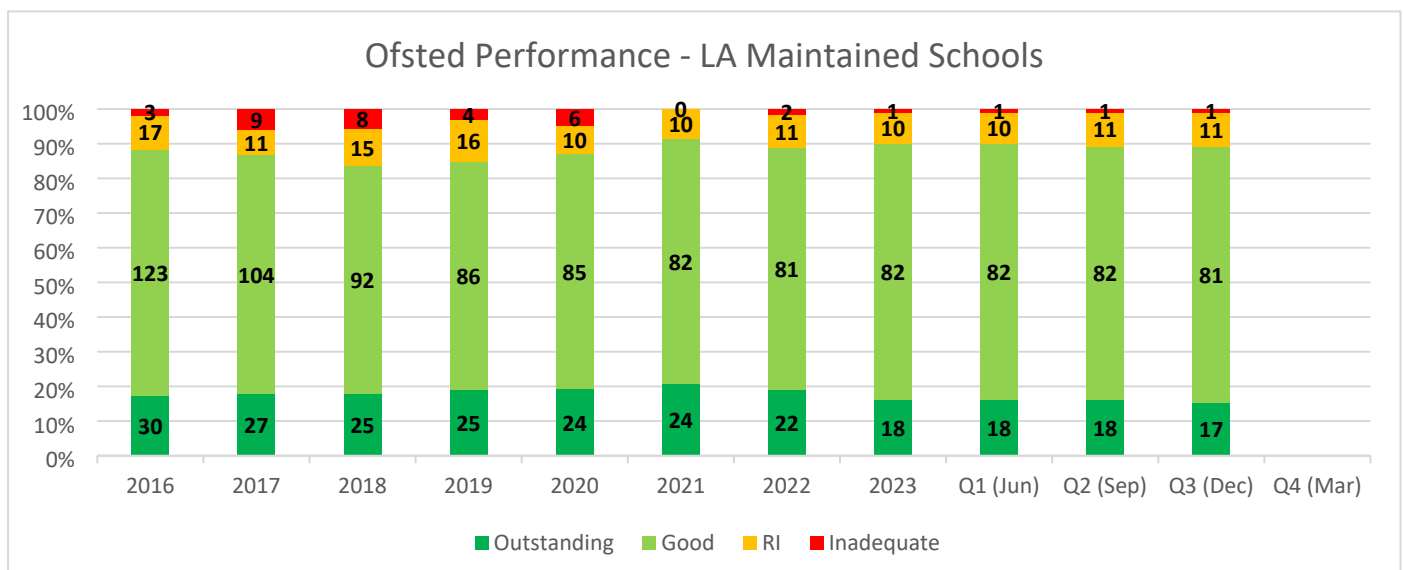
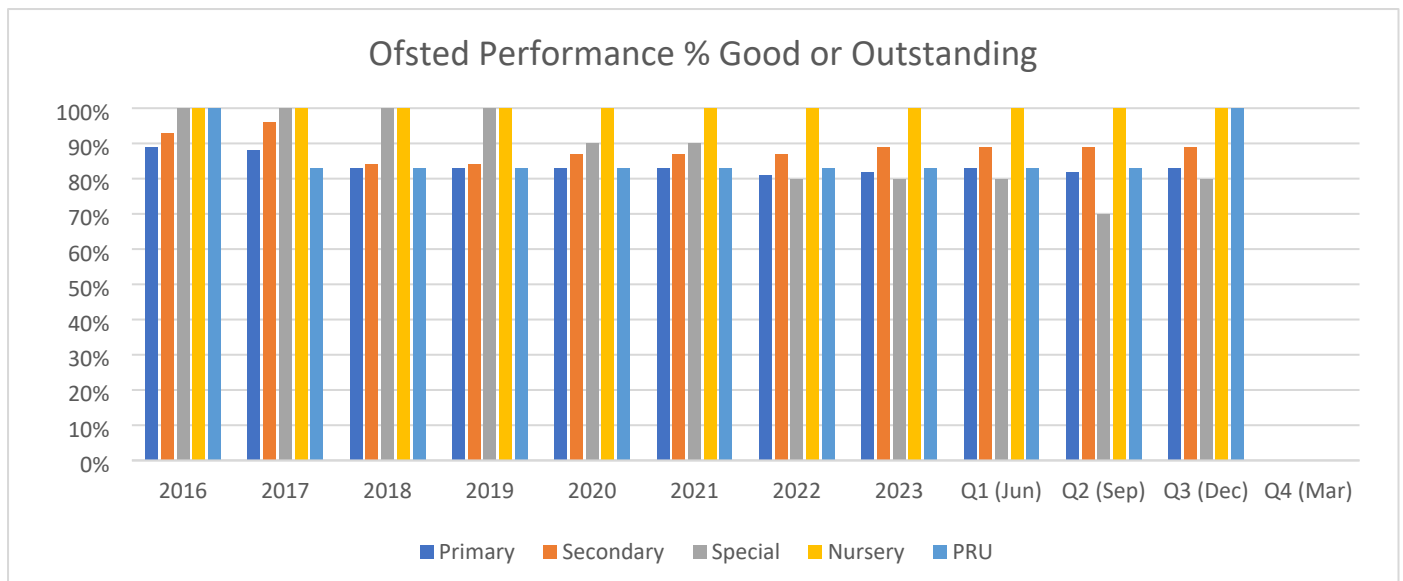


WCF – Education and SEND data for Scrutiny Panel – Quarter 3 - Dec-2023

Note Q1 shows June End and 2023 shows July end for year-on-year comparative purposes.

Ofsted Performance



Ofsted overview from September 2023 to December 2023

24 inspections in total:

Maintained Schools (8 inspections and 1 monitoring):

- 1 School improved from RI to Good
- 5 schools retained Good
- 1 school retained Outstanding
- 1 awaiting outcome/publication
- 1 monitoring visit
- For Maintained Schools - of published reports, 100% were judged Good or better.

Academy Schools (13 inspections and 2 Monitoring):

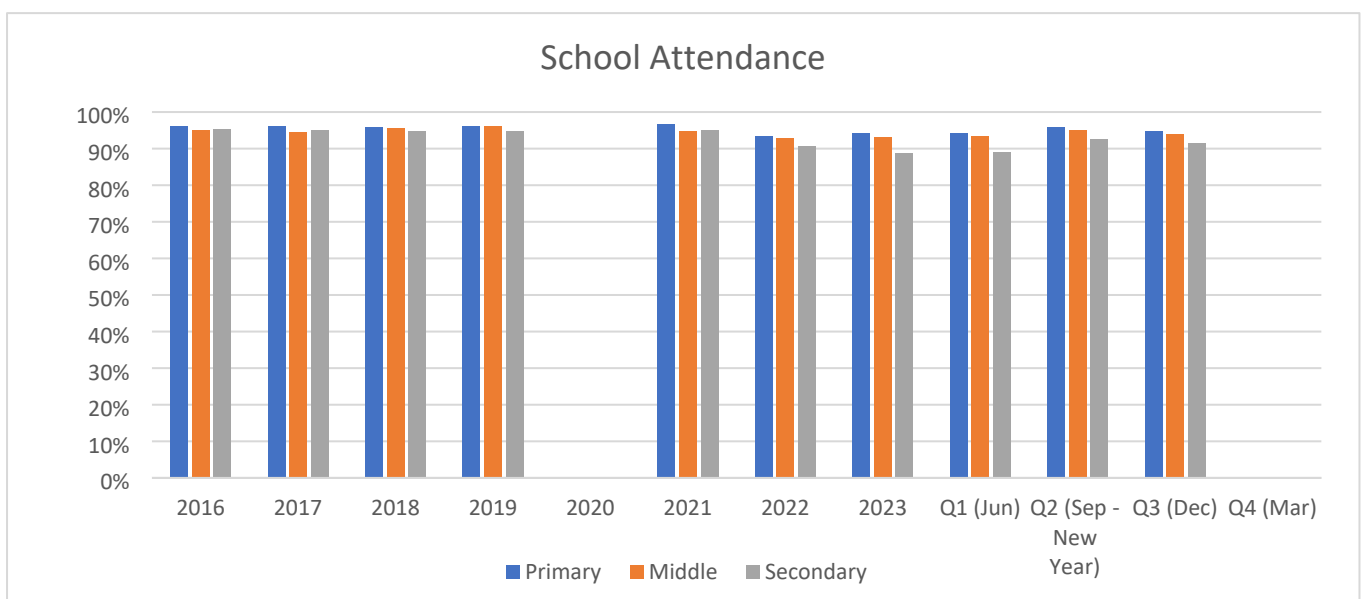
- 3 schools improved from Special Measures to Good
- 2 schools improved from Requires Improvement to Good

- 3 schools went from Outstanding to Good
- 2 schools retained Good
- 1 retained RI
- 1 school went from Good to SM
- 1 awaiting outcome/publication
- 2 Monitoring visits
- For Academy Schools - Of published reports 83% were judged Good or better

For the three monitoring visits there will be a Section 8 inspection of requires improvement and inadequate schools (4 visits in total). For the 3 published, 100% are taking effective action.

Overall, for all schools, 89% of inspections September 2023 to December 2023 were judged Good or better.

School Attendance (no data in 2020 due to Covid)



Attendance Commentary

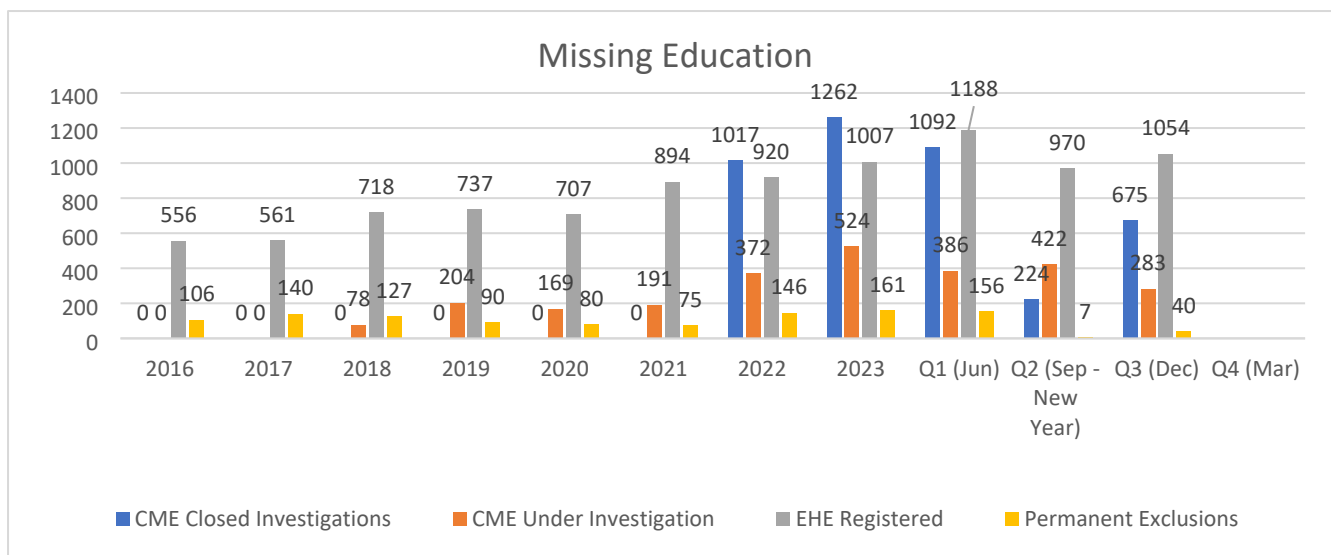
Pre-Covid, year on year, WCC school attendance had been stable for each education phase, reflective of national data.

Post-pandemic, the academic year 2021-22 showed a decrease in attendance across all phases. This evidenced schools' reporting of significant increases in mental health and wellbeing issues for both students and families as well as a shift in families views regarding the importance of regular attendance at school. These issues remain and all partners are working to restore attendance to pre-pandemic levels and above.

During the academic year 2022-23, approximately one in four children had less than 90% attendance (and were therefore classed as 'persistently absent'). 23 of WCC's mainstream schools had less than 90% attendance. 76 schools had less than 93%. 12 of Worcestershire Special Schools and PRU's had less than 90% attendance.

2023-2024 data to date is showing similar levels of persistent absence (less than 90% attendance) and severe absence (less than 50% attendance) as in the previous year. However, WCC's overall attendance is showing a small improvement at this point, across all school phases.

The DfE ['Working together to Improve School Attendance'](#) guidance requiring schools, LA's and all partners/agencies to prioritise and resource attendance support becomes a statutory requirement from August 2024. WCF's Education Engagement Team is working to fulfil these new requirements, including strategic support from Education Engagement Officers, an enhanced training offer to support school staff CPD, and a daily support helpline accessible to parents/carers, professionals, and schools.



Children Missing Education

Continued efforts to encourage schools, partners, external agencies, and the public to utilise WCF’s centralised reporting mechanisms to enable the LA to uphold its statutory duties to identify, track, monitor and support CME are evident within this data. This has enabled more CME children and young people to be identified and supported back into education. A continued increase of CME reporting into 2024 is expected, as schools continue to ensure their adherence to DfE CME guidance, though at this point the number of reported CME numbers at Q3 are comparable to the same period of the previous year.

675 CME cases were closed during Q3 with CME officers successfully supporting and confirming a return to education in each case.

Q3 data also shows 283 CME cases under investigation. Since September 2021 CME cases have grown more complex in nature, increasing the duration and intensity of required CME officer casework and safeguarding support, partly as a result of issues related to the Covid-19 pandemic.

Elective Home Education (EHE)

The number of EHE pupils in Worcestershire currently stands at 1054, an increase on Q2 reporting. EHE families continue to be supported through the EHE process, including assessing the suitability of EHE and supporting EHE pupils to return to school where appropriate. At the end of Autumn term 2023, 19% of EHE cases had been closed due to a return to school.

There was a slight increase in the number of Gypsy, Roma and Traveller (GRT) families being de-registered from school to EHE, which stood at 178 at the end of Q3. In response to the increase, specific resource was allocated to the GRT EHE cohort, to ensure the GRT community understood the responsibilities and expectations around EHE.

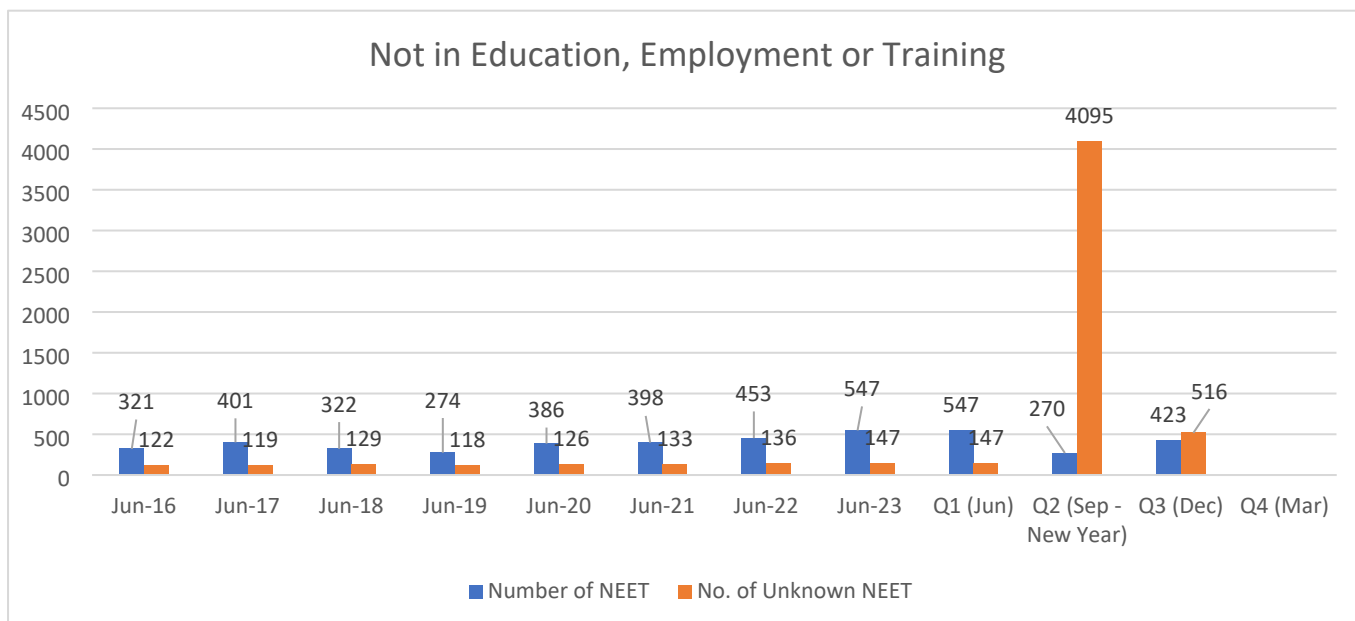
The EHE Triage process has been refined and embedded to provide robust scrutiny and increase the successful return to school for those students removed from roll for inappropriate reasons or where suitable education is not being provided under EHE. This had a particularly positive impact on reducing the number of Year 11 students being removed to EHE compared to the same period last year and thus reduced the number of EHE cases being deemed as NEET at the point of YP ceasing to be of statutory school age, as they remained in education.

Exclusions

The number of permanent exclusions for Q3 decreased by 33 in comparison to the same period in 2022/23. Preventative work has continued to gain momentum, with a steady decrease in the number of permanently excluded young people. Particular focus has been placed on Y7 and Y11 cases, with targeted support to schools notifying the LA of an exclusion for a Y7/Y11 student. 3 Education Engagement Officers focus on preventing exclusions by supporting schools and families to act at the earliest point possible when notified of a permanent exclusion. Strong working relationships with our partners in Alternative Provision ensures timely placement of students requiring an intervention placement or subject to a permanent exclusion. Updated Exclusion guidance has

allowed us to encourage schools to make decisions more jointly and we are working closely with Social Care to ensure the education engagement is factored into the child’s plan. Worcestershire LA are part of the DfE’s SEND & Alternative Provision Change Programme, a national initiative to improve inclusion, and are working on a Local Area Inclusion Plan to set out how the needs of children and young people in the local area will be best met in line with National Standards.

Not in Education, Employment or Training (NEET 16 to 18-year-olds)

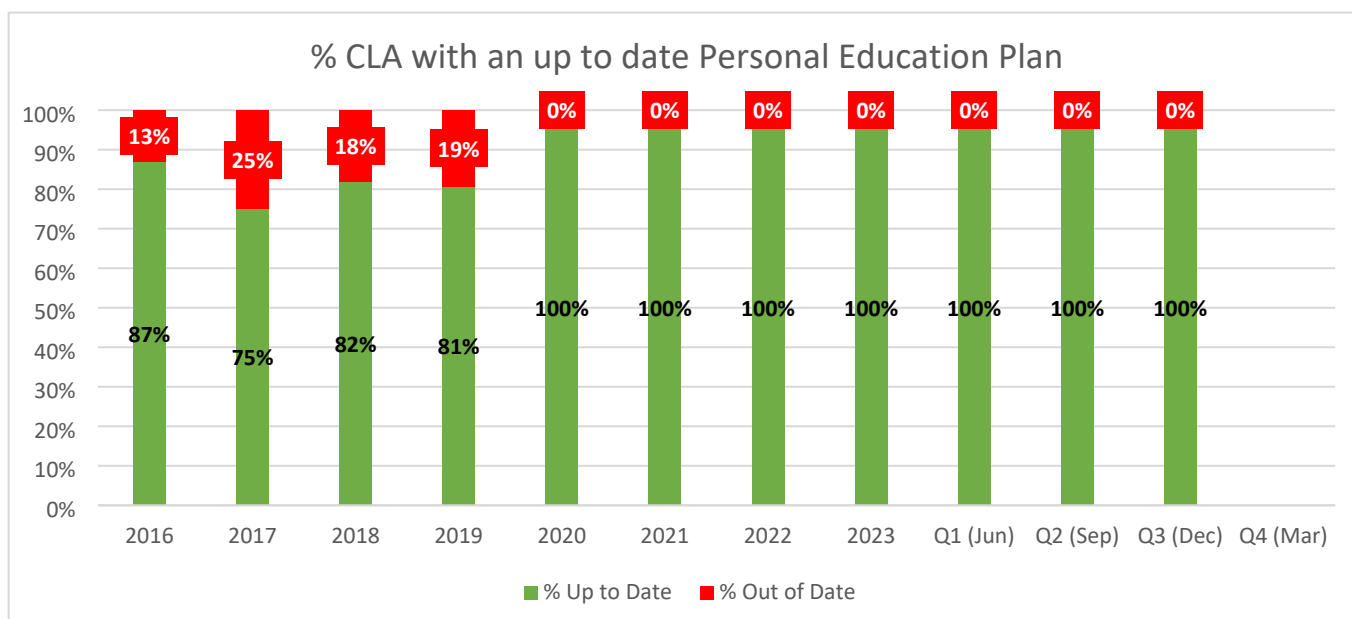


NEET

Pre-Covid, NEET figures had been falling year on year through a focus of resources by the NEET team and a multi-agency approach to identify and remove barriers to participation where possible. The first Covid lockdown had an immediate impact on figures with a significant rise in June 2020. This has continued through 2021 and the 2021/22 academic year. 2022/23 has seen a further increase in NEET due to a number of reasons: a decreasing pool of provision for employment/training opportunities due to ESF funding changes, the continued impact on young people of mental health issues exacerbated by the pandemic, a noticeable increase in parents not encouraging their children to access Post 16 EET, and Post 16 learning providers are reporting increasing numbers of young people not socially or emotionally ready for college. Early indications suggest that 2023/24 is likely to show a further small increase in NEET on 2022/23 figures and it is unclear whether expected additional funding options for training opportunities (available from April) will impact on the figures this academic year. The WCF NEET team and WCC Employment and Skills team (as well as the Virtual School and Through Care team, for Children Looked After) are collaborating to understand these trends and to support and overcome these issues. Many other LAs are experiencing similar increases.

Please note: the September ‘Unknown’ Peak is due to young people moving provision each September - there are routinely a large number of unknowns that, until WCF establishes status, are flagged as 'unknown status'. This means at the beginning of each academic year the unknown figure remains high and is at its peak in September. This peak is understood by the DfE and Ofsted and as the month-on-month data shows, reduces throughout the year.

Children Looked After



Children Looked After

Pre-School and Statutory School Age Personal Education Plans (PEPs)

All CLA from Pre-School to Year 11 (from the age of 2 to 18 years, both in and out of county) receive three Personal Education Plan (PEP) meetings each year, organised, facilitated and chaired by WCF Virtual School Learning Advocates. The school/setting's Designated Teacher (DT) and Social Worker (in consultation with the carer) are expected to upload relevant information to the PEP prior to the meeting and to attend the meeting. This enables effective conversations, focusing on the implementation and evaluation of strategies to specifically meet the needs of individual CLA. Additional contacts are made throughout the term with the DT and other partners and stakeholders, for instance in complex cases or when transitions are imminent.

In September 2023 the Virtual School transferred the ePEP system to Liquid Logic, in line with Social Care and SEND colleagues, to ensure more efficient and joined-up working.

There is an improving quality of information in the PEP document due to professional development for Designated Teachers and Social Care colleagues, clarity of information and expectations from WVS and support / guidance. Quality has been accelerated by the introduction in January 2023 of a PEP Quality Assurance system (see below).

PEP/PPP completion – 3 PEPs completed per year:

- 100%

PEPs/PPPs completed on time:

- 100%

PEPs/PPPs quality-assured:

- 100%

In the 2018/19 academic year 81% Children Looked After (CLA) had an up-to-date Personal Education Plan (PEP). During the 2019/20 academic year 100% of CLA had an up-to-date PEP. This 100% completion rate has been sustained ever since.

Post 16 Personal Progression Plans (PPPs)

All Year 12 & 13 CLA have a scheduled PPP (the Post-16 equivalent of a PEP). PPPs are facilitated by WVS Post 16 Learning Advocates. The Designated Practitioner/Teacher (DT) and Social Worker (in consultation with the carer) upload relevant information to the PPP prior to the meeting and attend the meeting/consultation call. PPP support for students in FE Colleges has been enhanced over 2021-22 (Oct-March), 2022-23 and 2023-24 by WVS being

successful in bidding to take part in The Pupil Premium Plus (PP+) Post-16 Pilot, which responds to the need for additional financial support by testing proof of concept of extending PP+ support to looked-after children and care leavers in general FE colleges.

Pupils Causing Concern

There are regular meetings with partners including schools, WCF's Education Engagement teams, Admissions, Health and Social Care to discuss pupils causing concern, such as those at risk of CME or exclusion, on Part Time Timetables and those where there are issues in securing suitable education. Specific protocols are in place for each type of concern. Pupil progress is formally reviewed in monthly supervision meetings with Learning Advocates, focussing on pupils who are not making expected progress against their own challenging targets. These discussions result in the review of individual plans of action for CLA.

Quality Assurance

Autumn 2022-23 saw the introduction of a protocol for evaluating and acting upon any schools/settings of concern (including a new CLA/CSW Quality Assurance Audit). The audit is carried out with any school/setting of concern, whether concerns are raised by Ofsted, carers, partners or the Virtual School itself. The associated audit tool is also available to settings who wish to carry out a self-evaluation to improve their provision for our cohorts.

Worcestershire Virtual School produces a termly Self Evaluation Form (capturing progress against Key Performance Indicators), culminating in a statutory Annual Report. These are quality assured by leaders within WCF and by the Virtual School Governing Board, which meets half termly.

Complimenting these, since September 2022 each strand of the Virtual School's strategic work (such as Safeguarding, SEND, etc) has a detailed 'A3 Plan' to capture the 'current state' and 'preferred future' with objectives to reach this future state. A3 Plans are owned by the relevant strategic lead. These are regularly scrutinised by the Virtual School Headteacher, Deputy and linked governors to monitor progress and measure impact.

PEP Quality Assurance

The Virtual School Headteacher and Deputy attend specific PEP/PPP meetings to offer support, advice and guidance to WVS Learning Advocates and to monitor the quality of the process.

In January 2023 Worcestershire Virtual School significantly improved the quality assurance, and consequently the quality, of PEPs by introducing a RAG rating using a consistent moderation framework within the ePEP system. This has improved the quality of PEPs and given Designated Teachers and Social Workers clear, practical guidance and feedback on producing a high-quality, purposeful document for the benefit of our children.

Spring Term 2022-23 outcomes (first wave of RAG rated PEPs):

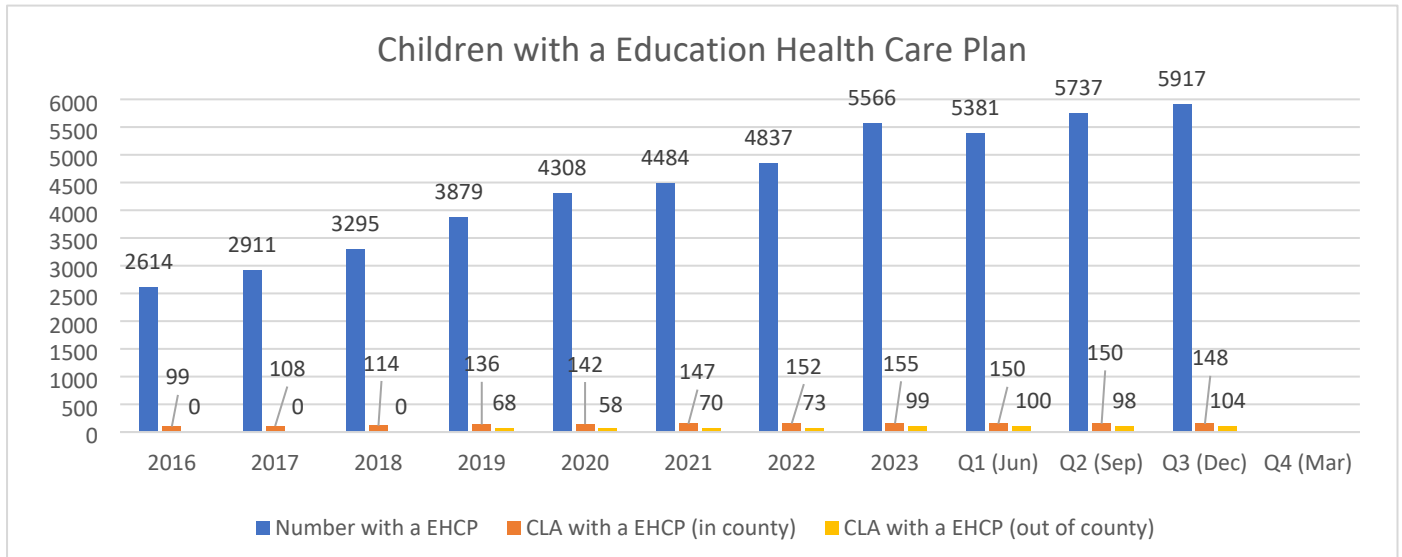
- 897 PEPs completed from EYFS to Post 16:
 - 85% Green (766 PEPs, from 322 settings)
 - 12% Amber (107 PEPs, from 68 settings)
 - 3% Red (24 PEPs, from 23 settings)

Summer Term 2022-23 outcomes (second wave of RAG rated PEPs):

- Improved on all counts:
- 888 PEPs completed from EYFS to Post 16:
 - 91.1% Green (809 PEPs, from 354 settings)
 - 7.3% Amber (65 PEPs, from 53 settings)
 - 1.6% Red (14 PEPs, from 12 settings)

Social Care sections of the PEP will be formally RAG rated in the next phase of the roll out (Autumn Term 2023-24).

Children with SEND



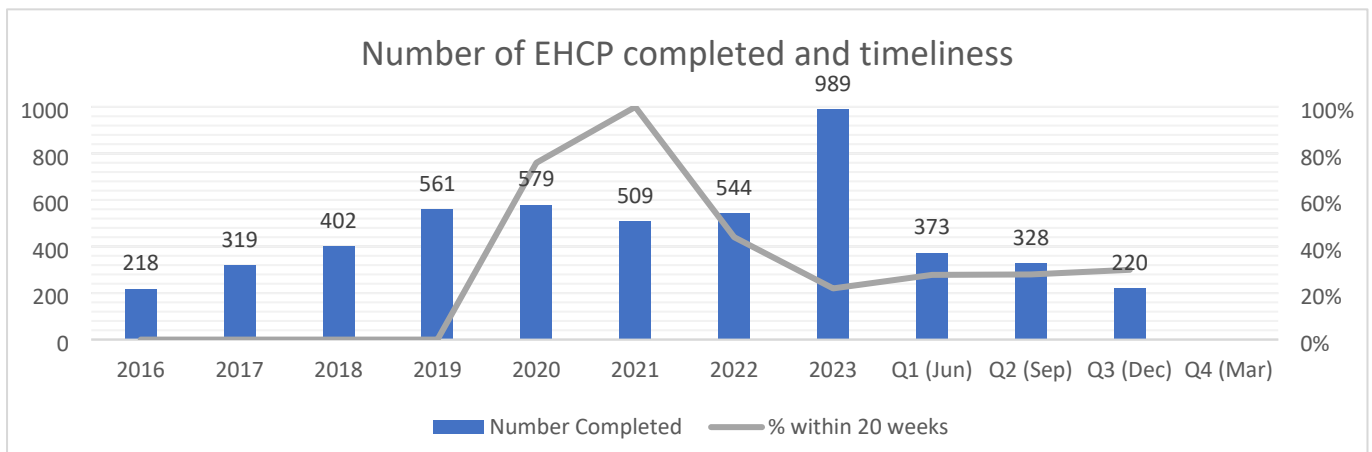
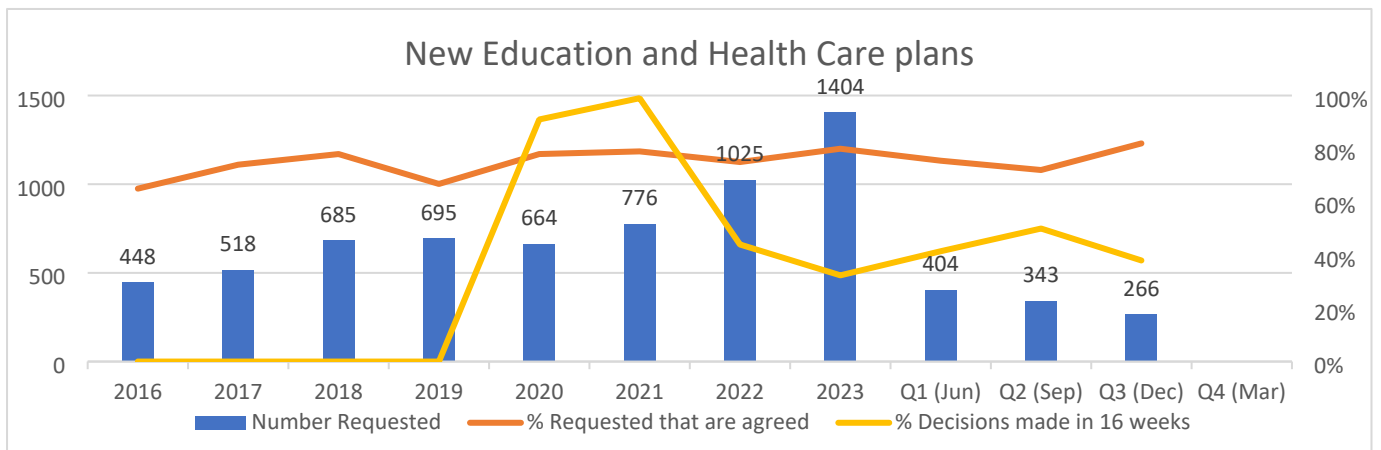
Children with SEND Commentary

Commentary for Number of EHCP's

The overall number of EHCPs in Worcester continues to increase year on year. This is in line with what is being seen nationally. We continue to see increased requests for Education, Health and Care Plan Needs Assessments, although there was a decrease in Q3.

The analysis of children and young people with additional needs identified as Children looked After (in and out of county), subject to a Child Protection Plan, Children in Need Plan or Early Help (EH) remains consistent.

EHCP's requested and timeliness.



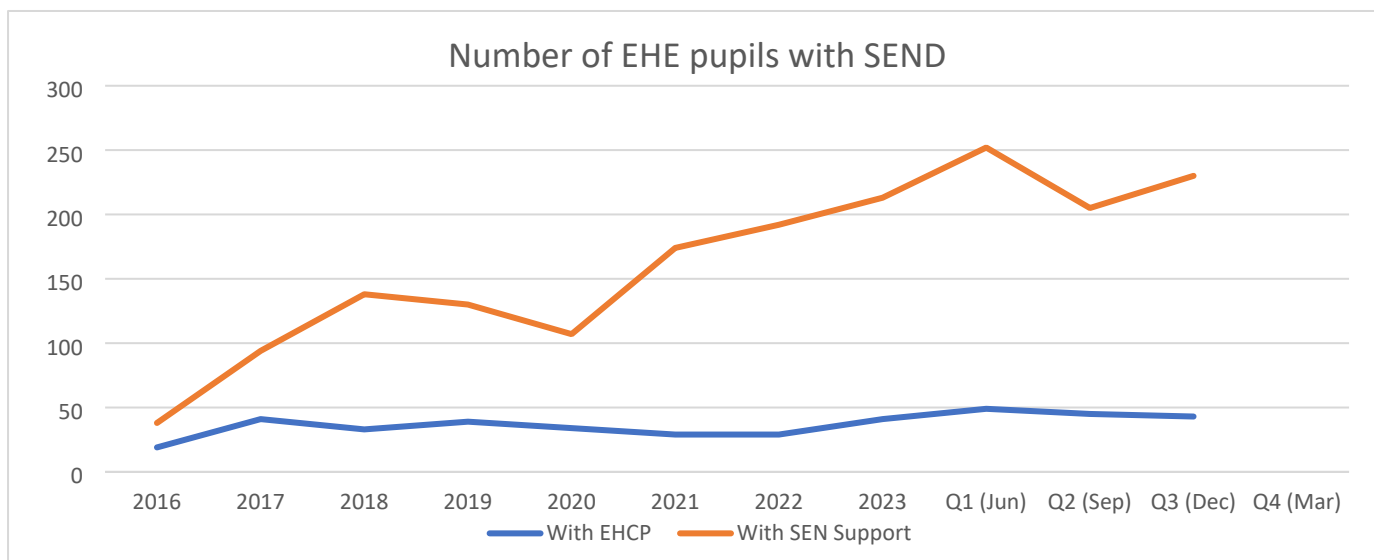
Commentary for EHCP's requested and timeliness.

There continues to be a challenge in terms of timeliness as a result of the increased demand, particularly in respect of Educational Psychologist and Health advice. To meet the demand, we are still having to use Locum Educational Psychologists. Capacity in the system continues to be a challenge. We have however seen an increase in the health advice that is received within timescales. This is a key area of focus for the Integrated Care Board (ICB) and continues to be monitored.

We have seen a reduction of our decision to assess, which is being monitored. For context the England average for assessment refusals was 21.9% in 2022. For 2022, Worcestershire refusal to assess was at 18.1%

We have, as can be seen, maintained the improvements in terms of the 16-week and 20-week timescale and this continues to be an area of focus.

Elective Home Educated (EHE) Children with SEND



Commentary for Elective Home Educated (EHE) Children with SEND

We continue to be consistent in terms of children with an EHCP who are EHE. However, we have seen an increase in the number of EHE children who received SEN support at school. Further analysis of this cohort is being undertaken. The EHE Team continues to work alongside SEND services to ensure any students with additional needs, particularly those subject to an EHCP, are prioritised and there is joint working when a parent/carer makes the decision to home educate their child. The EHE Triage process has been refined and embedded to provide robust scrutiny and increase the successful return to school for those students removed from roll for inappropriate reasons or where suitable education is not being provided under EHE.