



WORCESTERSHIRE
VIRTUAL SCHOOL

Worcestershire Virtual School Annual Report 2024-2025



worcestershire
county council

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Introduction

Our vision and role

‘The disadvantage faced by the care experienced community should be the civil rights issue of our time. Children in care are powerless, are often invisible and they face some of the greatest inequalities that exist in England today.’

(Josh MacAlister, The Independent Review of Children’s Social Care, May 2022).

The role of Virtual Schools is to promote the education of children and young people (CYP) (in care, previously in care and those with a social worker) in order that they have the highest aspirations, best possible educational experience and the very best outcomes and to ensure that the local authority’s statutory duties in this area are discharged effectively. By engaging with our partners and stakeholders to give our CYP the best possible provision and opportunities, Worcestershire Virtual School (WVS) aspires to maintain flagship status amongst Virtual Schools.

The team support Children Looked After / Previously Looked After aged 2 years to 18 years and children subject to a Child In Need Plan / Child Protection Plan aged 0 to 18, across all education settings.

At the very heart of WVS is the belief that our CYP must be supported so that they are not detrimentally affected by their experiences but are empowered to achieve their goals and ambitions. WVS does so by:

- ✓ Providing advice, support and guidance to our partners and stakeholders.
- ✓ Challenging and holding to account those responsible for supporting the education of our CYP.
- ✓ Ensuring the educational needs of our CYP are well understood through ensuring CLA have an up-to-date, detailed and high-quality Personal Education Plan (PEP) / Personal Progression Plan (PPP, Post-16) with wider educational targets to support their development.
- ✓ Ensuring Special Educational Needs & Disabilities (SEND) are identified and supported appropriately (including Social, Emotional and Mental Health needs).
- ✓ Providing training to schools/settings/providers to enable them to better support the varying needs of our CYP across the full spectrum of education.

- ✓ Monitoring the attendance and readiness to learn of our CYP in the educational environment and providing support where needed.
- ✓ Working with partners to support admissions to schools and transitions from one school to another.
- ✓ Supporting our CYP in receipt of part-time provision in moving into full-time provision as rapidly as possible, by supporting their underlying needs.
- ✓ Working with schools and other settings to prevent suspensions and exclusions.
- ✓ Facilitating projects and initiatives to give our CYP opportunities to develop themselves both personally and academically.
- ✓ Raising the aspirations and encouraging ambition for our CYP and those who support them.

There are 16 members of WVS who work tirelessly to turn the ambition we have for our CYPs' education into reality.

Summary

Worcestershire Virtual School continues to provide an excellent service within an ever-changing context and increasing demand. Our robust support and challenge to schools, social care and other partners ensures that the educational profile of care-experienced children is high. Through chairing Personal Education Plan (PEP) meetings, we directly ensure that educational settings provide a targeted range of strategies and interventions to support our children and young people in achieving their best possible outcomes.

Following our ILACS inspection in May 2023, Ofsted reported:

'29. The virtual school ensures that most children in care receive a good-quality education. Personal education plans (PEPs) appropriately identify the additional support children require and as a result they are progressing well. Children are encouraged to enjoy various activities and hobbies.'

The increasing level of need following the impact of Covid-19 and the financial crisis and their societal impacts has made the role of WVS even more crucial. The support we provide to our children and young people, their carers and our other partners and stakeholders is invaluable and has improved the life chances of 958 Children Looked After as well as a great number of Previously Looked After Children (689) & Children With a Social Worker (subject to Child In Need Plans: 496 and Child Protection Plans: 431).

Compared to 2023-24 results, the attainment gap between Worcestershire CLA and 'all' children closed (improved) in:

- Phonics (closed gap to Worcestershire 'all' [from 22.9% to 20.9%] and National 'all' [from 22.1% to 19.9%]).
- KS4 Achieving 9-5 in English & Maths (closed gap to Worcestershire 'all' [from 36.2% to 33.8%] and National 'all' [from 39.3% to 38.7%]).
- EBacc Average Point Score (closed gap to Worcestershire 'all' [from 2.51 to 2.06] and National 'all' [from 2.67 to 2.23]).
- Attainment 8 (closed gap to Worcestershire 'all' [from 27.7 to 21.9] and National 'all' [from 29.1 to 24.0]).
- ~~Progress 8~~ (*Progress 8 measures will not be published for the 2024/25 and 2025/26 academic years as KS4 pupils in these years did not have KS2 assessments due to the COVID-19 pandemic.*)

Compared to 2023-24 results, the attainment gap between Worcestershire CLA and 'all' children widened in:

- EYFS GLD (gap widened to Worcestershire 'all' [from 17.6% to 31.8%]) and National 'all' [from 17.7% to 32.1%]).
- KS2 RWM (gap widened to Worcestershire 'all' [from 8.6% to 24.7%] and National 'all' [from 11.8% to 28.3%]). The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths returned to a similar level to National CLA in 2024/25, at 33.9%.

In 2024-25 Worcestershire CLA closed the gap to Worcestershire 'all' and National 'all' in 4 out of 6 outcome measures. Despite this, Worcestershire CLA outcomes fall below those for Worcestershire 'all' and national 'all', in line with the national picture for CLA. Children Looked After face significant disadvantage in achieving educational outcomes and we work tirelessly to provide the support and challenge required to overcome this adversity.

Social, Emotional & Mental Health (SEMH) and wellbeing are of paramount importance for all children and young people supported by Virtual Schools, due to the attachment and trauma challenges they have faced as part of their early life experiences. We offer a wide range of bespoke SEMH training, support and interventions as well as a broad, high-quality personal development offer. In terms of SEMH progress, at the end of 2024-25, 46% of our statutory school-aged children and young people and 56% of our Early Years children were reported as having 'good' wellbeing (46% and 65% respectively, last year). Wellbeing data remains consistently better for our Early Years children compared to our statutory school-aged children. The trauma experienced by our children and young people at all ages continues to be highly significant, which is why providing high quality training, support and interventions (particularly via our Trauma Informed and Attachment Aware Settings programme) will always be one of the highest priorities for our work. We continue to work collaboratively with partners and stakeholders in order to understand each young person's unique story and to provide bespoke intervention.

Our mission to create Trauma Informed and Attachment Aware Settings (TIAAS) across the county has improved schools' and settings' ability to support our children and young people and improve their outcomes. Our broader TIAAS menu of training has been enhanced to provide tiered levels, which are accessible and tailored to the needs of different settings. As of July 2025, 74% of schools had an active Trauma Informed Schools (TIS) Practitioner (up from 61% in July 2024), 80% of schools had a TIS or Thrive Practitioner (up from 66% in 2023-24) and 82% of schools have received some form of TIAAS training (up from 69% in 2023-24).

Our children and young people continue to benefit from access to a broad range of high quality extra-curricular activities, including climbing, our annual art competition (in conjunction with Worcester Theatres), horse-riding, a musical theatre workshop, outdoor adventure, skiing, circus skills, cricket and organised visits to theatrical performances.

The majority of statutory school aged Children Looked After (92%) attended Ofsted rated Good or Outstanding schools, or a school where there is no current rating available at the end of 2024-25. Where absolutely necessary, our children and young people are supported through the use of staged reintegration (part time) timetables and Alternative Provision. As with all provision, these are monitored closely and any school concerns are addressed through increased scrutiny.

For the academic year 2024-25:

- Attendance for children Looked After is now at its highest level since 2021-22 (90.7%), exceeding the 2021-22 figure by 1.3%.
- Attendance for children subject to a Child Protection Plan is now at its highest level for at least 5 years (83.3%), exceeding the 2021-22 figure by 2.9%.
- Attendance for children subject to a Child In Need Plan is now at its highest level for at least 5 years (81.1%), exceeding the 2021-22 figure by 6.9%.

This may be indicative of additional protective factors provided by escalating through from Child In Need Plans to Child Protection Plans to Child Looked After.

For context, attendance for all Worcestershire children has increased by 1% compared to last year, to 92.7%. This is also the highest figure since 2020/21, although it remains 2.3% below the 2020/21 figure. This remains higher than for Worcestershire's children subject to a Child In Need Plans (by 11.6%), children subject to a Child Protection Plans (by 9.4%) and Children Looked After (by 2.0%). We aspire for attendance for all children with a social worker and Children Looked After to be at least as good as all Worcestershire children, and above 95%.

We work with partners in School Admissions, SEND services and Social Care to ensure rapid education placements and minimal incidents and duration of Children Missing Education (CME). Where there are barriers to children and young people being placed in an appropriate school, such as awaiting a Special School placement, we provide interim education provision to maintain educational progress.

Permanent exclusions and suspensions remain low, despite the broader national picture of increasing exclusions and suspensions in the challenging times following the Covid pandemic. This is due to tireless work of our team, our strong partnerships (particularly with schools in finding solutions to issues and avoiding exclusions) and the broader strategic work we deliver, such as the Trauma Informed Schools (TIS) programme.

We maintain strong relationships with partners & stakeholders in education, health and social care and with our carers. We are an active, outward-facing team. Many members of the team extend their strategic leadership in areas such as UASC and Post 16 provision through regional and national networks. The Virtual School Headteacher is the chair of the West Midlands Virtual School Heads Network, chair of the WMVS Children In Care Foundation, regional rep for the National Association of Virtual School Heads (NAVSH) and Worcestershire rep for the West Midlands Alternative Provision Leads. These networks enable the team to influence regional and national policy and practice.

The Pupil Premium Plus grant is carefully managed by WVS through operational SMART targets for each of our Children Looked After and a strategic delivery of interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority. We have also made full use of the additional funding through each of the Section 31 grants (Children with a Social Worker, Post-16, Previously Looked After Children and those in Kinship Care) to improve experiences and outcomes for our children and young people.

Key priorities for the academic year 2025-26 are:

- 90% of Worcestershire settings to have accessed levels 1,2 or 3 of Trauma Informed and Attachment Aware Settings (TIAAS) training by the end of the academic year (82% as at end of 2024-25).
- To implement Phase 4 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme (direct support for subscribed schools through Challenging

Education and VS Deputy), aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation.

- To respond to the ever-increasing demands and resource pressures on Virtual Schools (and Local Authorities in general) by applying 'lean principles' to our practice, to maximise efficiency and impact.
- To deliver robustly on the new kinship care duties for Virtual Schools ('Promoting the education of children with a social worker and children in kinship care arrangements').
- To increase staffing resources to improve educational engagement and outcomes for children with a social worker, by appointing a dedicated Education Lead for Children With a Social Worker and a new role of Education Adviser for Worcestershire Multi-Agency Protection Team.
- As per ILACS feedback – 'improve children and care leavers participation in influencing service delivery and strategic development' - to actively promote and secure increased participation in 'Pupil Voice' in all PEP's & PPP's.
- At least 90% of Year 11 children looked after to have an intended destination for September 2026.
- Attendance gap between children looked after and 'All' students to be reduced to less than 2%.
- Maintain 0% exclusion rates.
- Reduce suspension rates for children looked after to below 10% (end of 2023-24 = 10.49% [77]).
- To further close the attainment gap between children looked after and 'all' students.
- To improve outcomes for our children looked after with EHCPs by introducing a new specialist Learning Advocate (Education, Health and Care Plans) post.
- To reduce the number of looked-after pupils on a Part Time Timetable, remaining below 25 and to ensure all have a robust reintegration plan in place, which is monitored regularly.
- To reduce young people Not in Education, Employment or Training (NEET) from 17% (end of Academic year 2024-25) to 15% or below by end of Academic year 2025-26 (previously reduced NEET from 27% (2022-23) to 17% (2023-24)).

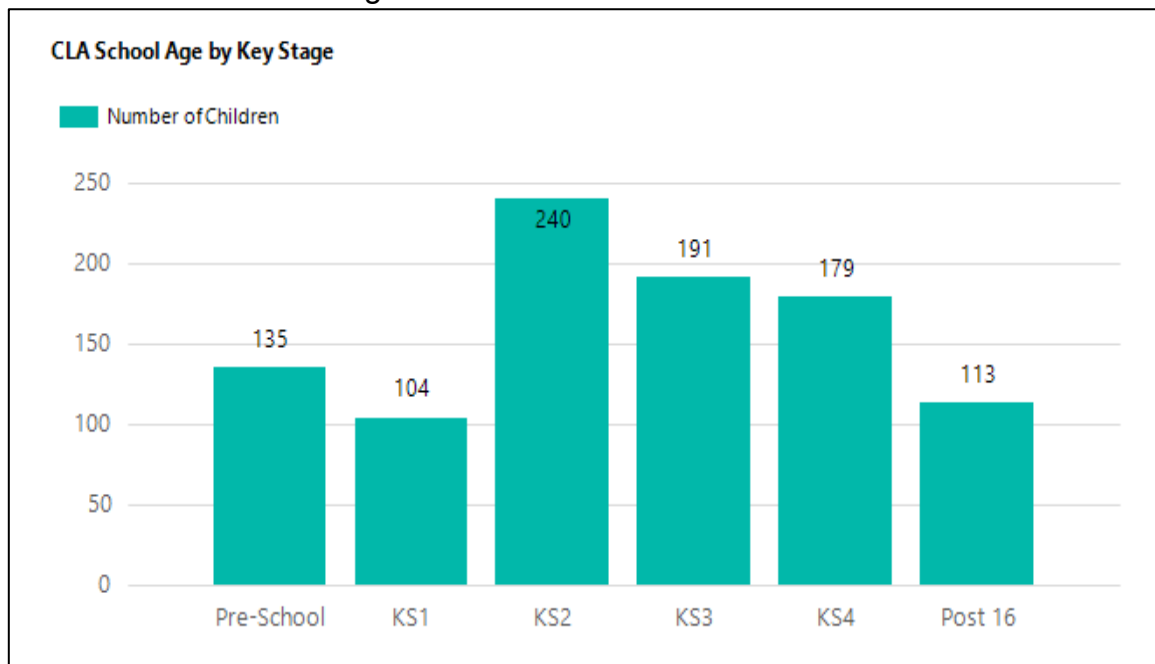
Who is supported by the Virtual School and where do they live and go to school?

Children & Young People - Context

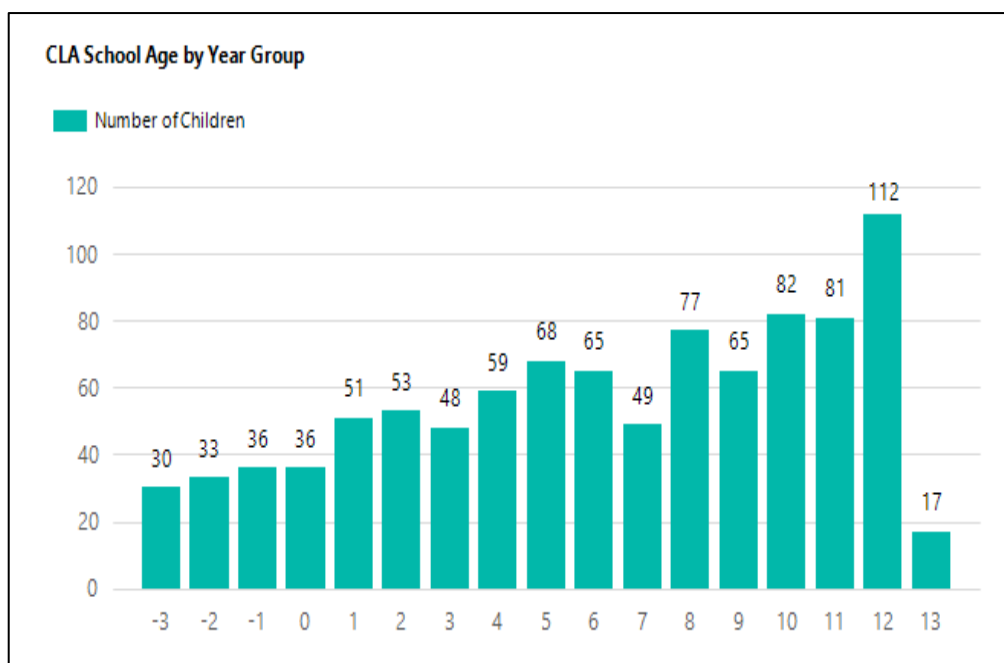
WVS continues to go above and beyond in supporting all of our children and young people. This support varies as broadly as the needs of the children and young people in our cohort. WVS works closely with colleagues and multi-agency partners to improve provision and outcomes for our children and young people. With a constantly changing cohort (due to children and young people entering and leaving the care system or entering/leaving Social Care involvement) each year's cohort is considerably different to another.

Children Looked After

- Children Looked After total (as at 01/08/2025):
 - 2021-22 902
 - 2022-23 886
 - 2023-24 922
 - 2024-25 958
- Children Looked After in county/out of county
 - 2024-25 IC – 592 OOC - 366
- PEP Cohort School Stage:



21/07/2025 - VS Self Evaluation framework

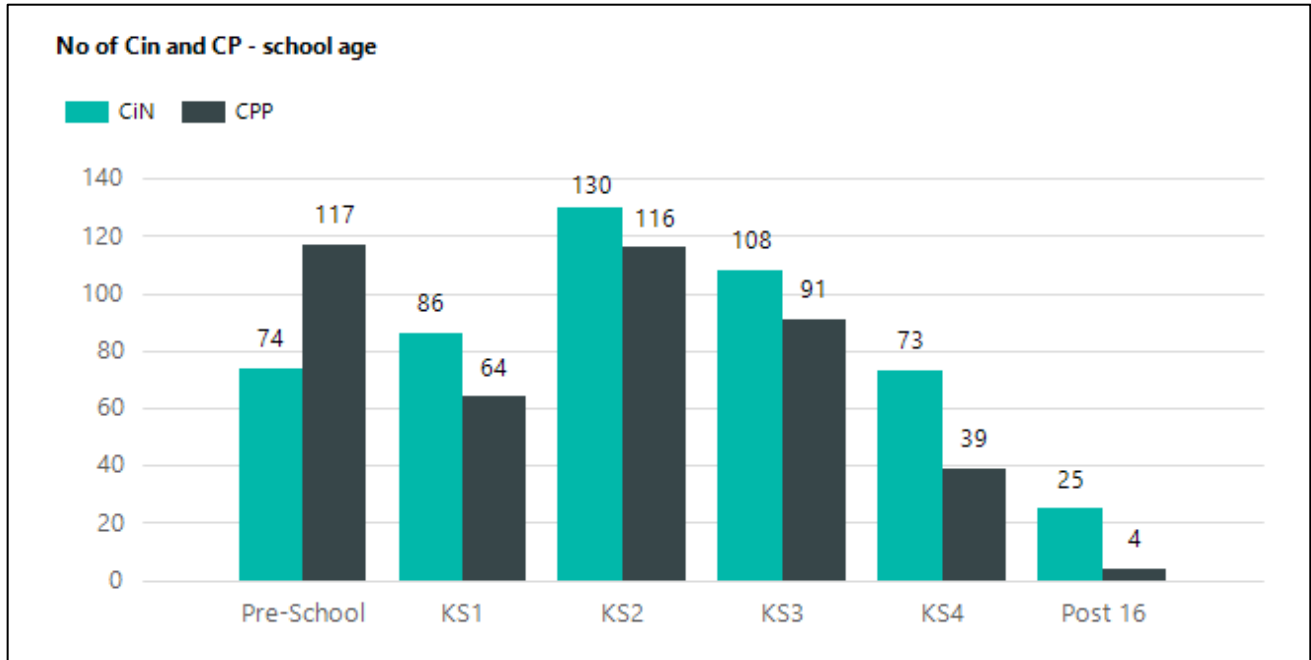


21/07/2025 - VS DSelf Evaluation framework

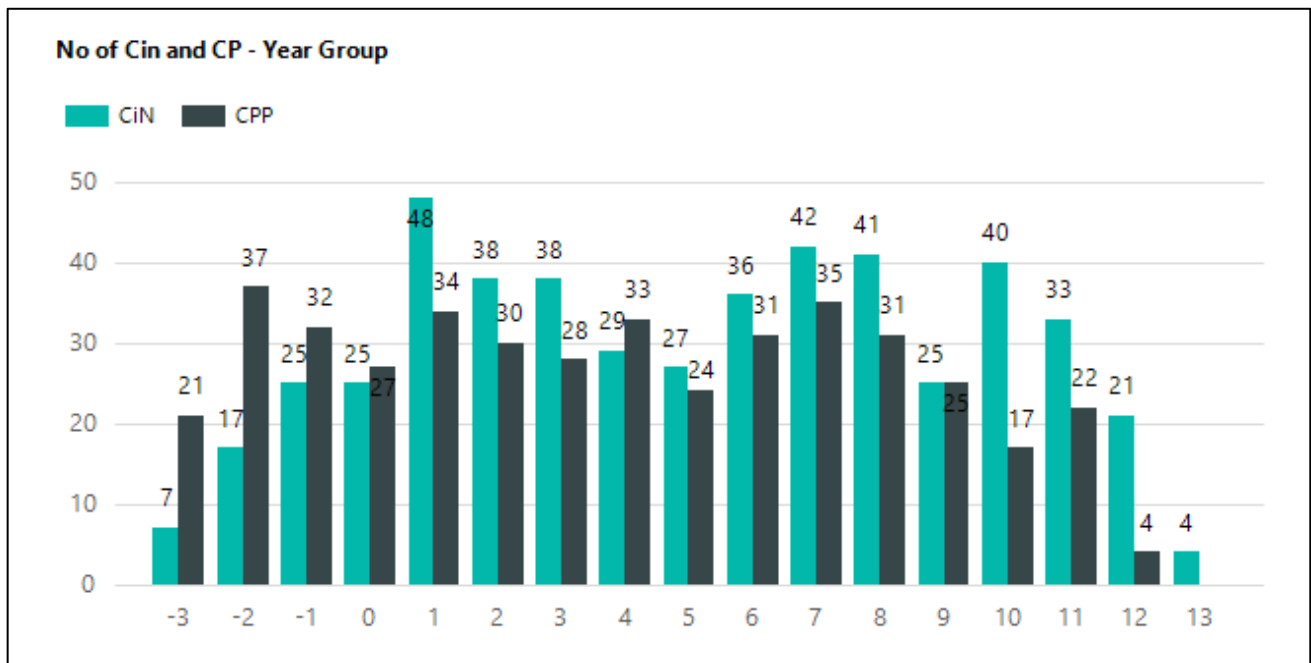
Note: Year 13 above shows the number of Year 13 students up to the age of 18 years, at which point they cease to be looked after.

Children on Child in Need (CiN) and Child Protection (CP) Plans:

- CIN total (as at 21/07/2025): 496 (22/7/24 was 604, 01/08/23 was 849)
- CPP total (as at 21/07/2025): 431 (22/7/24 was 515, 01/08/23 was 571)



21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025



21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

NB Yr0 = Reception

New DfE 'Children with a Social Worker' guidance published in June 2022 confirmed that from September 2022, the future cohort will include those children who have been assessed as needing or previously needing a Social Worker within the past 6 years. This guidance has been updated for the 2024 to 2025 academic year to include information on how virtual school heads should consider the needs of kinship children in their work. Virtual Schools are vital now more than ever, given the impact the pandemic has had on the learning of all children – none more so than the most vulnerable. For example, in the 2020 to 2021 academic year, Children In Need lost an average of 4.1 months of learning in secondary school reading compared with 2.4 months for all children. Funding for this strategic leadership role for children with a social worker is confirmed until the end of March 2025.

Previously Looked After Children (PLAC)

WVS's PLAC advisor robustly advocates for CYP. The role includes:

- offering support and challenge where needed/requested
- ensuring updated guidance is shared with schools to maintain the profile of PLAC within settings and improve educational outcomes
- acting as a key point of contact and support for all Designated Teachers with responsibility for PLAC
- providing guidance to schools regarding accessing the Pupil Premium Plus Grant
- guidance on effective use of Pupil Premium for maximum impact, supporting guidance provided by the DfE
- advocating use of a PLAC Inclusion Plan to capture all key information (a good practice document, not a statutory requirement)

The October 2024 census data for those Children Previously Looked After declared by parents/carers attending Worcestershire schools indicated a total of 689.

Previously Looked After Children in Worcestershire schools - School census data

2018	2019	2020	2021	2022	2023	2024
267	300	622	690	688	685	689

It should be noted that the figures up to 2019 inclusive only include data from Local Authority maintained schools. Henceforth the data for all LA schools and academies were published and included children/young people with a Special Guardianship Order and Child Arrangement Order.

October 2024 school census data - PLAC categories

Adoption	Special Guardianship order (SGO)	Child Residence Order (CRO) (replaced by CAO April 2014)	Child Arrangements Order (CAO)	Adopted from state care outside of Eng and Wales	Total
456	166	15	49	3	689

WVS's PLAC Advisor has maintained key partnerships with Adoption Central England

(ACE) and the permanency, planning, and support team who offer support to Special Guardianship families within Worcestershire. The benefits of working collaboratively are evident through prompt response to school disengagement and referrals to appropriate services such as school admissions and SEND.

Requests for support received for PLAC from practitioners

The PLAC Advisor continues to work creatively to provide or signpost advice and information to professionals, education settings and parents/carers who have a child who is previously looked after. This may be via direct conversations or through the PLAC page within the Virtual School website.

Total number of requests for support from parents/carers, schools and other professionals during the academic year:

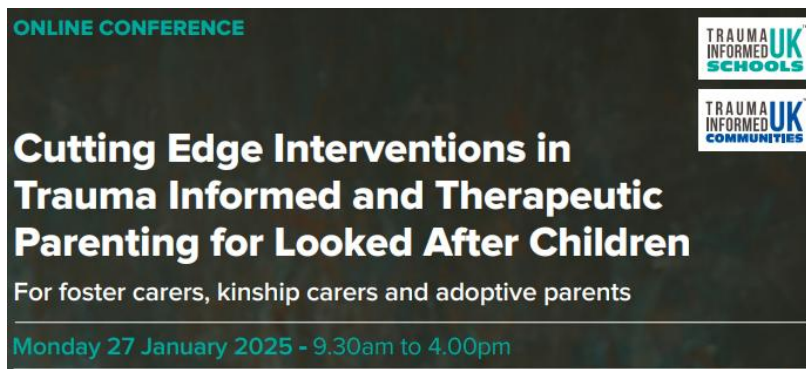
- 2022/23 = 136 (55 in Autumn term, 44 for Spring term and 37 for Summer term).
 - 2023/24 = 122 (50 in Autumn term, 33 for Spring term and 39 for Summer term).
 - 2024/25 = 122 (45 in Autumn term, 32 for Spring term and 35 for Summer term)
- Overall total decreased from 136 in 2022/23 to 122 in both 2023/24 and 2024/25.
 - Autumn term shows a steady reduction year-on-year.
 - Spring and Summer terms vary but contribute to the decline in total numbers.

In the 2024/25 academic year, most requests for support came from schools (48 requests), with common themes of transition, thrive assessments to support SEMH, Implementation of the inclusion plan and linking with other agencies such as Adoption Central England or occupational therapy.

Parent/carer requests came in slightly lower than schools, at 46. Queries included information on intended use of Pupil Premium Plus, concerns regarding academic progress, interim review process for EHCP's, mental health concerns, escalation in behaviours and suspensions.

Over 2024/25, Worcestershire Virtual School has worked in partnership with other Virtual Schools across the West Midlands to commission a series of webinars for parents and carers of Previously Looked After Children and children in formal kinship care. Delivered by an external agency, the 12 webinars cover a range of practical topics, including *Supporting Sensory Needs in an Education Setting* and *Supporting Reading in the Primary Years*. Designed to be accessible and relevant, these sessions have been well attended, with additional slots added due to high demand. Feedback has been consistently positive, and the training has already been commissioned for the next academic year.

Worcester Virtual School also offered funded places for parents/carers to attend Trauma Informed Schools UK's online conference (27/01/25), titled: **Cutting Edge Interventions in Trauma Informed and Therapeutic Parenting for Looked After Children**.



Provided for foster carers, kinship carers and adoptive parents, the conference delivered inspirational sessions by keynote speakers, including Dr Dan Hughes (Clinical Psychologist, founder of Dyadic Developmental Psychotherapy and originator of PACE.) and Dr. Margot Sunderland (Director of Education and Training: Centre for Child Mental Health). This was attended by 5 parents.

In 2024-25 Worcestershire Virtual School also launched a partnership with The Family Place, a specialist therapeutic service providing assessment, therapy, training and professional consultation to organisation including schools, colleges and early years settings. Worcestershire Virtual School commissioned The Family Place to run training for education professionals including:

- Understanding the changing adolescent brain to improve engagement in education
- Understanding what is meant by Blocked Trust and Blocked Care, the impact on the education system and relationships.
- Understanding how music and rhythm can be used by all education staff to support a child's emotional regulation

The Family Place has also delivered two fully funded courses, specifically for those parents/carers supporting children who are previously looked after or in kinship arrangements:

- Working with Professional Networks- Having your voice heard
- Understanding the impact of trauma on your child's sensory processing system

The workshops were scored an average of 4.2 out of 5 (1 poor- 5 excellent) and 100% of attendees who completed the evaluation said they would recommend or consider recommending them to others.

Further training has been scheduled from The Family Place for the next academic year, including 'Making sense of the impacts of early neglect on children', 'Overcoming barriers and moving forward' and 'Managing aggression for parents/carers'.

Another key development for 2024-25 has been the introduction of 'Circle Time' sessions for adoptive parents, delivered in partnership with Adoption Central England. These sessions offer a safe, informal space for parents to share experiences and discuss educational concerns. The first session welcomed eight parents, with discussions focusing on school avoidance, SEND and the use of Pupil Premium Plus (PP+). The summer term session focused around transition had two parents in attendance. These will continue to be offered termly in the new academic year.

Inclusion Plan for Previously Looked After Children

WVS continues to advocate use of an Inclusion Plan for Previously Looked After Children (equivalent to a PEP) to clearly identify and raise awareness of a CYP's individual needs, ensuring that relevant information is available to those who need to know and that effective communication routes are established.

The Inclusion Plan was introduced because many of our Previously Looked After Children suffered trauma in their early lives and became looked after before their final move to join carers or adoptive families. Parents/carers emphasise the need to make school/early years provisions fully aware that their children continue to have the same needs as they had as a Child Looked After. Indeed, these issues may have been exacerbated as an adoption/Special Guardianship Order is yet another transition in their journey. There is also a need to make lasting relationships within their family. This can cause anxieties for children who have had difficulties with relationships and attachments in the past.

The plan draws on the pro-active nature of the CLA PEP, ensuring collaborative planning and support across home, school/early years provision and other agencies. It includes consideration of the effects of trauma and loss and how this may impact learning and emotional well-being. A clear focus remains around trauma friendly language and opportunities for positive relational experiences, reinforced by the Trauma Informed & Attachment Aware Schools training opportunities offered to all Worcestershire schools.

The Inclusion Plan is intended to compliment, rather than replace, other education-based plans such as IEPs (Individual Education Plans) or PSPs (Pastoral Support Programmes). An Inclusion Plan for Previously Looked After Children will only be initiated when parents/carers choose to identify their child's status. Maintaining confidentiality of information, if requested, is essential.

CATCH



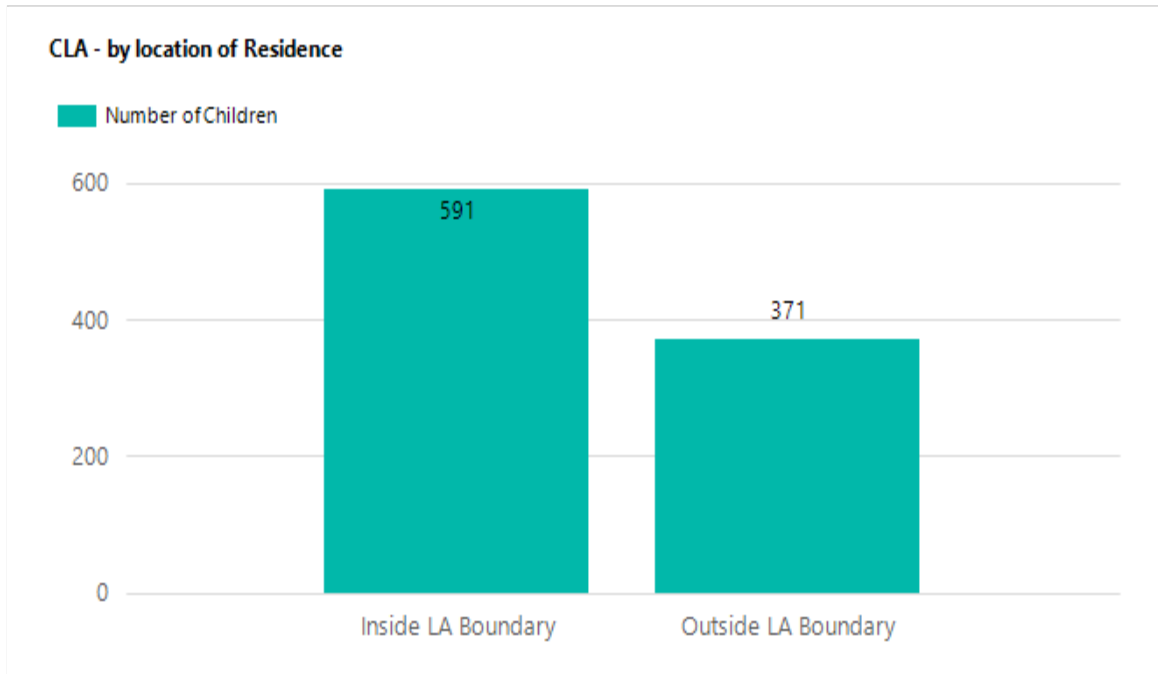
In 2023-24 WVS introduced a fully funded subscription to the Children and Trauma Community Hub (CATCH) for parents' and carers of Previously Looked After Children and those in Kinship Care. CATCH is an online community of information and support for adopters, special guardians, foster carers and the professionals who work with them. CATCH provides eLearning, webinars and resources. This online support platform provides accessible tools to inform and empower families supporting children who have experienced early life trauma.

Through 2024-25 CATCH has been part of a targeted offer to schools recoding high numbers of Previously Looked After Children and funded access has been provided, advertised through WCC's Education Bulletin.

Virtual School cohort care placement profile

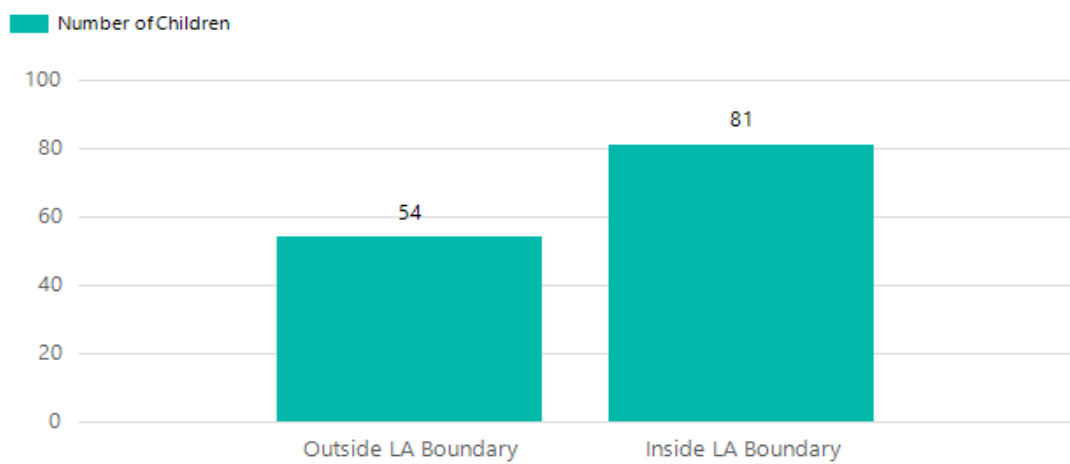
In & Out of County Care Placements

In and Out of County Care Placements:



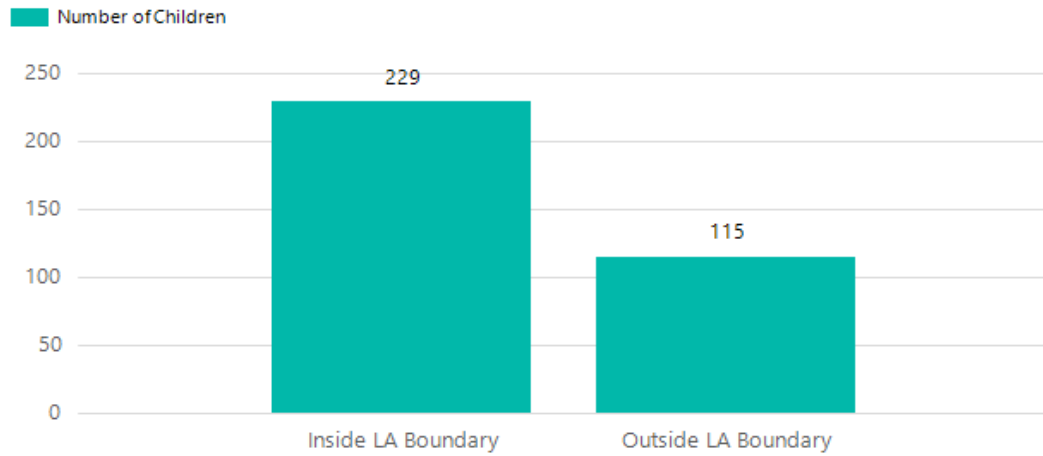
21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

CLA - EYFS by location of Residence



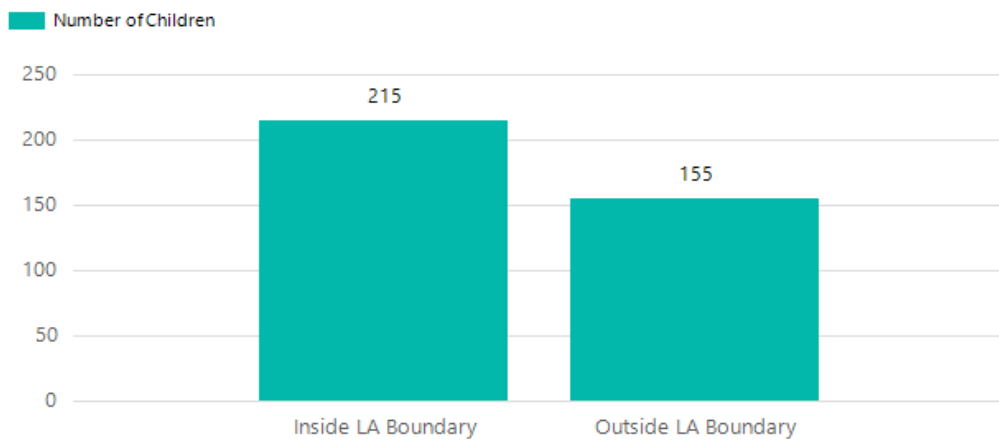
21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

CLA - KS 1 & 2 by location of Residence



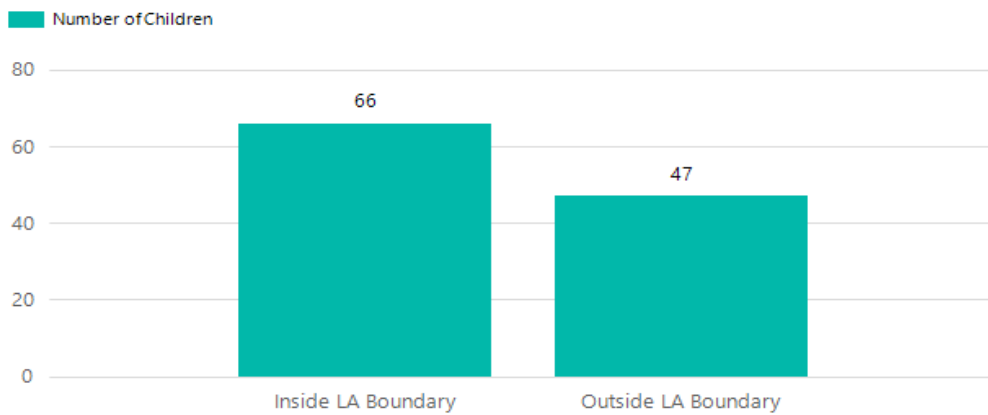
21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

CLA - KS 3 & 4 by location of Residence



21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

CLA - P16 by location of Residence



21/07/2025 - VS Dashboard SEF Reference Framework – Summer term 2025

Care Placement Type: EYFS, SSA & P16

Where the Child Resides	KS1	KS2	KS3	KS4	Post 16	Pre-School	Total
A6 - Placed for adoption with placement order	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>13</u>	<u>14</u>
K2 - Childrens Homes	<u>6</u>	<u>31</u>	<u>60</u>	<u>56</u>	<u>11</u>	<u>0</u>	<u>164</u>
K3 - Regulated Supported Accommodation	<u>0</u>	<u>0</u>	<u>0</u>	<u>18</u>	<u>44</u>	<u>0</u>	<u>62</u>
P1 - Placed with own parents	<u>2</u>	<u>4</u>	<u>4</u>	<u>6</u>	<u>1</u>	<u>11</u>	<u>28</u>
U1 - Foster placement with relative or friend-	<u>23</u>	<u>50</u>	<u>18</u>	<u>19</u>	<u>8</u>	<u>28</u>	<u>146</u>
U3 - Foster placement with relative or friend- not	<u>12</u>	<u>17</u>	<u>9</u>	<u>3</u>	<u>2</u>	<u>17</u>	<u>60</u>
U4 - Placement with other foster carer- long term	<u>10</u>	<u>46</u>	<u>43</u>	<u>34</u>	<u>14</u>	<u>5</u>	<u>152</u>
U6 - Placement with other foster carer - not long	<u>50</u>	<u>92</u>	<u>55</u>	<u>36</u>	<u>13</u>	<u>59</u>	<u>305</u>
Z1 - Other placements	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>9</u>	<u>1</u>	<u>11</u>
Z13 - Unregistered carer/provider: best interests	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>10</u>	<u>1</u>	<u>13</u>
Z14 - Other placement	<u>0</u>	<u>0</u>	<u>2</u>	<u>4</u>	<u>1</u>	<u>0</u>	<u>7</u>
Total	104	240	191	179	113	135	962

21/07/2025 - VS Dashboard - All Active Children

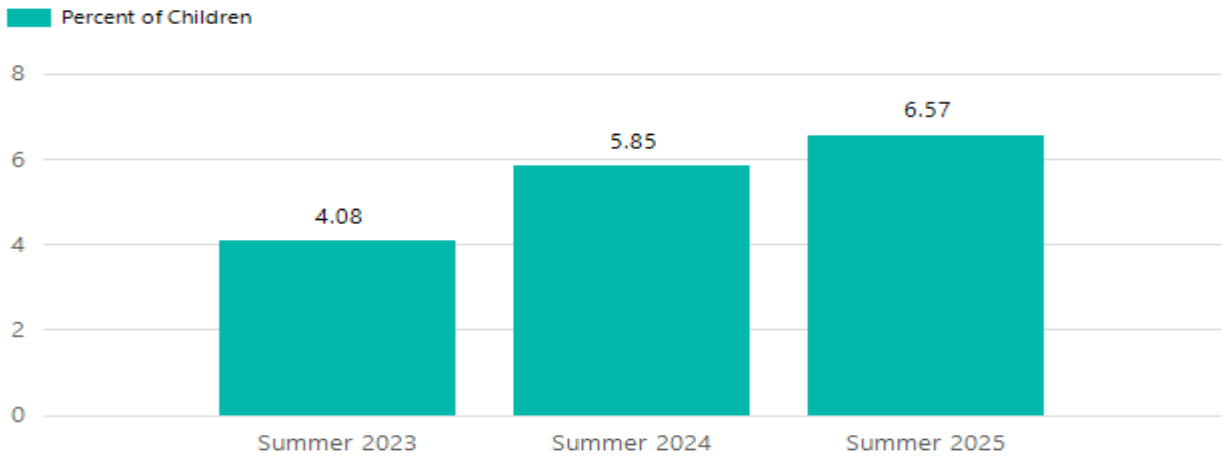
Care and Education Placement Changes

Care and education placement moves are reported by CYP in care and by care leavers as being amongst the most disruptive events in their lives. WVS, in partnership with education and social care colleagues, works hard to ensure that any moves are in the best interests of the child and that the impact of any moves are minimised. Care placement moves are particularly impactful as they create a fundamental change to a CYP's home and community and commonly also require an education placement move due to relocation. However, there are occasions where such moves are necessary. The continuing national issues in finding appropriate care placements creates an increased likelihood of the necessity for significant geographical moves. In addition, the nationally increasing levels of SEMH in CYP as a whole can lead to behavioural issues displayed both in education and in care placements and can necessitate moves to placements which can meet the CYP's needs..

The VSH/VSDH attends a fortnightly Social Care Resource Panel (care placement panel) to champion the importance of stability of school placement whenever residential placement moves are necessary.

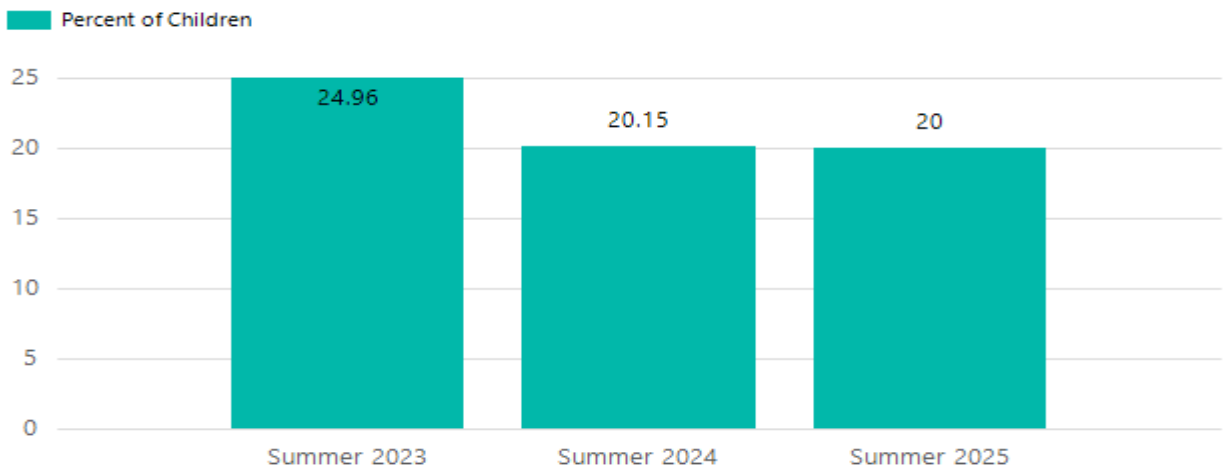
WVS provide clear guidance and support for Social Workers on the admissions process when an education placement move is necessary. Social Care discuss changes to school provision with WVS learning advocates prior to application being made. WVS are made aware of placement moves prior to move (if not an emergency) and within 24 hours (if an emergency). Education provision is, wherever possible, put in place within 5 school days following a home placement move.

% of SSA CLA at term end with at least 1 in-year school move but no residence moves in prior 12 months



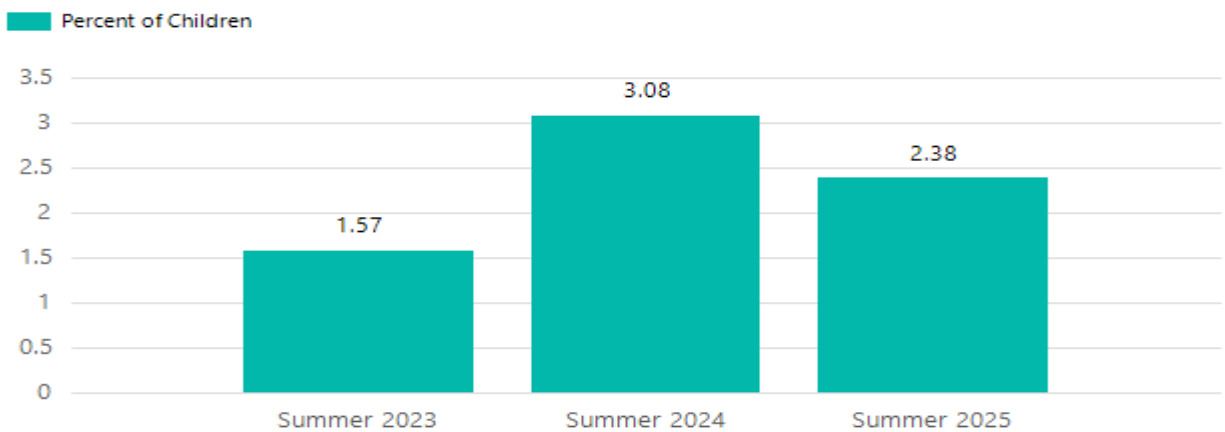
ChS Liquidlogic CRM In-Year Monitoring

% of SSA CLA at term end with at least 1 residence move and no in-year school moves in prior 12 months



ChS Liquidlogic CRM In-Year Monitoring

% of SSA CLA at term end who experienced both in-year school move and residence move in prior 12 months



ChS Liquidlogic CRM In-Year Monitoring

Over the 12 months prior to the end of the academic year 2024-25:

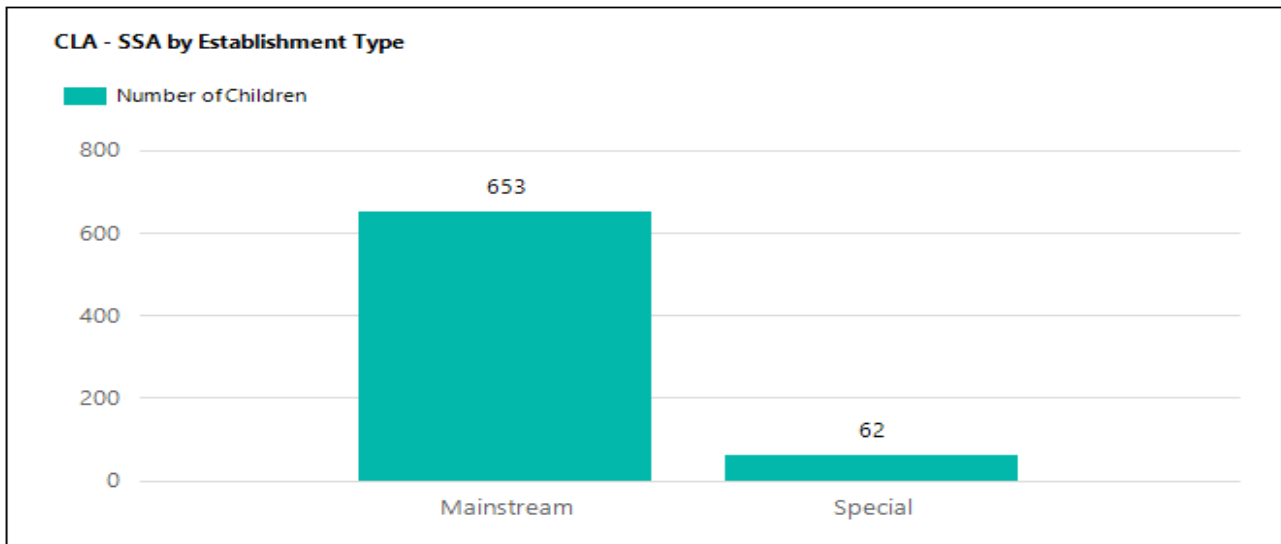
- 6.57% of statutory school aged CLA had at least 1 in-year school move, but no residence moves. This is a slight increase on 2023-24.
- 20.00% of statutory school aged CLA had at least 1 residence move, but no in-year school moves. This is in line with 2023-24.
- 2.38% of statutory school aged CLA experienced both at least 1 in-year school move and at least 1 residence move. This is a decrease on 2023-24.

Virtual School cohort education placement profile

Schools Attended

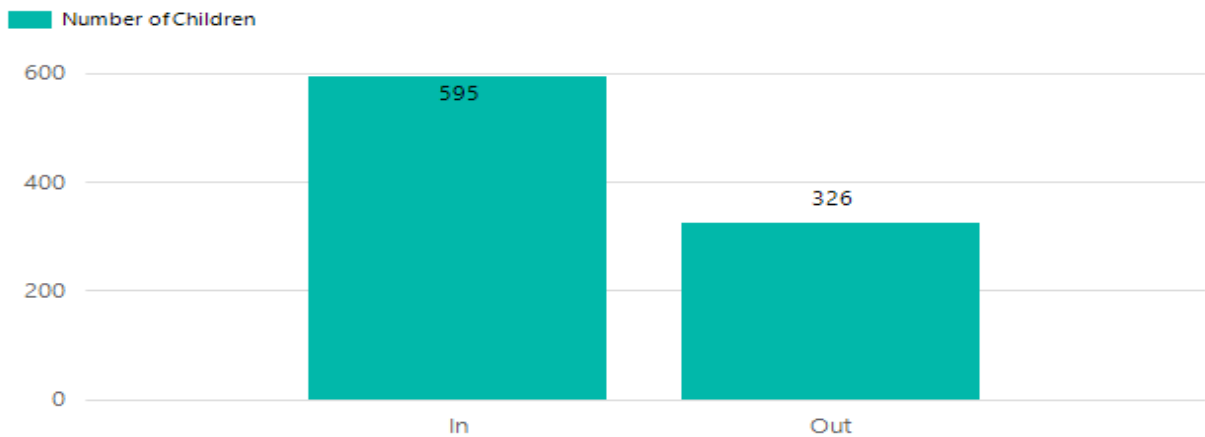
Statutory School Age (SSA)

School/Setting Type



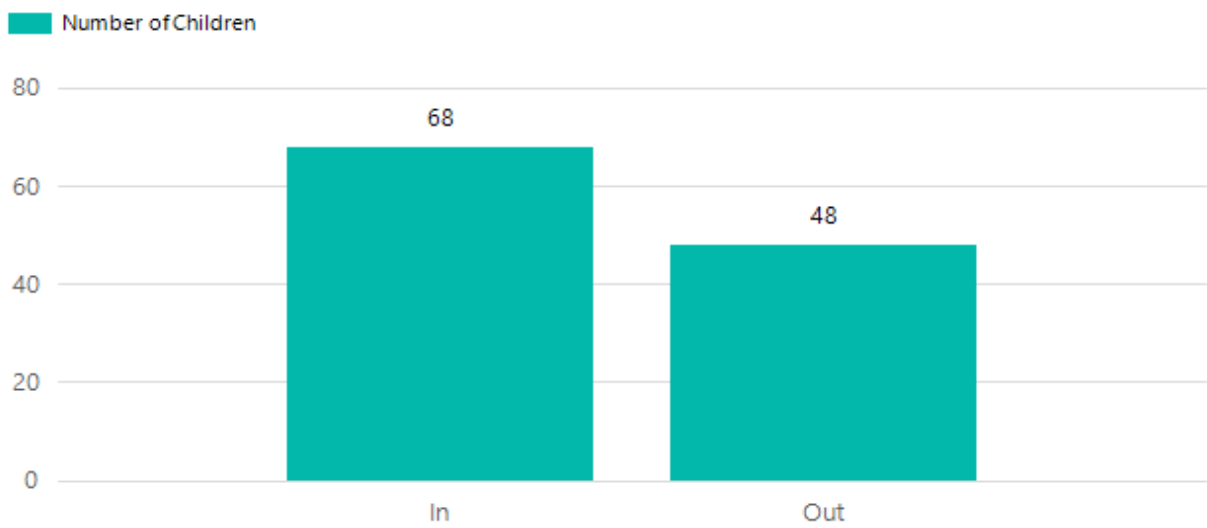
ChS Liquidlogic CRM In-Year Monitoring

CLA - by location of School



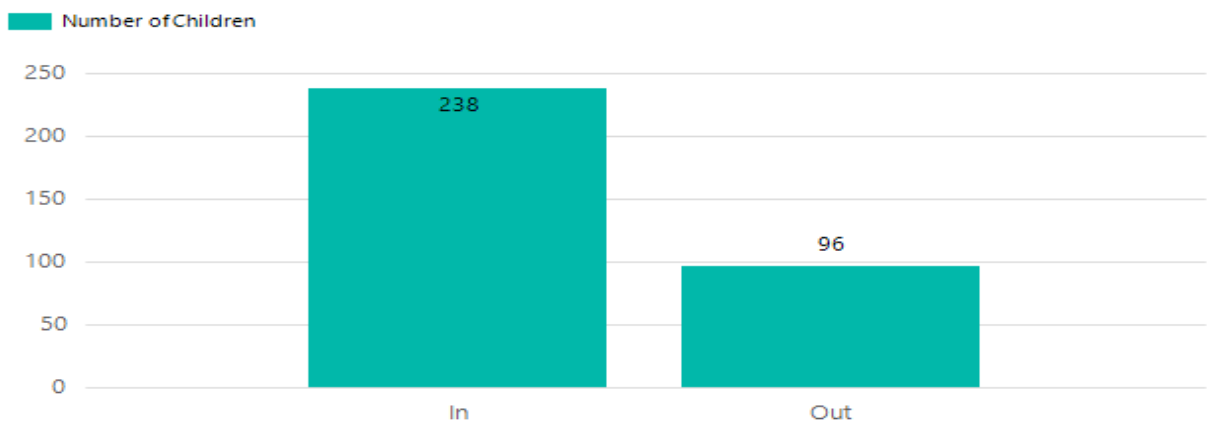
ChS Liquidlogic CRM In-Year Monitoring

CLA - EYFS by location of School



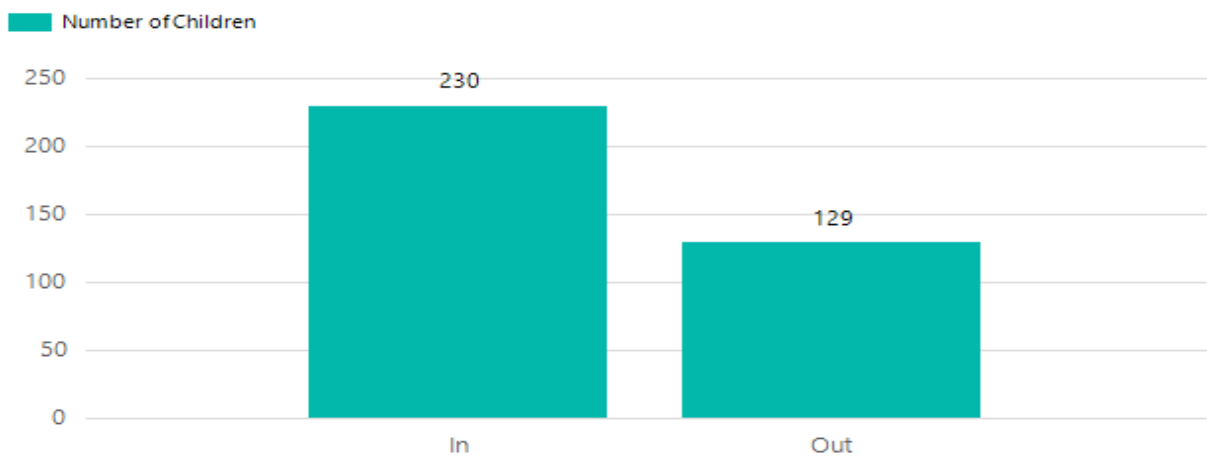
ChS Liquidlogic CRM In-Year Monitoring

CLA - KS 1 & 2 by location of School



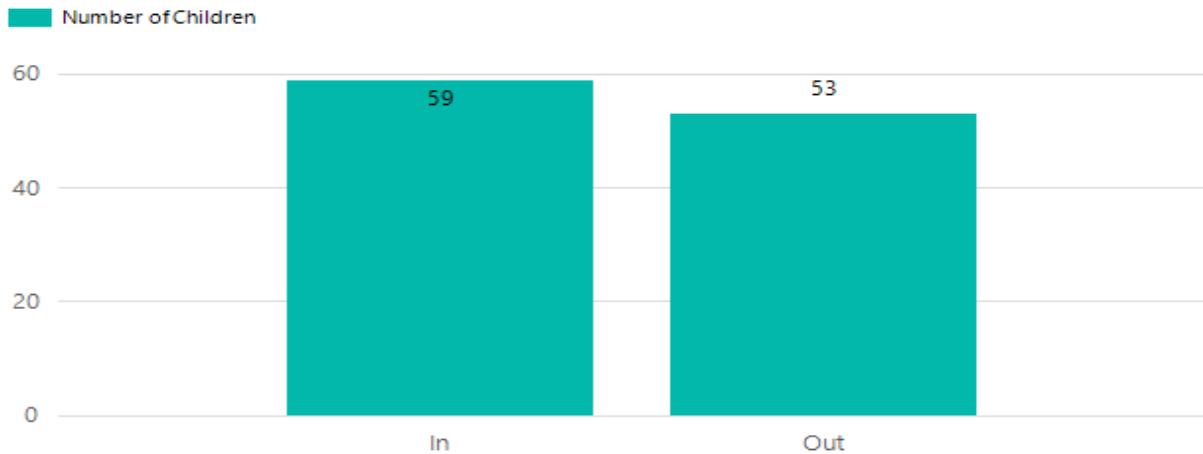
ChS Liquidlogic CRM In-Year Monitoring

CLA - KS 3 & 4 by location of School



ChS Liquidlogic CRM In-Year Monitoring

CLA - P16 by location of School



ChS Liquidlogic CRM In-Year Monitoring

Alternative Provision

Where absolutely necessary and in the best interest of our CYP, some individuals are supported through the use of bespoke Alternative Provision (AP). Alternative Provision can be a powerful intervention in meeting the SEMH and learning needs of some CYP in order to achieve their best educational outcomes and life chances.

As with all provision, Alternative Provision settings are monitored and quality assured closely and any concerns are addressed through a 'Schools of Concern' protocol.

At the end of 2024-25 there were:

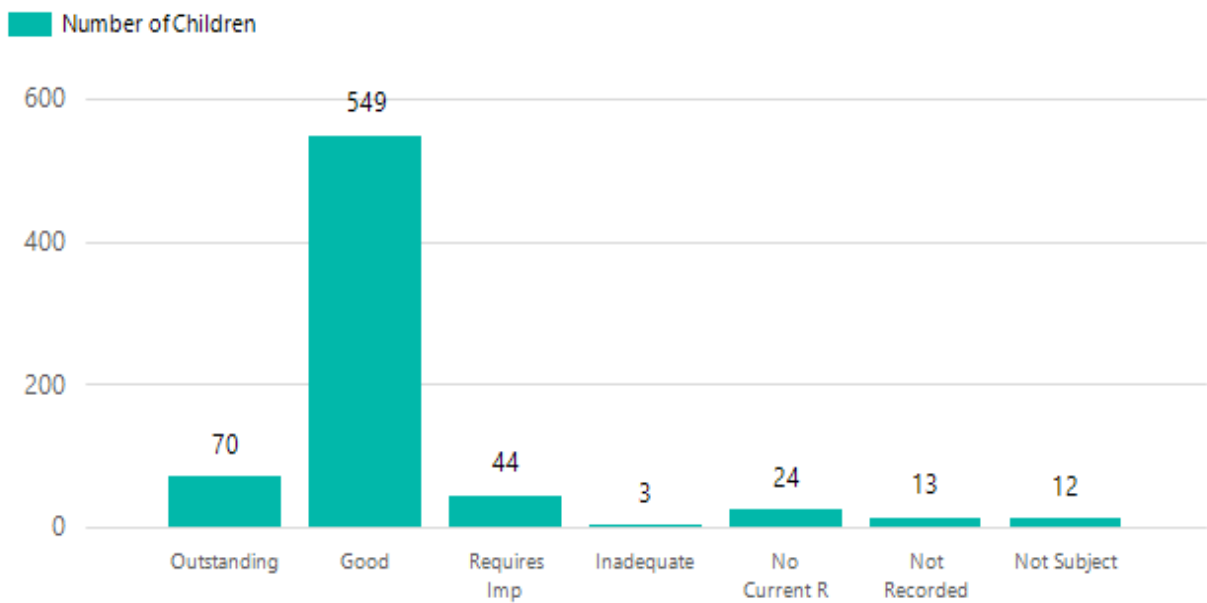
- 10 students on full time AP
- 30 students on part time AP

21/07/2024 - WVS doc: CME_PTTT_AP_spreadsheet_24-25

This data includes 23 children with Alternative Provision delivered as part of their EHCP offer, or an EHC needs assessment is underway.

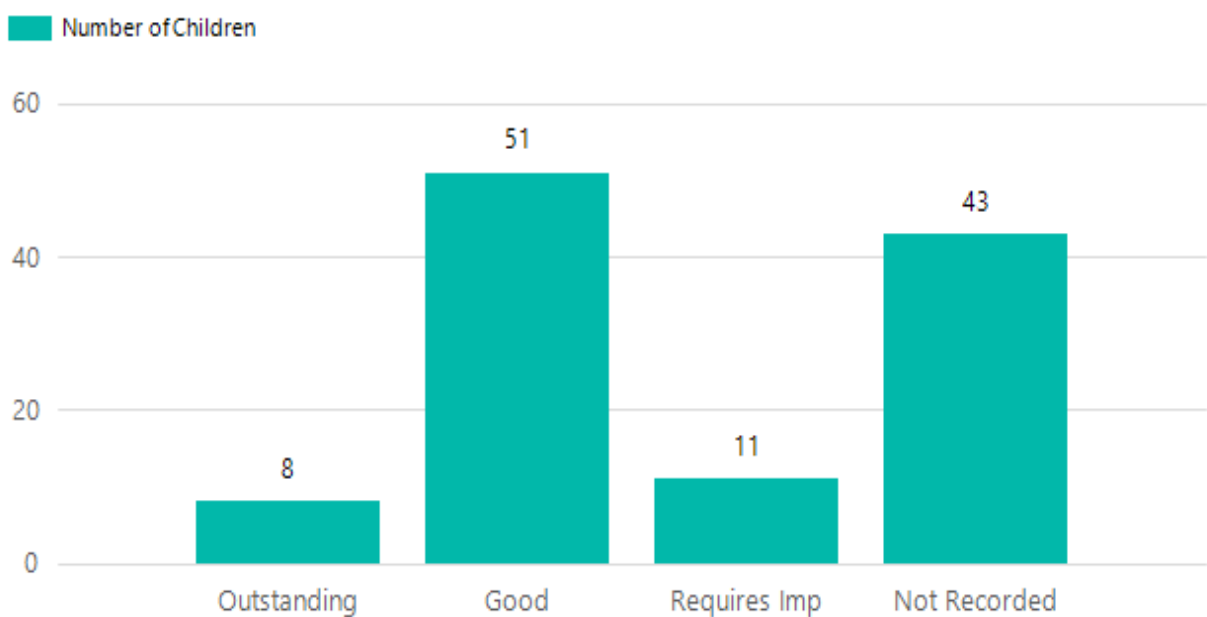
Ofsted Judgements

SSA CLA by Ofsted Judgement



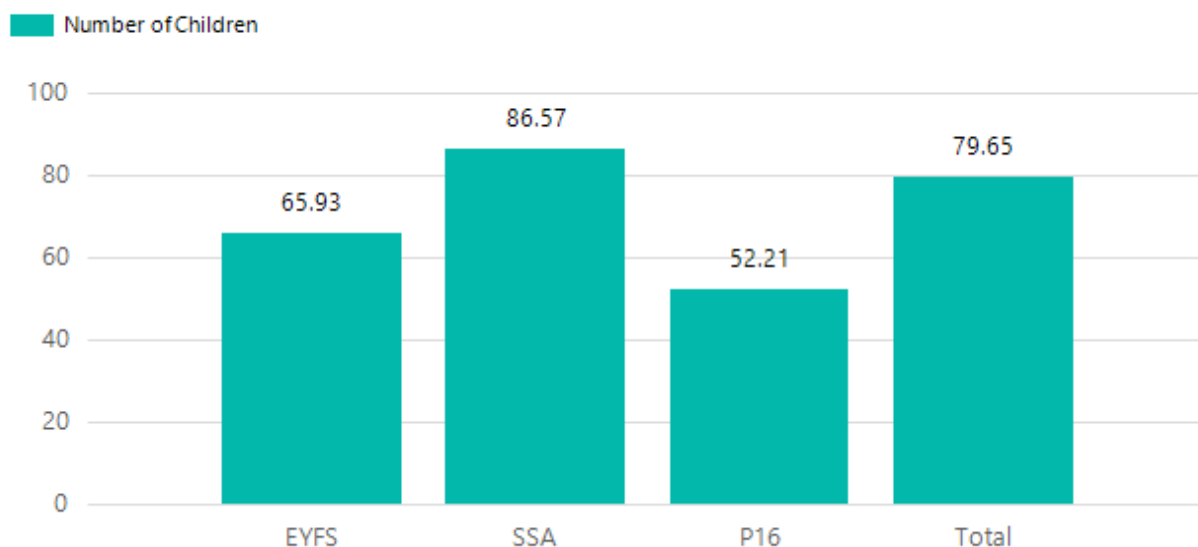
ChS Liquidlogic CRM In-Year Monitoring

P16 CLA by Ofsted Judgement



ChS Liquidlogic CRM In-Year Monitoring

CLA - % Attending "Good" or "Outstanding"



ChS Liquidlogic CRM In-Year Monitoring

The Department for Education's ceased single-word Ofsted judgements for schools from September 2024, with a new report card to be introduced in September 2025. For the purposes of this report, the data below is thus based upon either the single word judgement for those schools inspected prior to September 2024 or, for those schools inspected since September 2024, their grade for Quality of Education.

87% of SSA CLA attended Good or Outstanding schools at the end of 2024-2025, compared to 88% at the end of 2023-2024. This does not include children attending schools where there is no current Ofsted rating, or where the school is not subject to Ofsted ratings.

92% of SSA CLA attended Good, Outstanding, or 'Unknown' schools at the end of 2024-2025 compared to 95% at the end of 2023-2024. ('Unknown' is where schools have changed status through a sponsored academy route or converter academies, the school lose their Ofsted rating until they are inspected again as a new academy this further includes 2 settings not subject to Ofsted inspections).

Unless there are safeguarding concerns or quality of education concerns affecting the individual, CLA continue to attend the same school after becoming looked after. Placement changes or relocation when becoming CLA can mean CYP need to move to new settings. In these cases, and normal school transitions, Ofsted Outstanding or Good schools are prioritised. For schools judged as Requires Improvement, WVS evaluates the suitability of the setting for each individual CLA.

During the 2024-2025 academic year, no CLA were moved to existing Ofsted 'Inadequate' schools/settings. However, as at the end of 2024-2025, there were 3 SSA CLA (0.5% of SSA cohort), compared to 10 SSA CLA (2% of SSA cohort) at the end of 2023-24, who attended an 'Inadequate' school/setting due to being on roll prior to entry into care and/or the setting being graded 'Inadequate' after the CYP was taken into care. As at the end of 2024-2025, 17 (2.6%) of CLA attended schools judged by Ofsted as 'Requires Improvement', compared to 37 (6%) at the end of 2023-2024.

WVS has a protocol in place whereby robust monitoring of CLA progress and safety in 'Requires Improvement' & 'Inadequate' schools, as well as any other settings of concern, is undertaken to identify whether it is in the best interests of the child to remain on roll rather than be moved to a new school, balancing all factors. Concerns regarding settings are reviewed and addressed with partners

and stakeholders through a bespoke 'Schools Of Concern' protocol. Collaboration with social care minimises the number of CLA attending schools which are not graded by Ofsted as Good or Outstanding.

Admissions data:

New Education Placements

▪ In/Into County:

2021-22:

- 90 pupils were subject to one or more in-year moves and 81 (90%) were given a new education placement within 20 working days.
- The average time for WCC to place a pupil into an educational setting was 9.7 working days.
- For Worcestershire applications – 36 out of 39 (92%) were given a new education placement within 20 working days with an average time of 8.4 days.
- For out of county to Worcestershire applications – 45 out of 51 (88%) were given a new education placement within 20 working days with an average time of 10.6 days.

2022-23:

- 47 Pupils were subject to one or more in year moves and 45 (96%) were given a new education placement within 20 working days.
- The average time for WCC to place a pupil into an educational setting was 11 working days.
- For Worcestershire applications 42 out of 44 were given a new education placement within 20 working days with an average time of 12 working days.
- For out of county to Worcestershire applications 3 out of 3 (100%) were given a new education placement within 1 working days with an average time of 38 working days.

▪ Out of County:

2021-22:

- 53 pupils were subject to one or more in-year moves and 24 (45%) were given a new education placement within 20 working days.
- The average time taken for Out of County Local Authorities to place a pupil into an educational setting was 15.5 days.

2022-23:

- 49 Pupils were subject to one or more in year moves and 38 (77.6%) were given a new education placement within 20 working days.
- The average time for Out of Count Local Authorities to place a pupil into an educational setting was 12 working days.

Data Source: VS Dashboard – SEF – 'Admissions Data'

2023-24 In & Out of County Education Placement Moves:

- There were 120 statutory school-aged education placement moves.
- 96/120 (80%) experienced no break in education as a consequence of the move.
- 24/120 (20%) experienced a break in education as a consequence of the move.

Data Source: VS Dashboard – 'Virtual School Education Placement Moves'

2024-25 In & Out of County Education Placement Moves:

- There were 116 statutory school-aged education placement moves.
- 82/116 (71%) experienced no break in education as a consequence of the move.
- 34/116 (29%) experienced a break in education as a consequence of the move.

Data Source: VS Dashboard – ‘Virtual School Education Placement Moves’

Overall Number of Education Placement Changes within 2024/25

- In year placement moves, including education placement changes where there was no break in education between placements.

In County Out / Of County (IC/OC) is based upon the location of the school the pupil moved to.

	2023/24			2024/25		
IC/OC	Number Of Education Placement Changes	% IC/O C	Average School Days to Place	Number Of Education Placement Changes	% IC/O C	Average School Days to Place
IC	59	49	12	46	40	9
OC	61	51	11	70	60	21
Total	120		12	116		17

Data Source: VS Dashboard – ‘Virtual School Education Placement Moves’

Number of Education Placement Changes with a break of education within 2023/24

- In year placement moves where there is a period of missing education between placements.

In County Out / Of County (IC/OC) is based upon the location of the school the pupil moved to, or the Care Placement postcode where the pupil was residing whilst CME.

	2023/24					2024/25				
IC/O C	Number Of Education Placement Changes	% IC/OC	Average School Days to Place	Min Days to Place	Max Days to Place	Number Of Education Placement Changes	% IC/OC	Average School Days to Place	Min Days to Place	Max Days to Place
IC	15	63	49	0	252	9	27	49	19	181
OC	9	38	81	9	164	25	73	59	2	221
Total	24		61			34		57		

Data Source: VS Dashboard – ‘Virtual School Education Placement Moves’

Directions made by the Local Authority

- **2021-22** - 0 placements required a formal direction to be made by the local authority.
- **2022-23** - 0 placements required a formal direction to be made by the local authority.
- **2023-24** - 0 placements required a formal direction to be made by the local authority.
- **2024-25** - 0 placements required a formal direction to be made by the local authority.

The need to direct has been avoided through positive relationships with schools and assertive support and challenge.

Elective Home Education (EHE)

As at the end of 2024-25:

- CLA: 0
- CIN/CP: 19

08/08/24 - ONE data CME EHE & EHCP open to Social Care -Qtr 1- June end 2025

No CLA were EHE at the point the above data was captured. No CLA were EHE at the end of the academic year 2024/25, and the Virtual School continues to support our children and young people to be on roll at a school setting.

The VSH is also responsible for Worcestershire's EHE Team and coordinates between this and WVS to ensure that any requests for EHE are thoroughly assessed (in conjunction with partners in education, health and social care) for suitability and to ensure that EHE is in the child's best interests.

The recent ILACS Inspection report (14/08/23) stated that:

'16. There are appropriate systems in place to locate and monitor children who are missing education or who are electively home educated.'

As a Virtual School we support all of our CLA pupils to access a school or setting to meet their educational needs. Any requests for EHE are considered on an individual basis and would be supported only in exceptional circumstances.

Children Missing Education (CME)

Children Missing Education are defined as 'children of compulsory school age who are not on a school roll or accessing any other agreed suitable education' (e.g. Elective Home Education, Interim Alternative Provision). Children Missing Education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

The Section 19 duty states that local authorities are responsible for arranging suitable and (normally) full-time education for children of compulsory school age who, because of exclusion, illness or other reasons, would not receive suitable education without such provision.

In Worcestershire, Section 19 'Interim Alternative Provision' status is where a child is not on a school roll but suitable education has been provided through the Section 19 duty has been met. Common examples include:

- child/young person excluded from a setting and awaiting a place at a new provision
- child/young person has an EHCP and the SEND team have put in place interim provision whilst waiting for specialist placement to become available

- child/young person [without an EHCP] has not received an offer of a school place due to illness/needs/circumstances

WVS works with partners in School Admissions, Schools, SEND services and Social Care to minimise the incidents and duration of Children Missing Education (CME). CME are carefully monitored using an internal WVS spreadsheet in order to ensure that children are returned to education as swiftly as possible, avoiding drift and delay. Learning Advocates liaise with school admissions teams, CME teams, SEND teams, social care and schools directly to ensure that the time CLA are not engaged in education is minimised.

The VSH is also responsible for the CME Team and coordinates between this and WVS to ensure that suitable placements are found as rapidly as possible for all children missing education. In addition, the VSH chairs WCC's 'Missing Mondays' meetings to closely monitor and place any intensive CME cases (including CLA). Where there are barriers to CYP being placed in an appropriate school, such as awaiting a Special School placement, WVS and partners provide interim educational provision (such as tutoring) to maintain educational progress.

2023-24 saw the development of the CCAS (Children who Cannot Attend School) process and panel. This panel combines and replaces the previous Medical Education Team panel and Section 19 panel, as both had supported children who cannot attend school. The process responds to cases which might meet the criteria for Section 19 of the [Education Act 1996](#), which states:

'Each local authority in England shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.'

Worcestershire's recent ILACS Inspection report (14/08/23) stated that:

'16. There are appropriate systems in place to locate and monitor children who are missing education or who are electively home educated. Suitable education placements are identified for those children who are missing education.'

Cumulative CME Data

CUMULATIVE - Defined as Open to CME at any time in period (IC)									
Month	School Popn	CME ALL	% School Pop	CLA total	CME & CLA (In county)	CME & CLA (Out county)	% CLA Total	CME & CPP	CME & CIN
Sep-24	79,403*	-	-	-	1	9	-	9	9
Oct-24	81,129	482	0.60%	475	1	8	1.89%	8	5
Nov-24	81,460	469	0.58%	486	0	11	2.26%	8	6
Dec-24	81,700	484	0.59%	494	2	13	3.04%	10	6
Jan-25	82,332	483	0.59%	510	6	10	3.14%	9	8

Feb-25	82,735	462	0.56%	525	2	12	2.67%	6	8
Mar-25	83,740	446	0.53%	526	0	10	1.90%	5	8
Apr-25	84,614	584	0.69%	533	1	10	2.06%	5	8
May-25	85,079	581	0.68%	536	1	11	2.24%	6	9
Jun-25	85,532	400	0.47%	538	0	12	2.23%	5	6
2024/25 - End of Year Jul- 25	85,706	402	0.47%	542	0	13	2.40%	4	4

11/08/25: Data source EEVSS Dash 2024.25, (School population and CLA no. - 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils)

*This figure may be low due to attendance reporting

This academic year WVS have continued to work with School Admissions, SEND services and Social Care to ensure appropriate school places are identified for our vulnerable learners as quickly as possible.

Across the year 2023/24, the percentage of CLA who have had a period of time identified as CME is above that of the general pupil population (end of year 2.4% CLA, 0.47% school population). However, we continue to have a number of young people who are placed out of county (OOC) who remain CME. It can be a challenge for Learning Advocates to liaise with other Local Authorities, particularly when the Belonging Regulations remain unclear and are interpreted differently in different areas. The Belonging Regulations aim to clarify which local authority is responsible (both practically and financially) for the educational provision of CLA who are placed in a different authority to their home authority.

For our OOC CLA cohort, over half of these young people have an EHCP and are awaiting the identification of an appropriate setting. Learning Advocates continue to challenge OOC SEND teams to provide interim provision for these young people, but there are often delays in appropriate settings being identified, and further delays as funding agreements are reached.

We have continued to see a decrease in the number of Unaccompanied Asylum Seekers (UASC) coming into care over the past 2 years, leading to a subsequent decrease in the number of UASC who are CME. The decrease in number is in part due to the increase in the number of Age Assessments being actioned. WVS continue to make UASC a high priority area to ensure that a provision is in place to meet the needs of this cohort.

Snapshot at End of Academic Year 2024-25

Registered as CME Snapshot - Assigned with a CME Caseworker

	CME All	CME & CLA (In county)	CME & CPP	CME & CIN
2022/23 (Aug End)	185	1	8	10
2023/24 (Jul End)	173	1	14	6

2024/25 (Jul End)	130	0	4	4
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13/8/25: Data source EEVSS Dash 2024.25

As at the end of 2024-25:

- CME - WCC Data:
 - CLA:
 - IC: 0
 - OOC: 13
 - CIN/CP: 8 (IC only)

13/08/25: Data source EEVSS Dash 2024.25

Special Educational Needs & Disabilities (SEND)

Special Educational Needs & Disabilities (SEND) within the Virtual School is led by a professional with a background in SEND at both a school and county level. In addition, a number of WVS's Learning Advocates have significant experience working within, and in collaboration with, SEND services. In 2024-25 WVS created and appointed to a new role within the Virtual School – a Learning Advocate specifically for pupils with an EHCP.

As such, WVS is able to advise schools and settings appropriately regarding the need for an EHC needs assessment or whether strengthened SEND support is needed through the graduated response to meet the needs of our individual pupils. As part of the role, the WVS SEND lead meets monthly with the SEND team manager to discuss concerns with respect to our complex cases and ensure bespoke solutions to obstacles that may present as poor attendance, lack of engagement, behaviour issues, etc.

Additionally, WVS & Worcestershire's SEND Team have improved the process for defining funding requirements for CLA with EHCPs placed out of county.

Number of CLA who are identified on the SEND register (July 2025)

NCY (No. in year group as at 18/07/2025)	No SEND	SEND Support	EHCP	Total SEND	% EHCP	% SEND Support	Total SEND %	EHC P Area of Need CI	EHC P Area of Need CL	EHCP Area of Need SEMH	EHC P Area of Need SP
-3 (29)	26	3	0	3	0	10	10	0	0	0	0
-2 (32)	27	4	1	5	3	13	16	1	0	0	0
-1 (36)	22	13	1	14	3	36	39	0	1	0	0
0 (34)	20	12	2	14	6	35	41	2	0	0	0
1 (52)	28	19	5	24	10	37	47	3	1	1	0
2 (51)	25	16	10	26	20	31	51	5	3	2	0
3 (50)	14	19	17	36	34	38	72	2	5	10	0
4 (55)	29	18	8	26	15	33	48	1	1	6	0
5 (69)	23	29	17	46	25	42	67	3	4	9	1

6 (62)	23	21	18	39	29	34	63	7	1	10	0
7 (51)	23	12	16	28	31	24	54	4	2	10	0
8 (74)	31	18	25	43	34	24	58	5	7	10	3
9 (70)	22	17	31	48	42	24	66	10	6	13	2
10 (83)	39	16	28	44	34	19	58	1	8	17	2
11 (81)	42	11	28	39	35	14	49	7	4	14	3
12 (113)	69	19	25	44	22	17	39	4	12	9	0
13 (45)	31	1	13	14	29	2	31	3	2	8	0
Total (987)	494	248	245	493	25	25	50	58	56	119	11

18/07/2025 – VS dashboard - Virtual Schools SEND Report

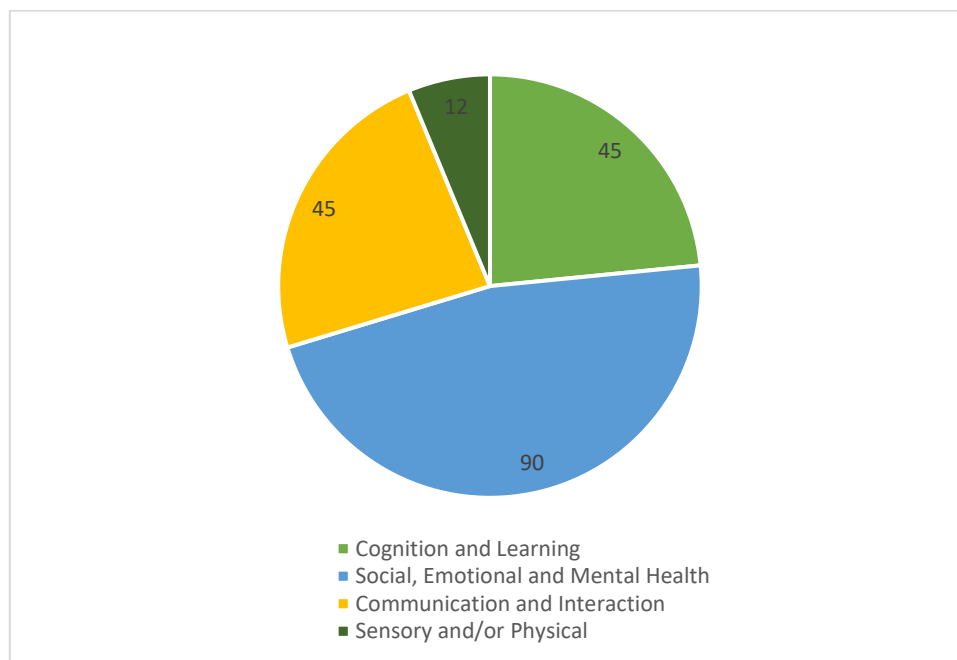
National data comparisons

The proportion of pupils with an EHCP broadly increases year on year, as the pupils progress through their education.

Nationally, in the academic year 2024/25, the percentage of pupils with an EHCP has increased to 5.3% (from 4.8% in 2024). For Worcestershire children who are CLA at the end of the academic year 2024/25, 25% hold an EHCP. At statutory school age, 31% of CLA (225) have an EHCP.

Nationally, in the academic year 2024/25, the percentage of pupils with SEND but no EHCP (SEN support) has increased to 14.2% (from 13.6% in 2024). For Worcestershire children who are CLA at the end of the academic year 2024/25, 25% of CLA have SEND but no EHCP (SEN support). At statutory school age, 21% of CLA have SEND but no EHCP (SEN support).

Proportion of EHCP need Type for Worcestershire CLA with an EHCP



Nationally, the most common type of need for those with an EHCP is autism and for those with SEN support is speech, language and communication needs. For our CLA, SEMH needs continue to dominate the need for an EHCP.

[Special educational needs in England, Academic year 2024/25 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](https://www.gov.uk/explore-education-statistics)

WVS support for CLA with SEND

In response to the data and comparison to national statistics, WVS have provided support and challenge to schools in relation to SEMH through a number of initiatives, which are discussed in more detail with the specific SEMH section of this report. These initiatives include:

- A tiered menu of Trauma Informed & Attachment Aware (TIAAS) training, including a Trauma Informed Schools UK Level 5 Diploma.
- Early Years Ambassador Project – an Early Years trauma informed and attachment aware training programme.
- Education Psychology drop-in service for schools.
- Education Psychology consultations for schools.
- Targeted intervention identified in the PEP process and funded through Pupil Premium Plus grant, including use of external providers such as play therapists and Redgate Sports.
- A rich Sports, Arts & Culture extra-curricular offer for pupils, through the WMVS Children In Care Foundation, including theatre workshops, cricket coaching, water sports, etc.
- Relax Kids – 6 week programme.

Children Subject to Child In Need / Child Protection Plans

Educational Healthcare Plans (EHCPs)

	Number of EHCPs	% EHCPs to cohort
Child in Need	97	20.5 % (23/24 - 16.3%)
Child Protection	63	16.2% (23/24 - 8.8%)
Total	160	18.6% (23/24 - 12.7% of the total cohort)

In Worcestershire, there was an increase of nearly 1.5% in the number of children with an EHCP. The increase of the number of children on a CIN or CP plan with an EHCP shows a 5.9% increase compared to the same group in 2023/24, representing a greater increase in proportion to that of all children.

The percentage of children with an EHCP who also have a Child In Need (CIN) or Child Protection (CP) plan increased by approximately 6% in 2024/25. This follows an approximate rise of 4% in 2023/24. The number of children with an EHCP and on a CP plan more than doubled in the academic year 2023/24 and increased by a further 50% in 2024/25. It is important to note that, in 2023/24, compared to 2022/23, the percentage of pupils with SEN across all key social care groups has increased more than the previous year and has increased proportionately more than the overall pupil population ([Outcomes](#)

[for children in need, including children looked after by local authorities in England, Reporting year 2024 - Explore education statistics - GOV.UK](#)).

For context, the national percentage of 'all' pupils with an EHCP has dropped slightly to 4.7% in 2024/25, from 4.8% in 2023/24, from 4.3% in 2022/23. The percentage of 'all' pupils with SEN (SEN support) but no EHCP has dropped slightly to 13.4% in 2024/25, from 13.6% in 2023/24.

WVS SEND Developments

In 2024-25 WVS created and appointed to a new role within the Virtual School – a Learning Advocate specifically for pupils with an EHCP. This person provides intensive support and challenge for CLA with an EHCP as well as advice and guidance for the rest of the team. All WVS Learning Advocates continue to work to ensure those young people identified with SEND receive the support that they need in a timely and effective manner. Learning Advocates challenge schools to implement an effective graduated response and liaise with colleagues within SEND to ensure the appropriateness of the provision identified in EHCPs, and that statutory timeframes are met, both in and out of county.

WVS is able to offer bespoke interventions to promote improved outcomes. In addition to the SEMH offer described previously, WVS has offered:

- Learning Support Team (LST) assessments.
- Signposting to the Complex Communication Needs Team.
- EP consultations through drop-in sessions

8 LST assessments were agreed in 2024-25 including a Maths assessment. Where targets are identified on LST reports and they are included in PEP targets, positive impact is identified.

58 drop-in sessions were accessed by schools and settings to support our young people through an EP consultation in the academic year 2024-25.

Support for Early Years

In recognising the importance of building early foundations to improve engagement and outcomes, where needs are evident in the Early Years, all EHCNA requests were submitted prior to transition to Reception class, where appropriate.

All pre-school children are monitored for their SEND needs and applications for EHCNA requests supported as and when necessary.

As of 18/07/2025, two pre-Reception children and 2 Reception children had EHCPs. 20 pre-school children and 12 reception children are on SEND support.

Learning Advocate CPD to support SEND

Learning Advocates are encouraged to attend CPD opportunities to extend their knowledge and skills within SEND.

Relevant SEND information is highlighted to the Team from the monthly education bulletins. In the absence of a LAd EHCP link officer, the team have received training on the interim system to save all OOC EHCP documents for CLA within the VS files. The team have

received training on how to complete the form which has been devised for OOC funding requests from other authorities to provide accountability and a paper trail for SEND.

The team have been trained on the OOC protocols for a Young Person transferring out of county and for new OOC EHCNA requests.

The VS SEND lead and LAd EHCP link officer devised and presented training to the West Midlands Annual conference on how to support social care to provide good quality contributions to EHCPs. The training has been made available to our LAdv colleagues.

The Complete SEND / EHCP Toolkit is updated regularly for use by LADvs.

Working with SEND Services and supporting the EHCP process

WVS continues to work closely with the SEND team and Social Care to minimise delays that may occur in the administrative tasks that support the EHCP process, including funding, transfer of documents between local authorities and annual reviews. This work is further supported by our WCC colleagues working within Attendance, Admissions and Exclusions to ensure that appropriate support is facilitated at the earliest opportunity.

EYFS - including EYFS settings and Reception

WVS support Children Looked After in the early years foundation stage, from the age of two. WVS have two EYFS Learning Advocates, who support:

- 2, 3 and 4 year olds and deferred school entry children in Private, Voluntary and Independent Early Years settings who are looked after, both within Worcestershire and those placed out of county
- children in their Reception year in school within Worcestershire and out of county

100% of Early Years children aged 3-5 years old had termly PEPs this academic year.

Children with SEMH difficulties continue to be well supported through the Early years Virtual School offer, with advice being sought from the LA's Education Psychology service for 5 children in Reception year and 1 pre-school child. The Virtual School Offer of a 6 week Relax Kids programme was taken up by 3 schools and 7 Pre-schools, with one child repeating the programme for further intervention.

In 2024-2025, Personal, Social and Emotional – Self Regulation was the 8th highest area that Worcestershire CLA did not achieve in their GLD assessment at the end of the Reception year. This is a continuing improvement on the results from 2022-23, where it was the 3rd highest area of non-achievement, and 2023-24 when it was 4th highest.

The provision of a 6-week programme of Relax Kids has been a key factor in supporting EYFS children with their self-regulation, which has in turn enabled them to be ready to learn. WVS are also in our 3rd year of offering fully funded EYFS training delivered by Knowledge, Change, Action (KCA), including Impact of Trauma training. This supports early years practitioners to understand how they can support trauma recovery and use emotion coaching to promote resilience in their setting. The Early Years recorded PACE training sessions are also accessible to all settings on the Early Years section of the Virtual School

website, which provides support to staff as and when they need it in supporting our youngest children with their personal, social and emotional development.

In 2024-2025, the commonest GLD areas that Worcestershire CLA did not achieve were Writing and Word Reading. To support this area of need, all CLA aged 2-4 years old were enrolled in the Dolly Parton Imagination Library from February 2025. They receive a free age-appropriate book through the post, addressed to them, each month until they turn 5 years old. This supports their home learning environment, inspire a life-long love of books and help them to reach their full potential. By July 2025, 95 children had been enrolled in the Dolly Parton scheme.

Post-16, Including NEET Reduction

Overview & Interventions

In Summer 2021 WVS were successful with a DfE bid for the Pupil Premium Plus Post 16 pilot. The DfE set the following outcomes for this funding:

- **Outcome 1** – Raise the profile of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort.
- **Outcome 2** – Improve the attendance of these young people in FE by putting in place tailored interventions to support attendance.
- **Outcome 3** – Better support the delivery of Personal Education Plans, pathway plans or equivalent at both an individual and cohort level.
- **Outcome 4** – Identify models of good practice used by LAs across the country to respond to individual and cohort level needs, building the evidence base of what works well to support looked-after children and care leavers in general FE college.

The pilot was extended for pilot authorities for another year through 2022-23 and subsequently extended to all Local Authorities for another 2 years (2023-24 and 2024-25). This has enabled WVS to provide the same level of service to Post-16 young people as to statutory school-aged children and young people. We continue to promote a culture of high aspirations for every young person in Local Authority care in Years 12 and 13. Attendance, engagement and progress are targeted to increase retention, reduce NEET and improve outcomes. Pupil Premium Plus grant funding was targeted using a robust delivery plan to ensure maximum impact.

WVS's Post 16 provision has gone from strength to strength since its introduction.

Interventions over the last academic year have included:

- Appointing two Post 16 Learning Advocates, meaning all Post 16 young people are included in the PEP process, ensuring that all partners contribute to the young person's EET outcomes.
- Collaboration with Designated Teachers/Safeguarding Leads, Social Workers, the Outreach Team, the Care Leavers Team and the SEND Team to track progress and address any barriers to success.
- Building on strong links with in and out of county Further Education providers to provide bespoke packages of support for CLA and to raise aspirations through PEPs.
- Bespoke academic tutoring.

- Social, Emotional and Mental Health interventions, including a bespoke SEMH support package at Heart of Worcestershire College.
- Funded learning support assessments to ensure individual academic needs are met in FE.
- Enhanced local offer for UASC including faster access to education, tuition, resource packs, a Summer Programme and a ESOL course at Fairfield Learning Centre.
- Contributing to reducing NEET figures by working with this group in collaboration with personal advisors, social workers and WCC's Post 16 NEET team; pro-actively signposting to careers advice and guidance by collaboration with WCC's Skills and Investment team.
- Collaborating with WCC's NEET team to expedite referrals, including a supported appointment for NEET young people with a member of the outreach team or a PA which has proved to be far more productive in engaging young people.
- Developing Post 16 NEET Toolkit to ensure individual needs are met by working with a range of high quality providers to support young people in engaging in EET.
- Support and training for DTs, Social Care colleagues and other professionals, including SMART target training and a bespoke package of Post 16 Trauma Informed Training for DT's and Post 16 providers. Smash Life Rock n Roll Years twice yearly.
- Robust attendance collection to allow early identification and intervention.
- Collaborating with WCC's SEND team to further tighten up the process of reviewing EHCP's, particularly out of county, to ensure they continue to meet need and are up to date.
- Collaborating with WCC's Skills and Investment Team to establish a community of practice to develop resources, discuss challenges, and share good practice in this area.
- Further enhanced UASC provision by identifying models of good practice used by LAs across the country to respond to individual and cohort level needs. Worcestershire now has dedicated ESOL provision at the Fairfield Centre which is proving to be a valuable resource and caters for varying levels. In addition, WVS fund TUTE tuition and have collaborated with Healing Classrooms to promote CPD.
- Continuing to co-ordinate and chair the Post 16 Regional Meetings for Virtual School colleagues to share good practice to improve the educational experience and outcomes for Post 16 Worcestershire CLA and the wider regional cohort.
- Co-ordinating and chairing the Post 16 Educational Providers network meetings twice a year. Bringing together DT's from FE Colleges and training providers in-county and those counties that border Worcestershire with high numbers of Worcestershire CLA intake. This is a valuable opportunity to share good practice to improve the educational experience and outcomes for Post 16 Worcestershire CLA.
- Tracking and monitoring Post 18 destinations. A dedicated tab is now available in Liquid Logic to hold this cohort, ensuring robust overview from all involved.
- 'Passport 2 Success' - A 4-day Preparation for Adulthood event, commissioned by WVS and delivered by Smash Life with support from both Post 16 Learning Advocates.
Presented and delivered by care experienced practitioners
Sessions included:

- Aspiration Setting
- Routines
- Lifestyle, health & diet – healthy eating on a budget (practical cooking sessions included)
- Budgeting
- Basic car maintenance
- Employability and interview skills
- Circuit training / self defence
- Social skills, including a group meal at a local restaurant

Impact:

The project allowed young people the opportunity to meet other CLA with similar background and experiences and friendships were made: *“It took a lot for me to come and join you guys and I’m happy I did as I was able to open up and meet new friends”*

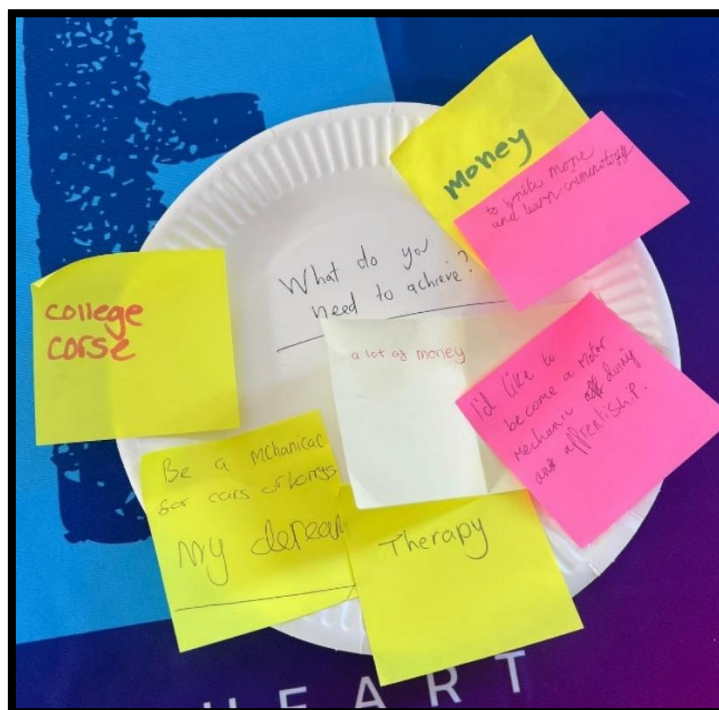
Aspirations were raised: *“Thank you for visiting Worcester and sharing your story it was really inspiring and left a bit impact. I’m sad its over but grateful you took the time to be here...its motivated me to get back into the things I love and I’m grateful for that”*

One young person discovered during the event that he had secured an apprenticeship after submitting over 40 applications. The support to achieve this was through a mentor funded by WVS. The mentor also supported him in attending the 4-day event.

Being delivered by Care Experienced practitioners who shared their stories and reflecting upon other Care Leavers stories proved to be extremely powerful, aspirational and deepened the connection for those young people attending.







Post 16 Impact

- ✓ Robust Post-16 PEP (PPP) process with effective collaborative working, chaired by Post-16 Learning Advocates to maintain the highest possible standards to maximise student outcomes and engagement.
- ✓ Regular monitoring of support for young people, through collaboration with the Post-16 NEET Team and Care Leavers Team, ensures timely and tailored intervention.
- ✓ Raised the profile of Post-16 CLA & Care Leavers to improve their attendance, supported by the delivery of PEPs.
- ✓ Identified and adopted models of good practice across the country.
- ✓ Half termly Post-16 Regional Meetings and twice-yearly Post 16 Educational Providers Meetings provide peer support to problem-solve region-specific issues, sharing successful strategies and projects on areas such as UASC, NEET and SEMH. These meetings have provided a platform to discuss topical issues with a solution focused approach and enable borough-wide collaboration.
- ✓ Comprehensive data analysis to identify trends within attendance, attainment, and risk of NEET, enabling proactive steps.
- ✓ RAG rating PEP's has had a significant positive impact on the quality of SMART targets. Consequently, the RAG rating of Post-16 PEP's has remained extremely high, at 96% 'green' this year.
- ✓ Attendance of Post-16 CLA effectively monitored and acted upon in a timely manner.
- ✓ Ensured, through the PEP process, that ASDAN modules are completed for CLA young people in residential and semi-independent settings.
- ✓ 16-19 bursary monitored to ensure all young people were in receipt of the funding.
- ✓ Access to destination information for all Year 13 CLA once they turn 18 gives the Local Authority up to date information for this cohort, to enable targeted intervention.
- ✓ Young peoples' views prioritised, added and shared at PEP meetings, ensuring their voice is central to charting their futures.

- ✓ Reduction in NEET over 3 years:
 - NEET June 2022-23: 22% (34 young people)
 - NEET June 2023-24: 20% (20 young people)
 - NEET June 2024-25: 17% (23 young people)

Impact of the PEP process for Post 16 Young People

- 100% PEP completion rate, every term since academic year 2021-22.
- Every Post 16 CLA has benefitted from one PEP per term, facilitated by WVS Post 16 Learning Advocates.
- Collaborative working between Social Workers, Outreach workers, Personal Advisers, Carers, care settings and Post 16 educational providers has provided a coherent and joined up process to support young people.
- Improved information sharing between Social Care colleagues, carers and Post 16 settings ensures that young people are fully supported by all stakeholders and minimises drift or delay.
- Close collaboration with the Post 16 SEN team has ensuring that all EHCP's & support plans are reviewed and updated appropriately and are fit for purpose.
- A culture of high educational aspirations with all partners has been created which is raising standards and expectations.
- Providing appropriate information to each Post 16 provision regarding each young person's needs ensures that appropriate and effective support can be provided.
- The PEP provides a platform for the young person's voice to be heard.
- CLA better prepared for adulthood and independent living.
- Monitoring of applications for the 16-19 Bursary has ensured that financial support has been provided in a timely manner and effectively used to encourage EET engagement of young people.
- Effective handover from Year 11 to Year 12 helps to identify any young people at risk of NEET or disengagement, enabling proactive intervention.
- Liaising with key contacts in and out of county ensures a smoother transition when young people move between counties and minimises drift and delay.
- Liaising with Social Care to make sure a translator is present at PEP meetings for any Unaccompanied Asylum-Seeking Child when required ensures full understanding of the PEP process and that their voice is heard.
- PEPs highlight training needs for professionals, allowing the Virtual School to signpost and provide bespoke training, which in turn raises standards and outcomes.
- Quality assurance of PEP's has ensured a document that is effective and fit for purpose, with amendments made to the document as needed:

RAG Ratings – Academic Year 2024-2025:

	RED	AMBER	GREEN	TOTAL
No. of PPPs	7	15	522	544
%	1.2%	2.8%	96%	100%

Social, Emotional, and Mental Health support to meet the needs of Post 16 Looked After/Previously Looked After Young People

WVS recognise the importance of supporting the social, emotional and mental health and wellbeing of our young people in Year 12 and 13 too. Post 16 PP+ Pilot funding was carefully targeted, using a robust Delivery Plan, to go above and beyond and provide bespoke support and training.

A key project in this area is WVS's collaboration with Heart of Worcestershire College, our main local FE provider. Following on from three successful years of funding, this was extended through 2024-2025 to provide an enhanced offer of support for each of our CLA young people:

- Transition visit, prior to starting college.
- Named member of Wellbeing Team for each CLA young person.
- Collation of information for PEP meetings – including meeting each young person to gather their views.
- Wellbeing Team key worker attendance at PEP meetings.
- Wellbeing Team key worker attendance at CLA reviews.
- Support in applying for bursaries.
- Personalised support package for each CLA young person with minimum 6 touch points per academic year (one per half term).
- Liaison with any professionals working with young person.
- Enhanced offer, tailored to meet the young person's needs, could include:
 - Mentoring
 - Pastoral workshops (i.e., dealing with anxiety)
 - 1:1 academic support
- Liaising with social workers, outreach workers and placement staff to ensure SEMH needs are prioritised, including access to gyms, internet access, wellbeing activities, support with identifying suitable college places and applying for the bursary.

Next Steps for Post 16 Provision

- Devise and deliver WVS's NEET Delivery Plan for 2025-26, as part of WCC's broader NEET strategy - a priority area. This includes early identification of CLA NEET, a supported appointment for NEET young people with a member of the outreach team/PA and developing WVS's NEET Toolkit with bespoke, one-to-one intervention from high quality providers.
- Track and monitor Post 18 KS5 results via WCC portal.
- Commission trauma-informed CPD with Smash Life.
- Commission 4 day Preparation for Adulthood event - 'Passport 2 Success 2026'.

Unaccompanied Asylum Seeking Children (UASC)

UASC Looked After by Worcestershire (SSA & Post-16)

- July 2021 31
- July 2023 76
- July 2024 58
- July 2025 46

The number of UASC increased by 145% between July 2021 (31) and July 2023 (76). Over 2023-24 there was a reduction, in part due to the increase in the number of Age Assessments being actioned. This has led to a related decrease in the number of UASC who are CME. In July 2025 there were 46 UASC young people (Post-16 and SSA) compared to 58 in July 2024. This figure does not include the young people who were aged 17 when they came into the country and turned 18 over the course of the academic year. WVS continue to make UASC a high priority area to ensure that a provision is in place to meet the additional needs of this cohort.

Support available and admissions

A standard provision is now in place which is implemented within days of the Virtual School being made aware of any new into care students. This includes:

- Bespoke welcome pack
 - WVS have purchased welcome packs for UASC young people which contains education essentials including a translation book, picture dictionary, notepad and stationery.
- Fully-funded access to online learning via Flash Academy and Tute Learning, as interim provision whilst enrolling at an appropriate college/school.
 - All new UASC young people have access to Flash Academy, an online app used to develop English skills. WVS have 40 licences for this programme, which is available for all new UASC young people. Young people are assigned a licence within 48 hours of the Virtual School being notified of the UASC young person and remains with them until they access a school or college.
 - WVS have provided all CME/NEET UASC young people with online group tuition via Tute. These sessions consist of five 45-minute sessions 5 times per week.
 - PEP/PPP meetings are held within 10 days.
- Suitable, interim education is put in place within 48 hours whilst a place on a school role is secured. Over the course of the academic year 2023-24 on average it took 57 school days for a SSA UASC to be on role with a school. The time taken is impacted by two key factors:
 - Arrivals are almost exclusively in-year, increasing the difficulty in finding school places / available courses at Post 16 providers.
 - CYP arriving are commonly Year 11, a school year particularly difficult to place young people in, due to school's concerns regarding accountability for results.

For the fourth year running, during the Summer Holiday 2025 WVS organised a 4-day ESOL programme provided via Winchmore Camps in Birmingham. This year's programme was

adapted to help increase attendance, opting for 4 consecutive days and providing an FAQ session prior to the event. The selection process was based on the newest into care being offered a place. 13 young people engaged with this provision for at least 1 day with 100% student satisfaction, compared to 9 students in August 2024. Whilst the sessions were predominantly to develop English skills, participants also engaged in pastoral and relationship-building activities such as visiting Edgbaston Cricket Club to watch Warwickshire play Worcestershire, TOCA Social and Birmingham Library.

9/10 young people demonstrated improvements in their assessment results from the start to the end of the programme. Please note, 3 pupils were absent for the final day, when feedback was gathered.

Student feedback:

Really Good	
Good	
Ok	
Not Good	

I learned a lot this week	I made new friends	I am better at writing	I am better at reading	I am better at speaking	I got to practice speaking	I am better at listening	I had fun this week	I am going to study English in the future

Fairfield Learning Centre

In February 2023 a bespoke in-county provision was created at Hillview House to provide semi supported accommodation and education for our Post 16 UASC. As part of this, WVS, in collaboration with Social Care colleagues and the Investment in Skills Team, devised a programme of study for these young people. This includes a varied timetable including ESOL lessons, enrichment activities, life skills, Duke of Edinburgh, Maths, Creative & Wellbeing Studies (Art / home furnishings / gardening / creative cookery, etc.), Independent Living Skills – Accessing Community Services, Employability, Enrichment &

Pastoral Support and Employability Skills (food hygiene / work experience / customer service, etc.). In February 2023 8 UASC young people (5 Year 11, 3 Post 16) moved into Hillview House to benefit from this innovative package of care and education provision. From 26th September 2023 this provision evolved to provide educational provision at Fairfield Learning Centre in response to the voices of the young people concerned. These young people wanted to attend a Post 16 educational provision for the wider benefits they provide (such as social interaction with peers). During 2024-2025 – Fairfield have continued to deliver Post 16 provision with successful outcomes and continue to work closely with WVS to ensure this meets need. Young people engaging with the Fairfield Learning Centre have achieved ESOL qualifications and some have progressed onto FE College.

Wider working

WVS remains at the forefront of UASC provision in the region. WVS have chaired a half termly West Midlands Virtual School UASC working group since Spring 2023. A regional approach is of particular importance for our UASC cohorts as these CYP often move quite freely between LAs in order to find a community in which they feel settled. WVS have invited external agencies such as The Refugee Council, Healing Classrooms and Flash Academy. WVS worked collaboratively with Staffordshire VS to present UASC headlines and priorities at the West Midlands Virtual School conference, to the West Midlands Virtual School Heads Network, to the West Midlands social care working group and to the West Midlands NHS working group. As part of the West Midlands working group, WVS also attend the termly West Midlands social care working group regarding UASC young people and were able to extend this invite to the whole West Midlands working group.

A key area WVS has been leading on is establishing the movement patterns and host LAs of all UASC in the West Midlands, as well as their education status. The impact of this is that it is informing regional provision for UASC.

This region-wide, multi-agency and multi-disciplinary working, led by WVS, has generated a collaborative approach and the pooling of knowledge, skills and resources with colleagues across the West Midlands to better understand and support this vulnerable cohort.

Interventions & Outcomes / Performance Profile

Progress and Attainment

Attainment Data release dates

[2024/2025 Data Availability in Nexus – Nexus](#)

National Standardised Tests - CLA

Please note for all sections:

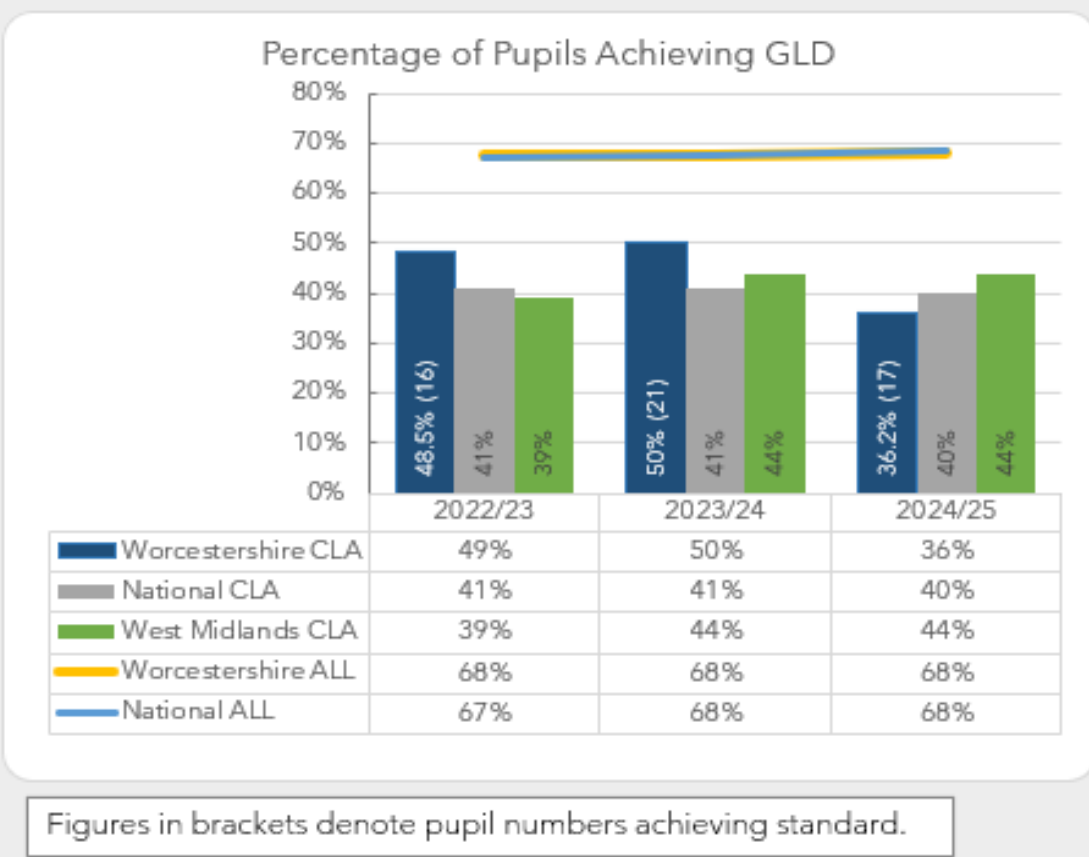
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*

EYFS

- **Early Years Foundation Stage Profile**

- The EYFSP is a teacher assessment of children's development at the end of the Early Years Foundation Stage (the end of the academic year in which the child turns five years old; this is typically at the end of the Reception year).
- The DfE publish results in a publication which was first released in October 2019 on GOV.UK, which covers the:
 - percentage of children achieving each assessment rating in the early learning goals
 - percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics (a good level of development)
 - average total points score (APS) across all the early learning goals (the supporting measure)
 - percentage of children achieving at least the expected level within the communication and language, and literacy areas of learning.
- Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS. [[Early years foundation stage profile 2024 handbook](#)]
- *Please note:*
 - *Data is correct as at 06/08/2026 (final release for this data).*
 - *The EYFSP framework changed in 2021/22 and is therefore not comparable to previous years.*
 - *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*

Meeting a Good Level of Development in EYFSP goals - All CLA Pupils

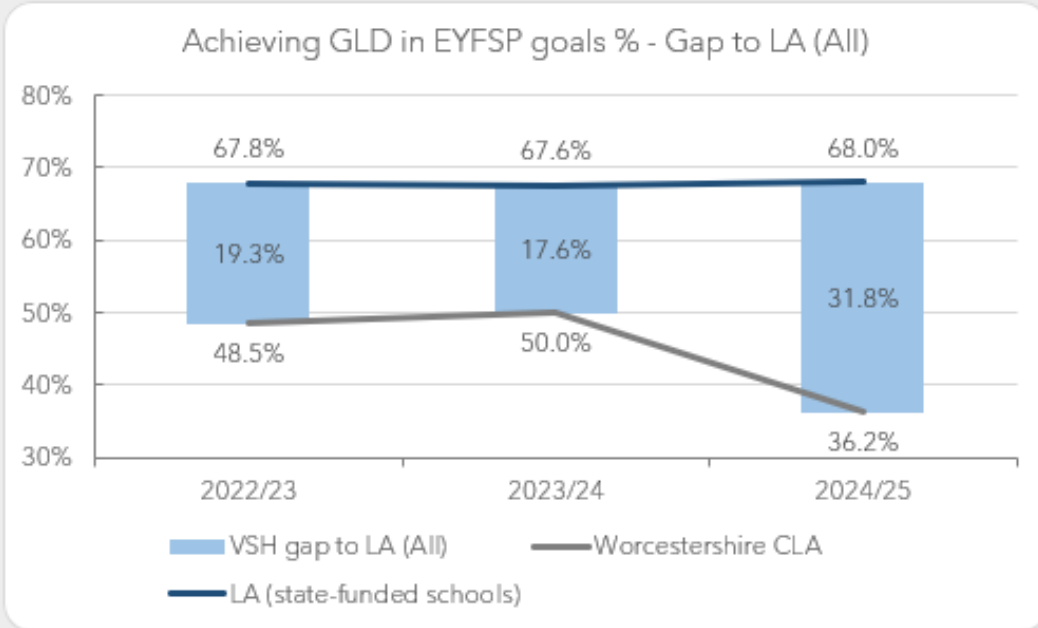


In 2024/25 there were 47 CLA pupils in the EYFSP cohort. 36% (17) of these achieved a good level of development (GLD), compared to 40% of CLA pupils nationally, meaning that Worcesterstershire performance was 4% lower than CLA national (compared to 9% higher in 2023/24 and 8% higher in 2022/23).

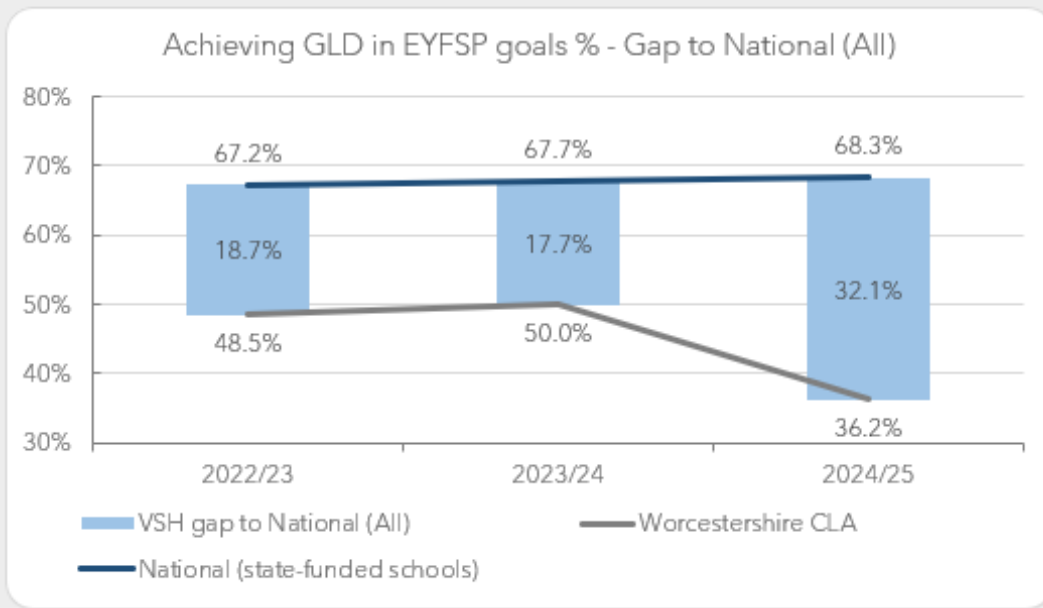
In line with the national picture for all CLA, these outcomes fall below those for Worcesterstershire 'all' (68%) and national 'all' (68%).

As seen in the charts below, the gap has widened between Worcesterstershire CLA with both Worcesterstershire 'all' (gap increased from 17.6% to 31.8%) and national 'all' (gap increased from 17.7% to 32.1%). Small pupil counts should be borne in mind when interpreting Worcesterstershire CLA percentages.

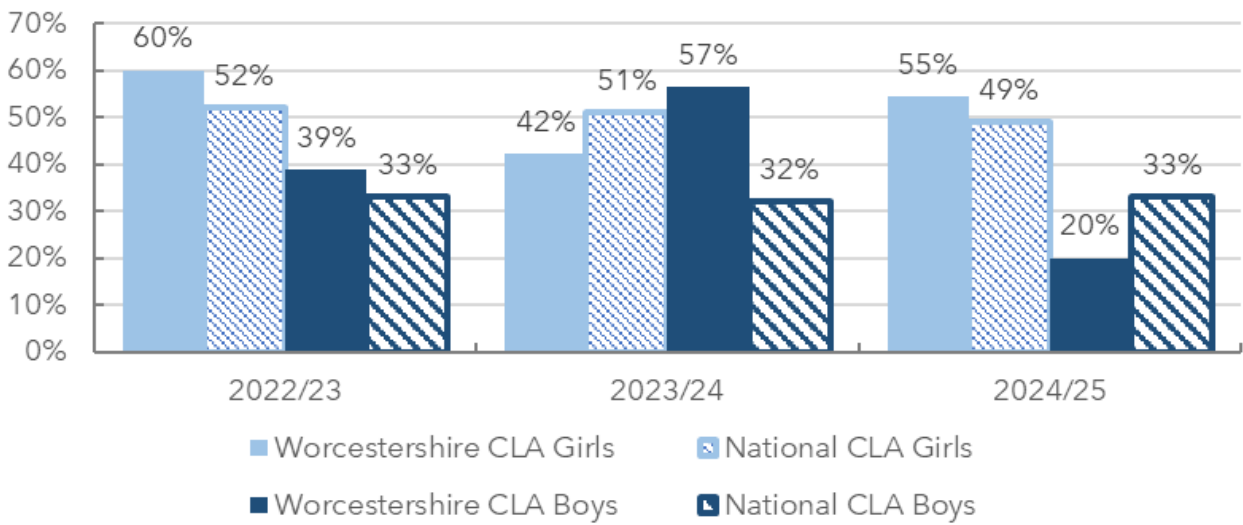
CLA % Achieving GLD in EYFSP - Gap to LA



CLA % Achieving GLD in EYFSP - Gap to National

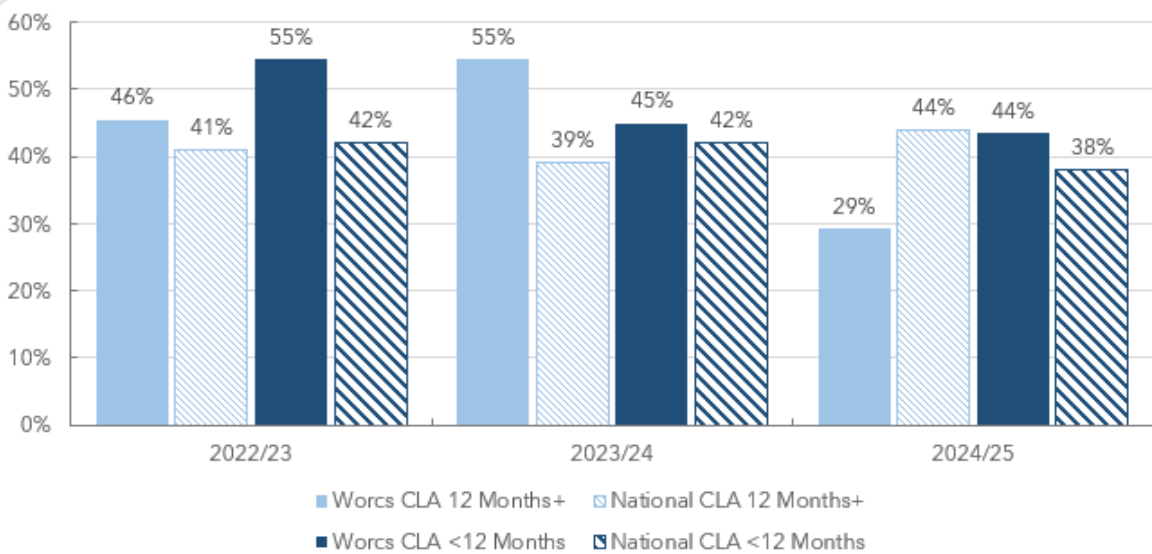


CLA % Achieving GLD in EYFSP by Sex



55% of Worcestershire CLA girls achieved GLD, compared to 49% of CLA girls nationally and 20% of Worcestershire CLA boys achieved GLD compared to 33% of national CLA peers.

CLA EYFSP Attainment by CLA 12 Months



Nationally, there have been limited differences in the performance of CLA pupils over the last few years, regardless of the amount of time spent in care. CLA pupils in care for less than 12 months have tended to perform very slightly better than those in care for 12 months or longer. However, in 2025 the opposite was true with 44% of pupils in care for 12 months or longer achieving GLD, compared to 38% of peers in care for less than 12 months.

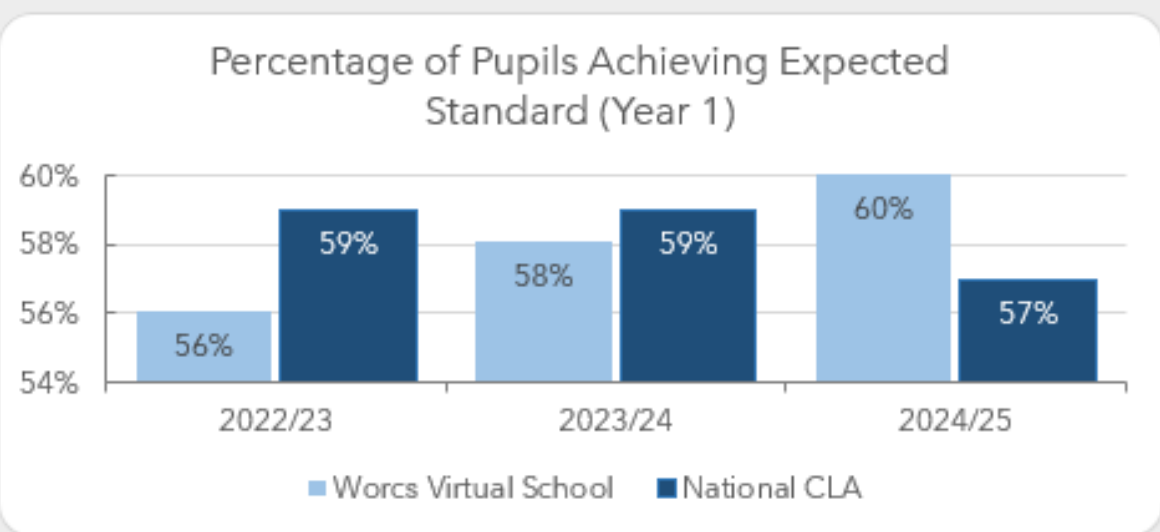
Worcestershire CLA who have been in care for less than 12 months have also tended to outperform peers in EYFSP and in 2025 29% of pupils in care for 12 months or longer achieved GLD, compared to 44% of peers in care for less than 12 months. Low cohort numbers should be borne in mind when analysing these results.

KS1

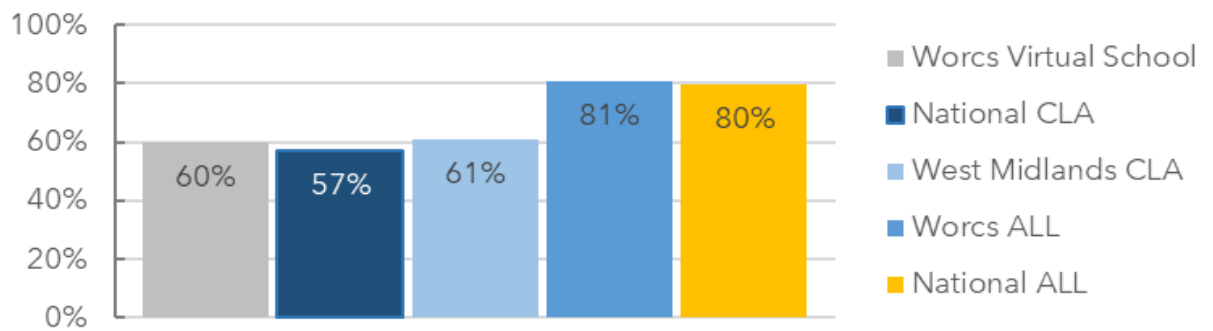
Please note:

- Data is correct as at 07/08/25.
 - From 2023/24, there is **no longer a statutory requirement for schools to carry out end of KS1 teacher assessments**. DfE guidance now recommends, "Where appropriate, schools are still encouraged to use the teacher assessment framework to assess pupils in KS1 in order to understand their progress and to inform conversations with pupils' parents".
Worcestershire LA therefore no longer collects end of KS1 assessments, due to the low statistical significance.
 - Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.
 - Due to a change in DfE methodology, new suppression rules have been implemented on new releases of data. This means that, in some cases, national comparison data for specific cohorts may be unavailable going forward where DfE deem suppression rules apply.
 - Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.
- **Phonics Screening Check**
 - The figures in this section relate to pupils passing the Phonics check by the end of Year 1.
 - Please note, end of key stage analysis for Phonics is not currently available for 2023-24 and 2024-25 due to this indicator relying on the (now optional) KS1 collection as a basis for the end of KS1 cohort. Once another suitable source for this cohort can be identified, end of key stage analysis will be provided.

Meeting the Expected Standard in Phonic Decoding - All CLA Pupils



Percentage of Pupils Achieving Expected Standard (Year 1) - 2024/25



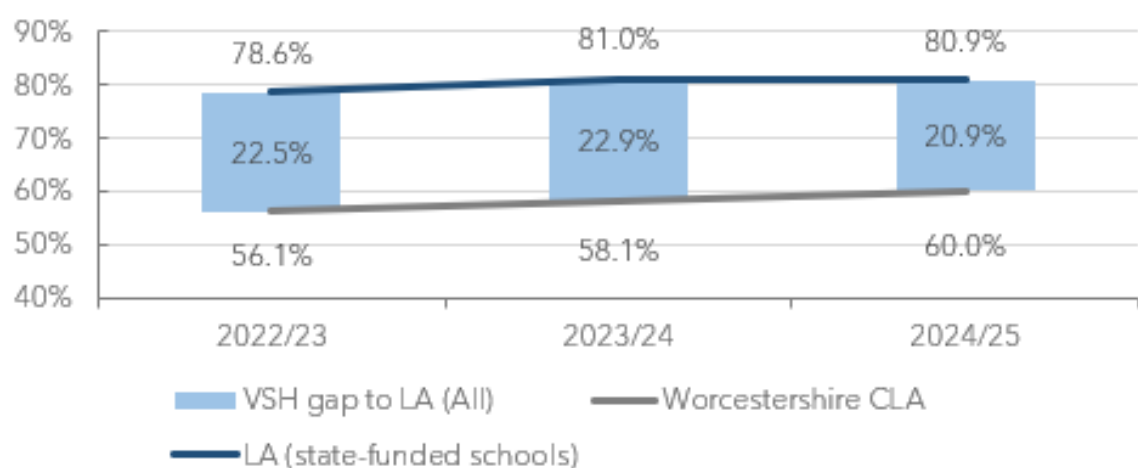
In 2024-25, 60.0% of CLA pupils in Worcestershire passed the phonics check by the end of Key Stage 1, improving on 58.1% in 2023/24 (and 56.1% in 2022-23) and above National CLA.

Despite these improvements, these outcomes fall below those for Worcestershire 'all' (80.9%) and national 'all' (79.9%), in line with the national picture for all CLA.

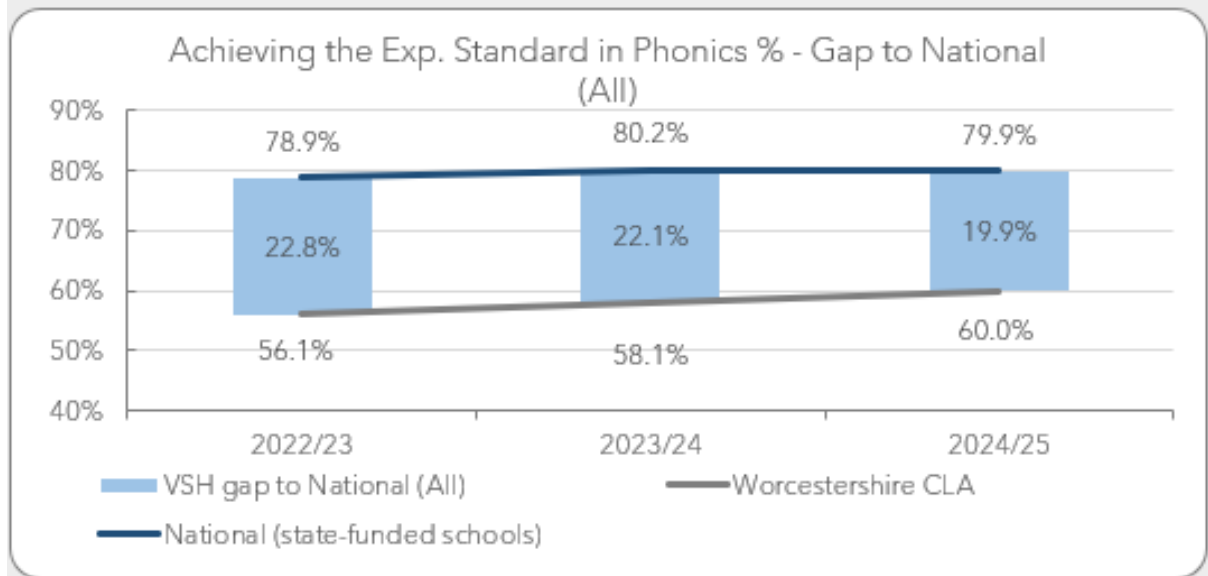
However, as seen in the charts below, Worcestershire CLA are closing the gap with national 'all' (gap reduced from 22.1% 2024/25 to 19.9% in 2024/25) and to Worcestershire 'all' (gap reduced from 22.9% in 2023/24 to 20.9% in 2024/25).

Gap to LA

Achieving the Exp. Standard in Phonics % - Gap to LA (All)



Gap to National



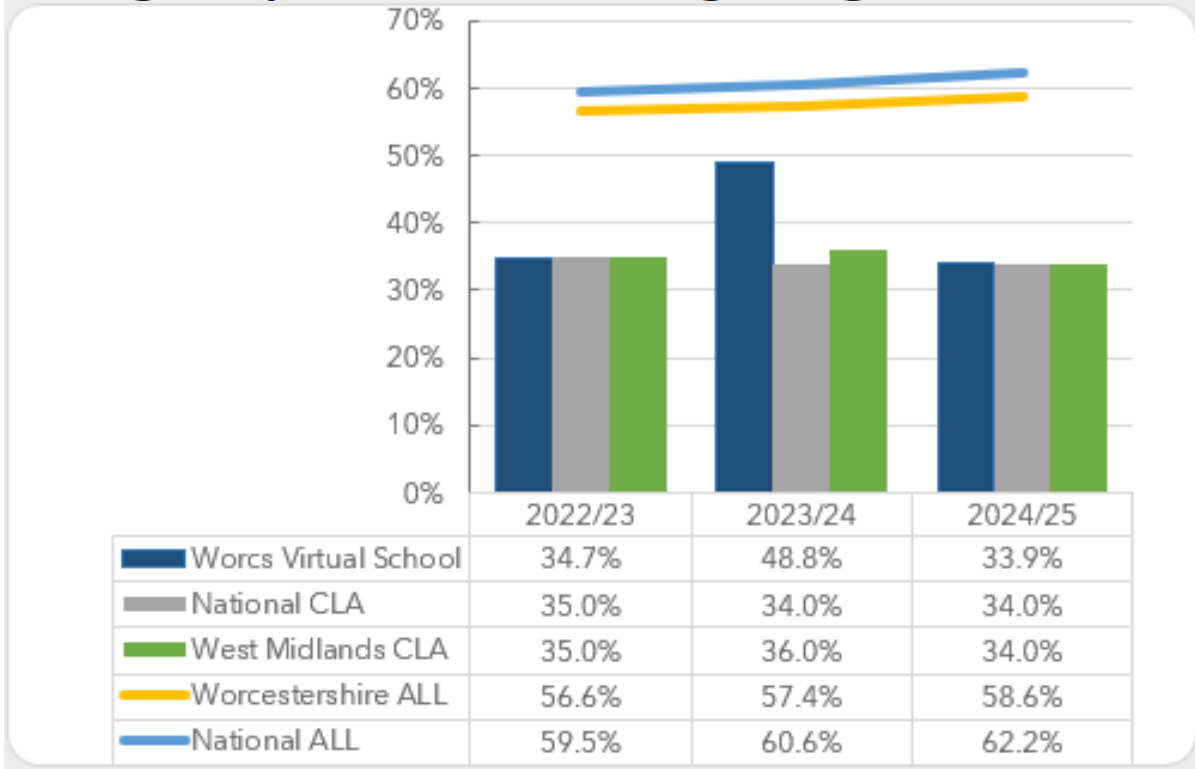
KS2

Please note:

- *Data is correct as at 26/02/2026 ('revised' data).*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *Due to a change in DfE methodology, new suppression rules have been implemented on new releases of data. This means that, in some cases, national comparison data for specific cohorts may be unavailable going forward where DfE deem suppression rules apply.*
- *Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.*
- *It is not possible to calculate KS1-KS2 progress scores for academic years 2023/24 and 2024/25 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. It is also not possible to show results broken down by prior attainment. For more information see the KS2 technical guidance.*
- *Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.*
- *Pupils included in this performance data will also have experienced disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*
- **Reading, Writing & Mathematics**
 - **English**
 - Grammar, Punctuation and Spelling
 - Paper 1: questions
 - Paper 2: spelling
 - Reading

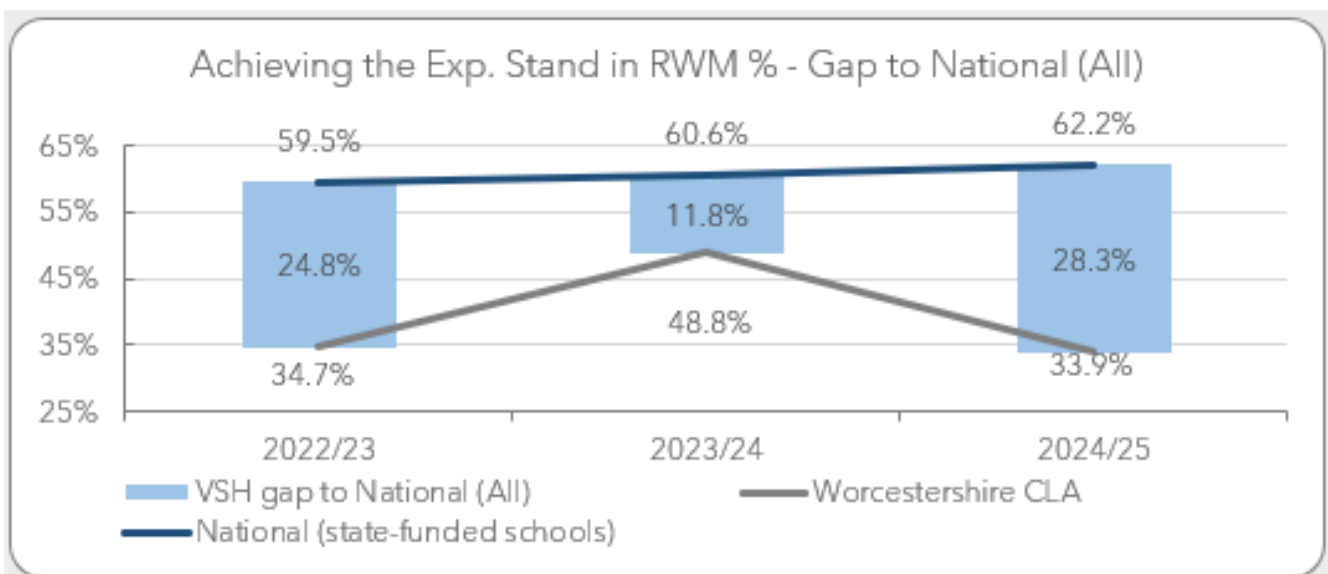
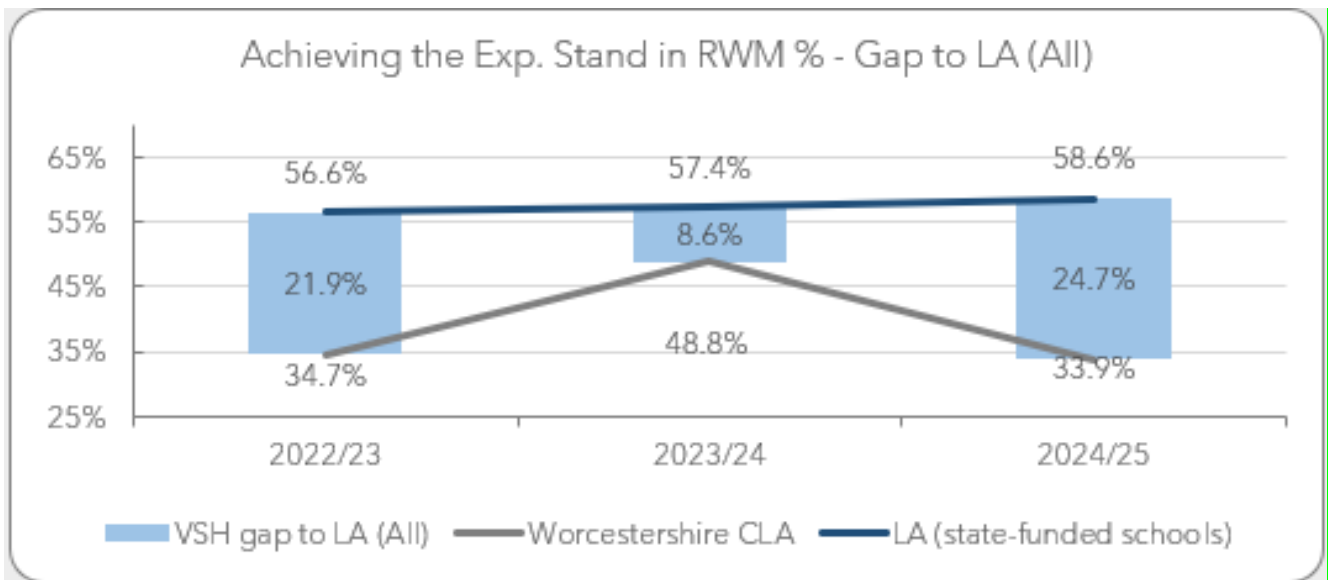
- **Mathematics**
 - Paper 1: arithmetic
 - Paper 2: reasoning
 - Paper 3: reasoning

Meeting the Expected Standard in Reading, Writing and Maths - All CLA Pupils



The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths returned to a similar level to National CLA in 2024/25, at 33.9%.

These outcomes fall below those for Worcestershire 'all' (58.6%) and national 'all' (62.2%), in line with the national picture for all CLA. As seen in the charts below, in 2024/25 Worcestershire CLA widened the gap with both Worcestershire 'all' and national 'all'. (Worcestershire gap increased from 8.6% in 2023/24 to 24.7% in 2024-25 and national 'all' gap increased from 11.8% in 2023/24 to 28.3% in 2024/25).



Key Stage 4

Please note:

- Data is correct as at 26/02/26 (KS4 DfE - Revised).
- When analysing Key Stage 4 data, it is important to understand the effects of the Covid 19 pandemic on the education system and secondary assessment over the last few years.

Most GCSE exams are taken in the summer of Year 11 at the end of two years of study, however schools can enter pupils for exams early, most often occurring in the summer of Year 10. Due to the pandemic, results from qualifications achieved between January 2020 and August 2021 were not used in school level performance measures. However, the entries from qualifications taken during this time are counted in 2022 performance measures.

Consequently most indicators in 2021/22 data are thus not directly comparable to those from other years. The one indicator that is directly comparable is the proportion of pupils entering the English Baccalaureate.

- 2018-19 cohort:

The last 'normal' year – qualifications achieved prior to Y11 were included in performance measures.

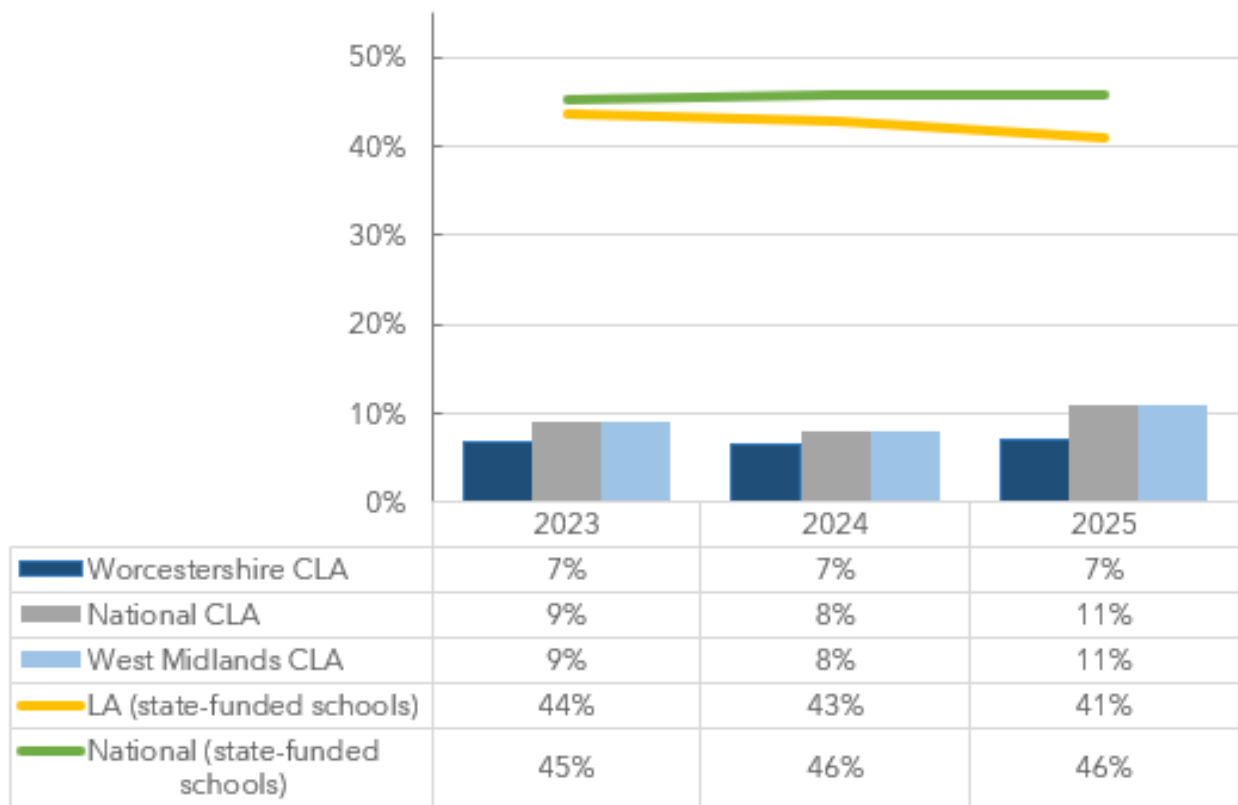
- *2019-20 cohort:
Examinations were cancelled and students were awarded centre assessed grades (no performance data available at school level).*
 - *2020-21 cohort:
Examinations were cancelled and students were awarded centre assessed grades (no performance data available at school level).*
 - *2021-22 cohort:
Any results from qualifications a pupil may have achieved between Jan 2020 and Aug 2021 are not included in performance measures but entries in qualifications are included. There was a variety of additional support put in place for the 2021-22 cohort including; generous grading, adjustments to coursework requirements, less content/topics in some GCSEs and advance knowledge on the focus of exams. These measures were intended to be fair to students whose education had been disrupted by the pandemic. The additional support given to these pupils is likely to have contributed to the increase in performance.*
 - *2022-23 cohort:
The process returned to near normal with students not having been given the same additional support as the previous year. However, these results are not directly comparable with the Covid-affected years (2019/20, 2020/21, 2021/22) due to the modifications made during these Covid years.
Results from qualifications a pupil may have achieved prior to the Summer 2023 examinations were included in performance measures. Although less effected that the 2021/22 cohort, these pupils will still have had part of their secondary education disrupted by the pandemic.*
- *LA and National data provided for ALL pupils (not of the CLA cohort) is based on state funded schools and colleges.*
 - *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*

• GCSEs

Achieving 9-5 in English & Maths

This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

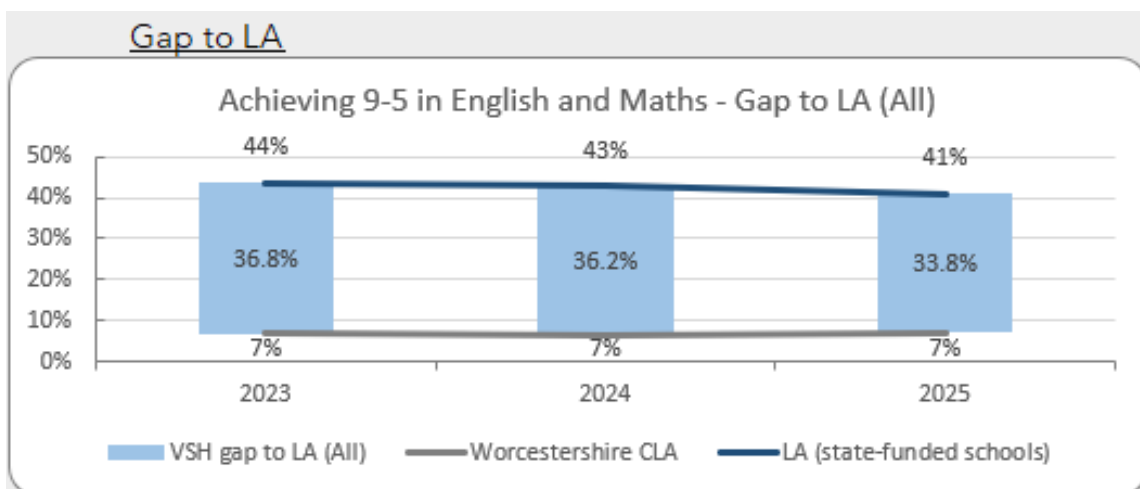
Achieving 9-5 in English and Maths - All CLA Pupils - 3 Year Trend



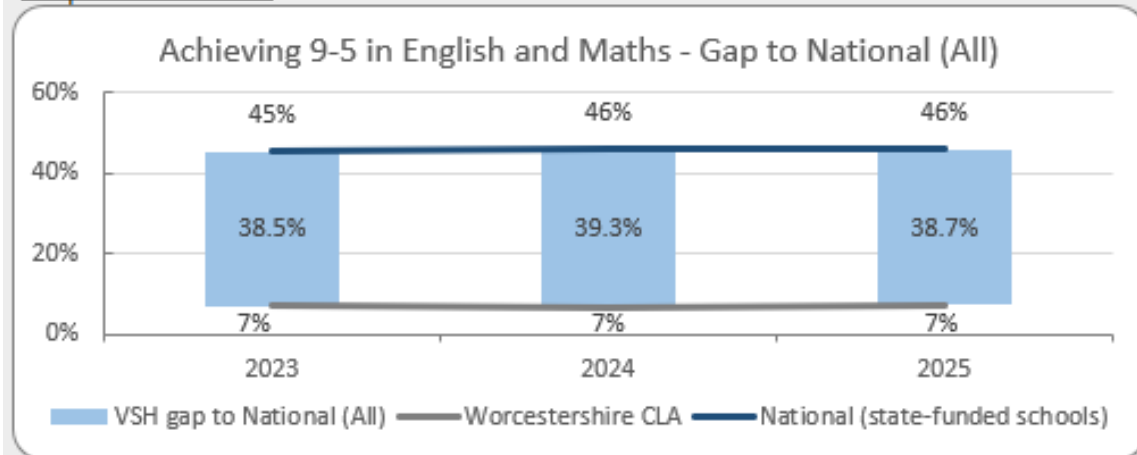
The percentage of Worcesterstershire CLA pupils achieving 9-5 in English & Maths remained at 7% in 2024/25, below national CLA (11%).

These outcomes fall below those for Worcesterstershire 'all' (41%) and national 'all' (46%), in line with the national picture for all CLA.

However, as seen in the charts below, the gap to Worcesterstershire 'all' closed (from 36.2% in 2023/24 to 33.8% in 2024/25) and the gap to national 'all' closed (from 39.3% in 2023/24 to 38.7% in 2024/25).



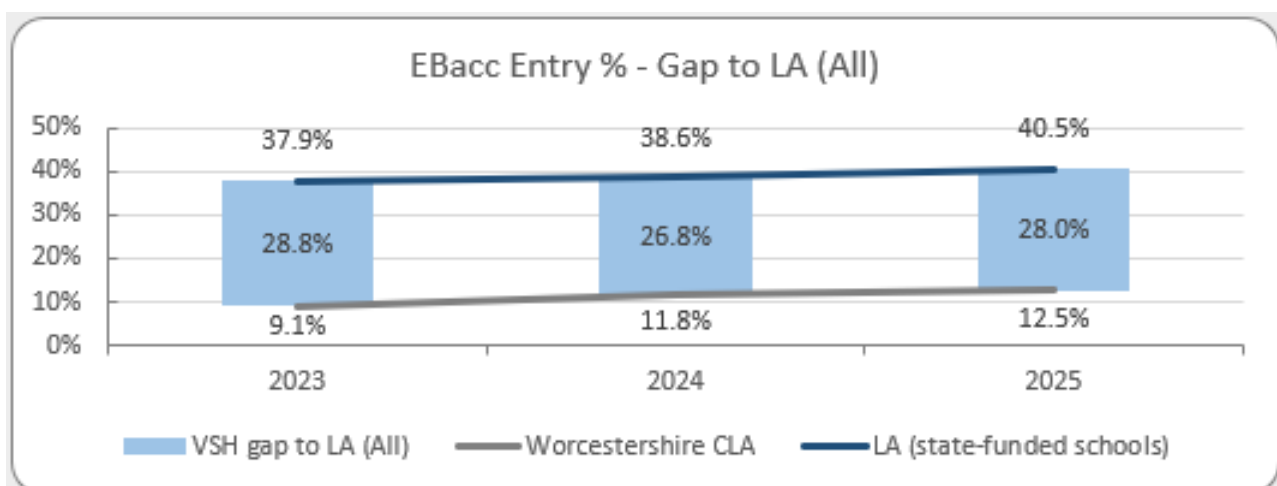
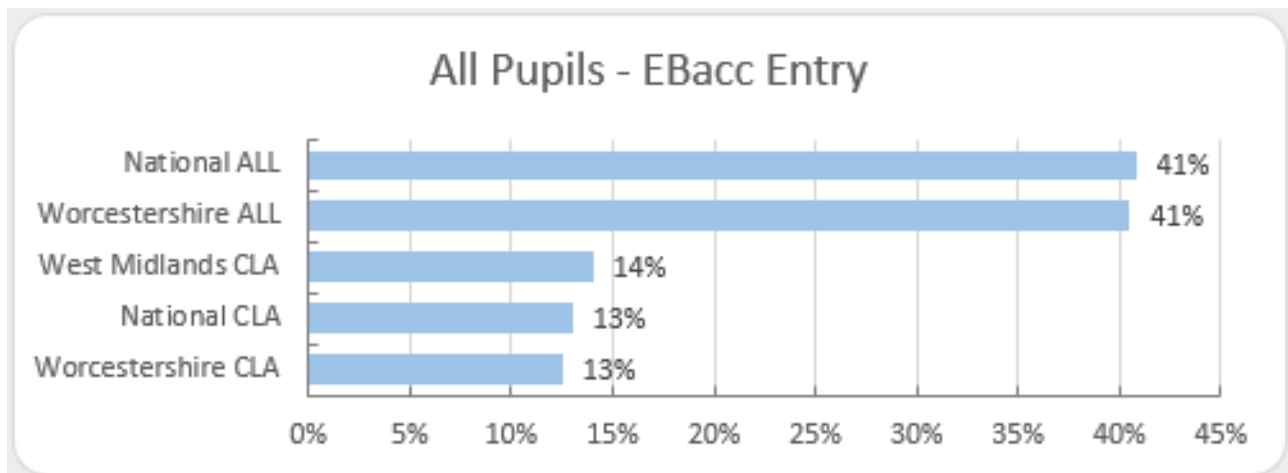
Gap to National

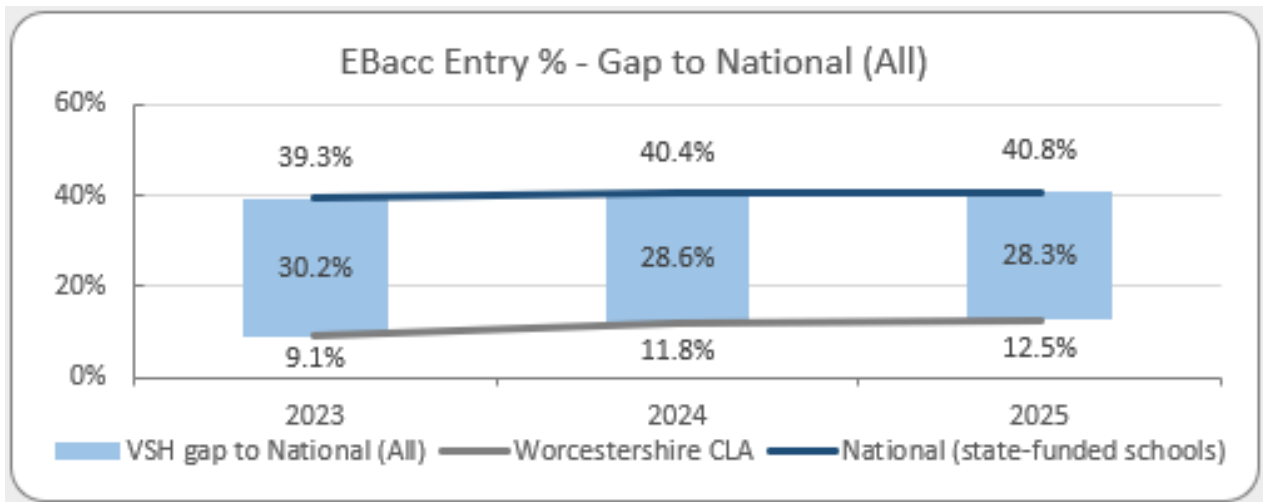


English Baccalaureate

English Baccalaureate (EBacc) entry

The EBacc entry shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.



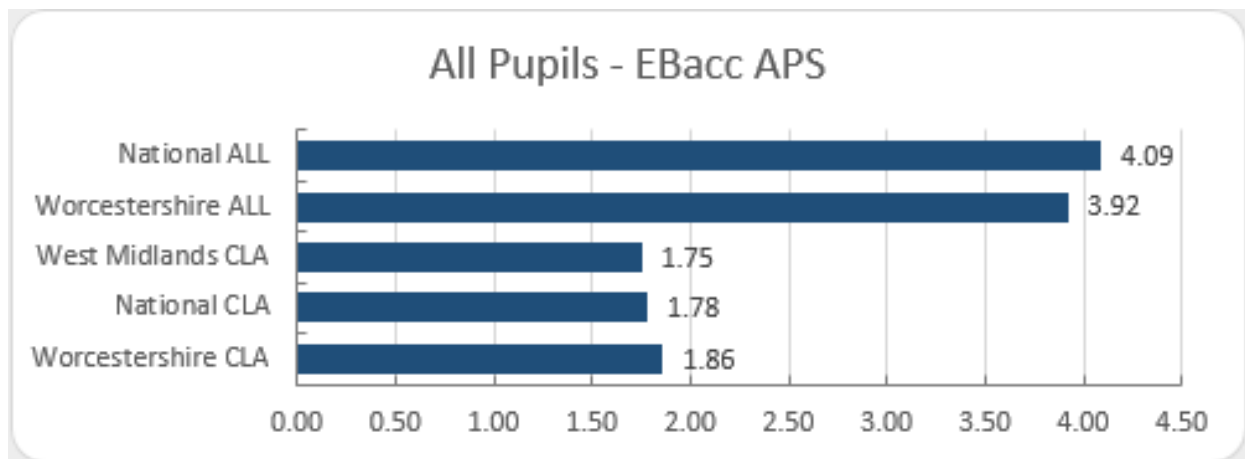


EBacc entry for Worcestershire CLA is 13% - similar to the West Midlands CLA (14%) and National CLA (13%).

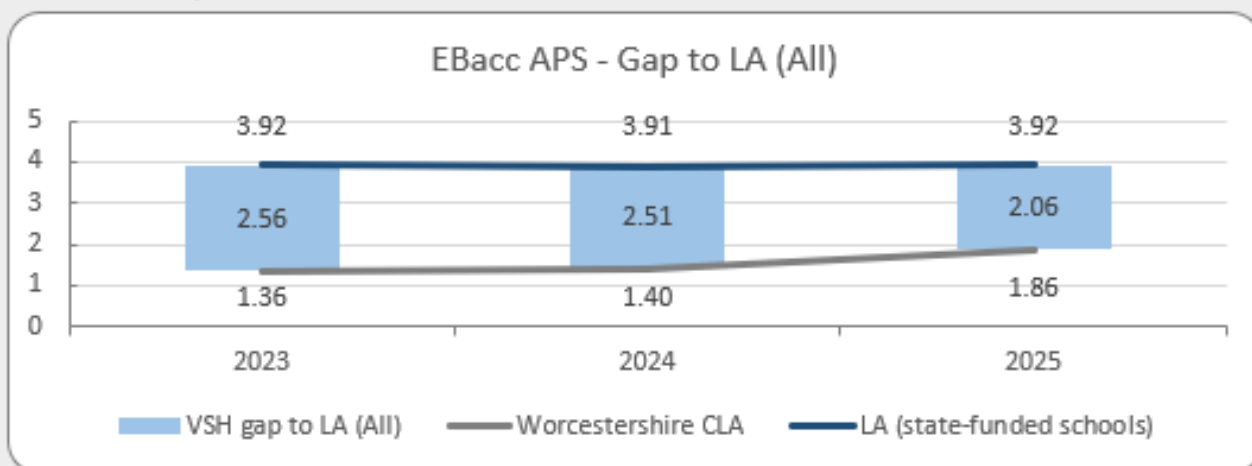
2024/25 saw the gap to Worcestershire 'all' widen slightly (from 26.8% in 2023/24 to 28.0% in 2024/25) and the gap to national 'all' close slightly (from 28.6% in 2023/24 to 28.3% in 2024/25).

EBacc average point score (EBacc APS)

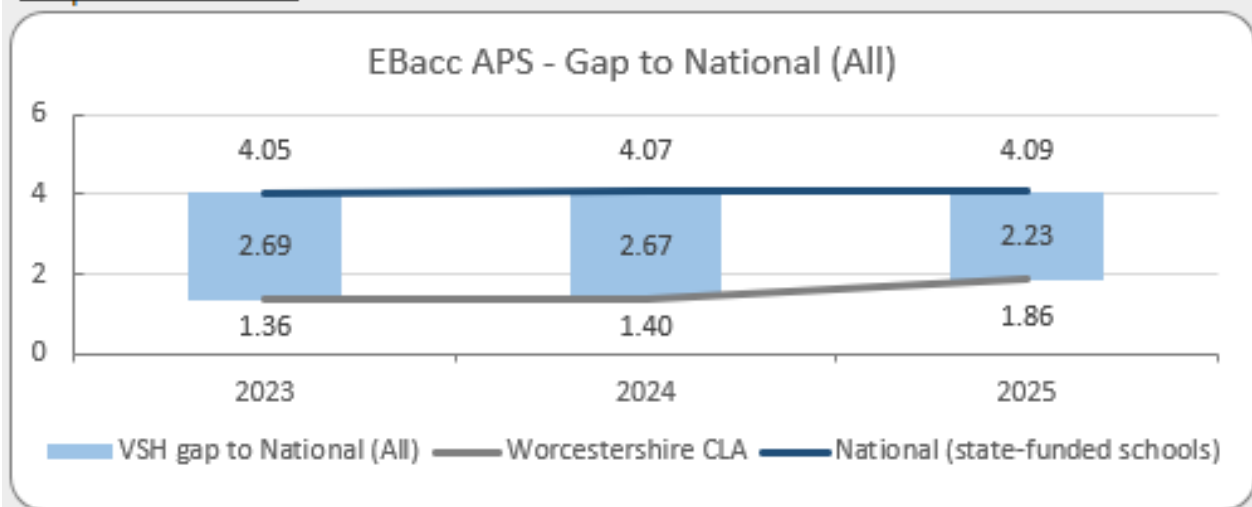
The EBacc APS measures pupils' point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For more information on these measures and their calculation methodology, see the secondary accountability guidance.



Gap to LA



Gap to National



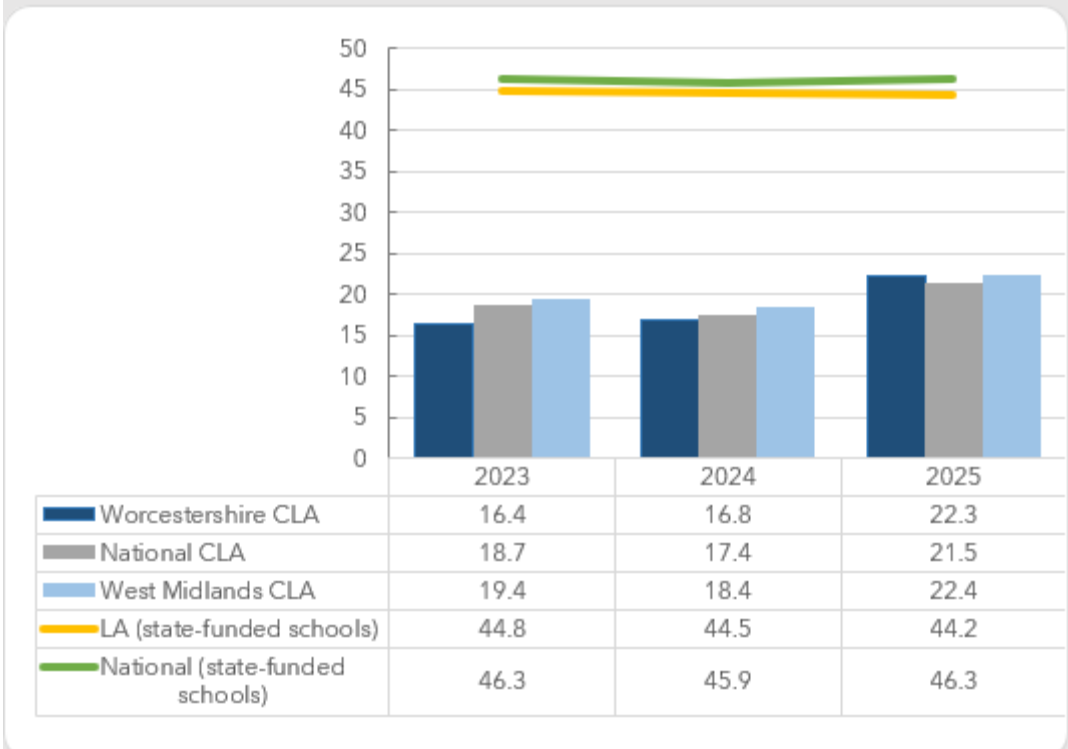
In 2024/25, the EBacc APS for Worcestershire CLA increased to 1.86 from 1.40 in 2023/24.

As shown in the charts above, in 2024-25 Worcestershire CLA closed the gap with both Worcestershire 'all' (from 2.51 in 2023-24 to 2.06 in 2024/25) and national 'all' (from 2.67 in 2023/24 to 2.23 in 2024/25).

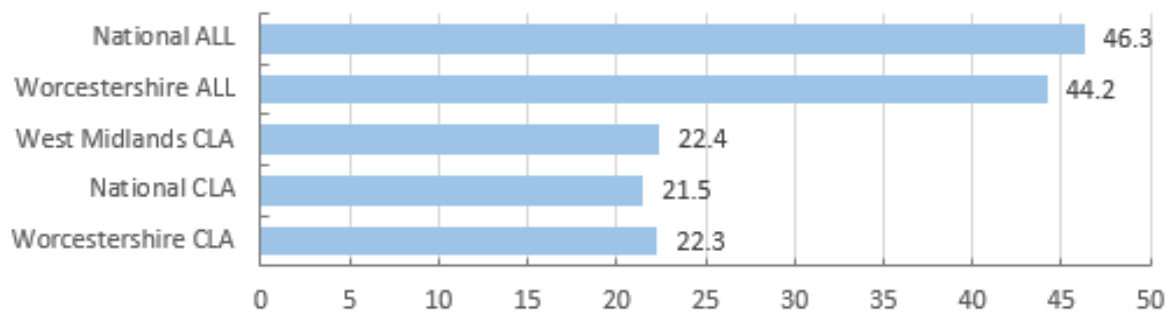
Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes English language; English literature (if only one GCSE in English is taken then it is double weighted), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

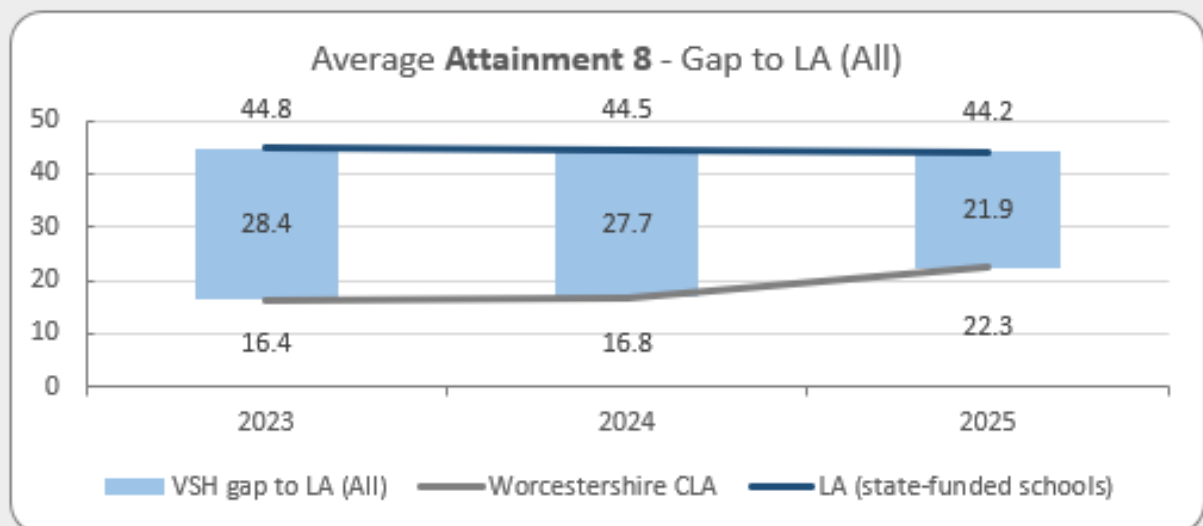
Attainment 8 Score - All CLA Pupils - 3 Year Trend



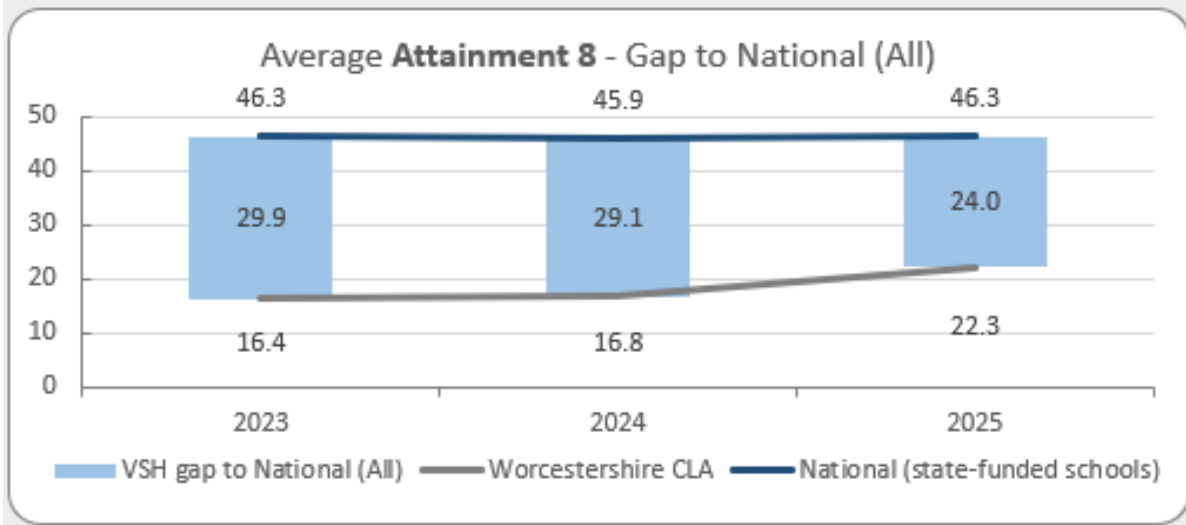
All Pupils - Attainment 8 Score



Gap to LA



Gap to National



Attainment 8 scores for Worcestershire CLA (22.3) are similar to West Midlands CLA (22.4) and slightly higher than National CLA (21.5). Whilst these outcomes fall below those for Worcestershire 'all' (44.2) and national 'all' (46.3), as seen in the charts above, 2024/25 saw Worcestershire CLA close the gap to Worcestershire 'all' (from 27.7 in 2023/24 to 21.9 in 2024/25) and close the gap to national 'all' (from 29.1 in 2023/24 to 24.0 in 2024/25).

Progress 8

Progress 8 aims to capture the progress a pupil makes from the end of key stage 2 (KS2) to the end of KS4. It compares pupils' achievement (their Attainment 8 score, see below) with the national average Attainment 8 score of all pupils who had a similar starting point (or 'prior attainment'), calculated using assessment results from the end of primary school. Progress 8 is a relative measure, therefore the national average Progress 8 score for mainstream schools is very close to zero. It can be used to compare the progress of different pupil characteristic and geography breakdowns. The average Progress 8 score for 'mainstream' schools in England is zero. A positive score means students in the school on average do better at KS4 than those with similar prior attainment nationally, and a negative score means those students on average do worse.

Progress 8 measures will not be published for the 2024/25 and 2025/26 academic years as KS4 pupils in these years did not have KS2 assessments due to the COVID-19 pandemic.

National Standardised Tests – CLA Summary

Low pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.

Compared to 2023-24 results, the attainment gap between Worcestershire CLA and 'all' children closed (improved) in:

- Phonics (closed gap to Worcestershire 'all' [from 22.9% to 20.9%] and National 'all' [from 22.1% to 19.9%]).

- KS4 Achieving 9-5 in English & Maths (closed gap to Worcestershire 'all' [from 36.2% to 33.8%] and National 'all' [from 39.3% to 38.7%]).
- EBacc Average Point Score (closed gap to Worcestershire 'all' [from 2.51 to 2.06] and National 'all' [from 2.67 to 2.23]).
- Attainment 8 (closed gap to Worcestershire 'all' [from 27.7 to 21.9] and National 'all' [from 29.1 to 24.0]).
- ~~Progress 8~~ (Progress 8 measures will not be published for the 2024/25 and 2025/26 academic years as KS4 pupils in these years did not have KS2 assessments due to the COVID-19 pandemic).

Compared to 2023-24 results, the attainment gap between Worcestershire CLA and 'all' children widened in:

- EYFS GLD (gap widened to Worcestershire 'all' [from 17.6% to 31.8%]) and National 'all' [from 17.7% to 32.1%]).
- KS2 RWM (gap widened to Worcestershire 'all' [from 8.6% to 24.7%] and National 'all' [from 11.8% to 28.3%]). The percentage of Worcestershire CLA pupils achieving the expected standard in reading, writing and maths returned to a similar level to National CLA in 2024/25, at 33.9%.

In 2024-25 Worcestershire CLA closed the gap to Worcestershire 'all' and National 'all' in 4 out of 6 outcome measures.

Despite this, Worcestershire CLA outcomes fall below those for Worcestershire 'all' and national 'all', in line with the national picture for CLA.

CLA face significant disadvantage in achieving educational outcomes and WVS works tirelessly to provide the support and challenge required to overcome this adversity. Through WVS leading Personal Education Plan (PEP) meetings and holding school staff to account, the visibility of CLA in schools has increased and settings have been challenged to provide a wider and more targeted range of strategies to support their most vulnerable learners. WVS's mission to create trauma informed and attachment aware settings (TIAAS) across the county has improved settings' ability to support CLA and increased their readiness to learn and their individual sense of value.

National Standardised Tests – Children Subject to Child In Need Plans & Child Protection Plans

Please note for all sections:

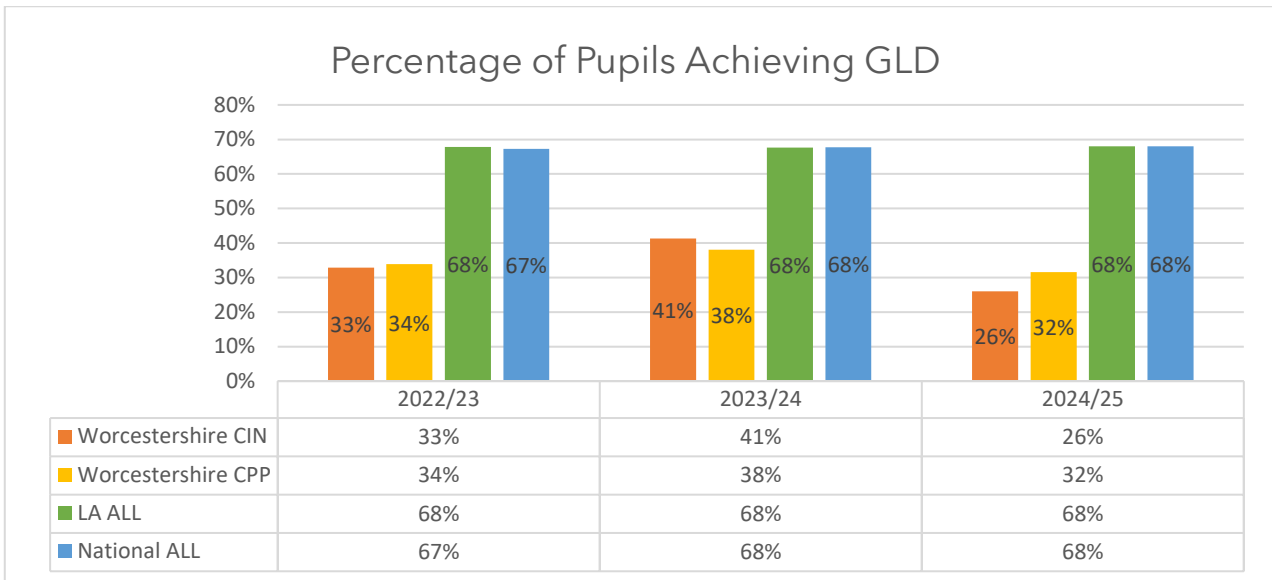
- *'Child In Need Plan' (CiN) & 'Child Protection Plan' (CPP) definitions are provided at the start of each section within the report but are as follows;*
 - *'Child In Need Plan' – all children recorded as having a Child In Need Plan on the 2024/25 statutory CIN return where matched to Worcestershire 2025 performance data via pupil UPN. This therefore excludes CIN educated outside of Worcestershire.*
 - *'Child Protection Plan' – all children recorded as having a Child Protection Plan on the 2024/25 statutory CIN return where matched to Worcestershire 2025 performance data via pupil UPN. This therefore excludes CIN educated outside of Worcestershire.*

- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *The 'Child In Need Plan' & 'Child Protection Plan' cohort is highly transient, making the tracking of outcomes extremely complex and meaning that making direct comparisons of outcome trends needs to be done with this context. Data is collected from the CIN Census for both groups who have had a Plan over the course of that academic year.*

EYFS

• Early Years Foundation Stage Profile

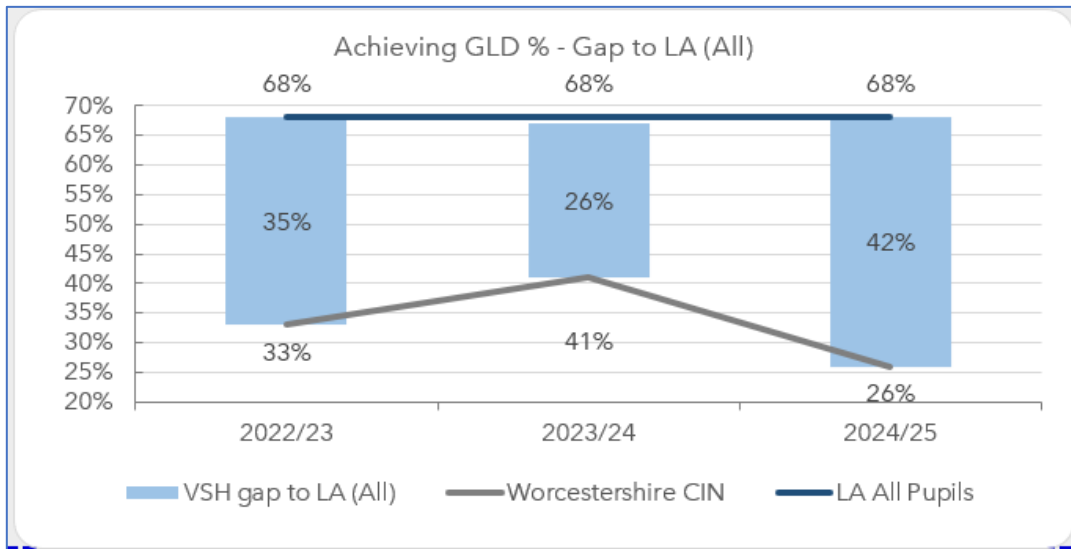
- The EYFSP is a teacher assessment of children's development at the end of the Early Years Foundation Stage (the end of the academic year in which the child turns five years old; this is typically at the end of the Reception year).
- The DfE publish results in a publication which was first released in October 2019 on GOV.UK, which covers the:
 - percentage of children achieving each assessment rating in the early learning goals
 - percentage of children achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics (a good level of development)
 - average total points score (APS) across all the early learning goals (the supporting measure)
 - percentage of children achieving at least the expected level within the communication and language, and literacy areas of learning.
- Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy. This helps teachers and parents to understand broadly what a child can do in relation to national expectations. In addition, the EYFS profile provides a national child learning and development data set at the end of the EYFS. [[Early years foundation stage profile 2024 handbook](#)]
- *Please note:*
 - *Data is correct as at 06/08/2026 (final release for this data).*
 - *The EYFSP framework changed in 2021/22 and is therefore not comparable to previous years.*
 - *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*

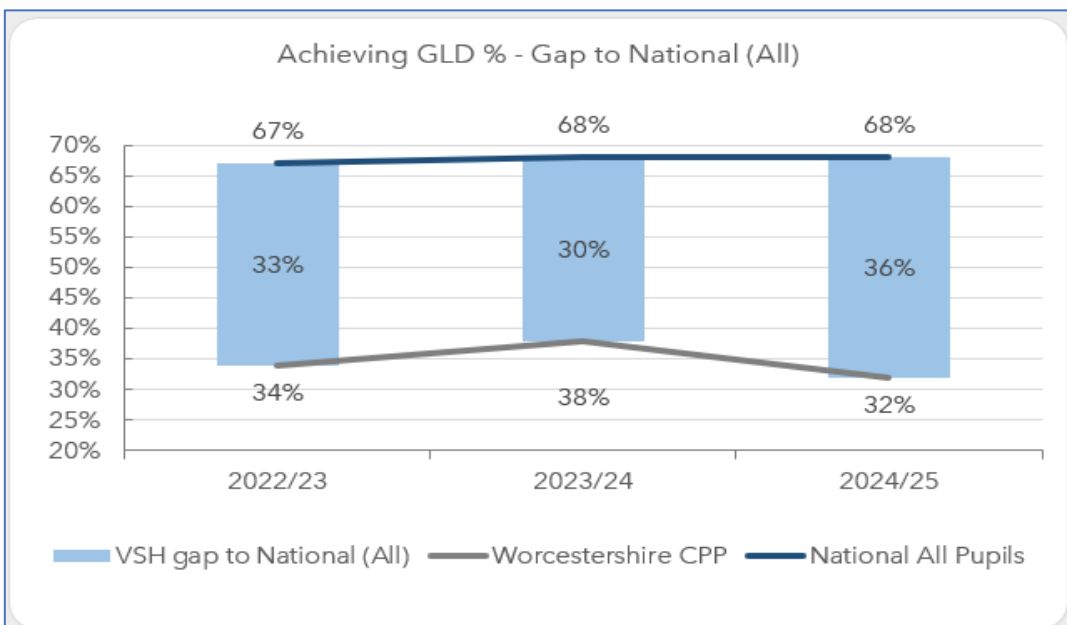
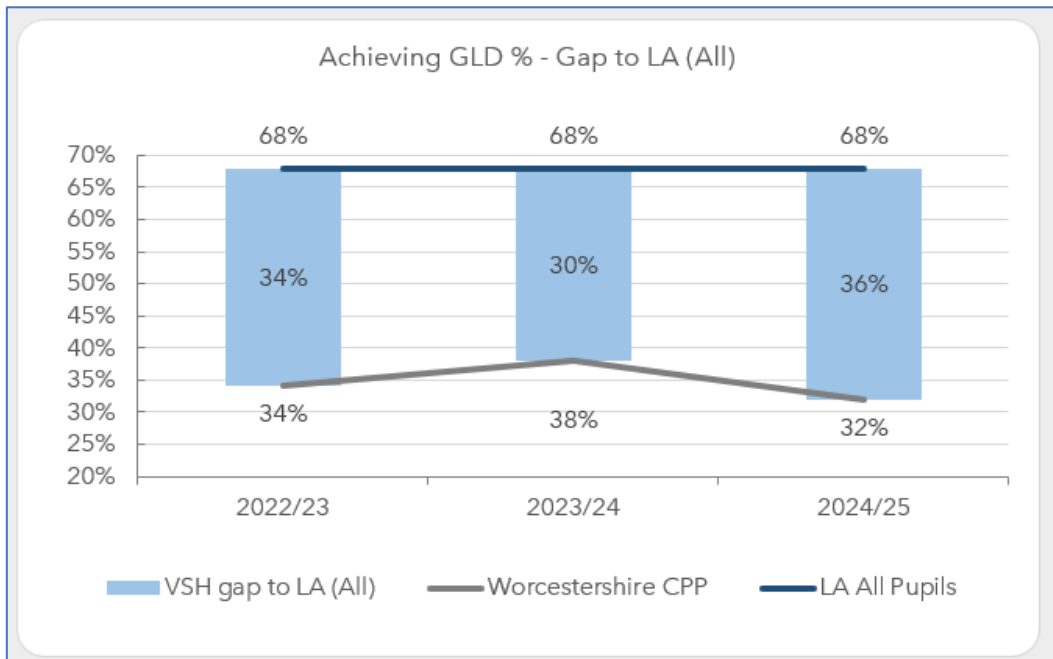
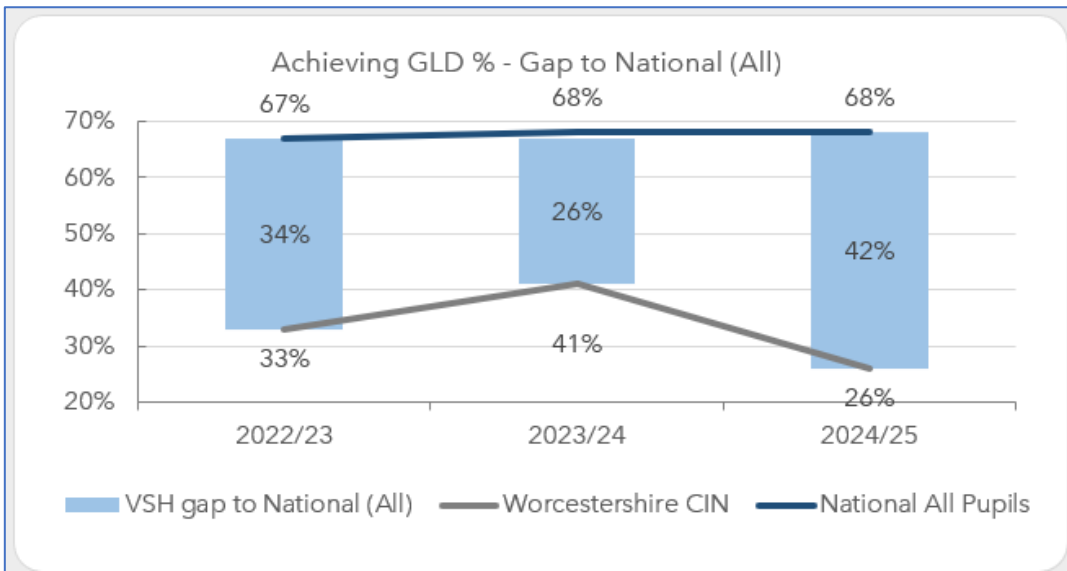


In 2024/25 there were 46 CIN pupils and 38 CPP pupils in the EYFSP cohort. This is considerably fewer than previous years (93 CIN and 63 CPP pupils in 2023/24).

26% CIN (12) and 32% CPP (12) of these pupils achieved a Good Level of Development (GLD), compared to 68% for Worcestershire 'all' and national 'all'.

There has been a decrease in comparison to last academic year by 14% for CIN pupils and 6% for CPP. The gap has widened between Worcestershire CIN and CPP compared to Worcestershire 'all' (gap increased from 26% to 42% for CIN pupils and from 30% to 36% for CPP pupils) and national 'all' (gap increased from 26% to 42% for CIN pupils and from 30% to 36% for CPP pupils) as shown by the graphs below. Small pupil counts should be borne in mind when interpreting Worcestershire CIN and CPP percentages.

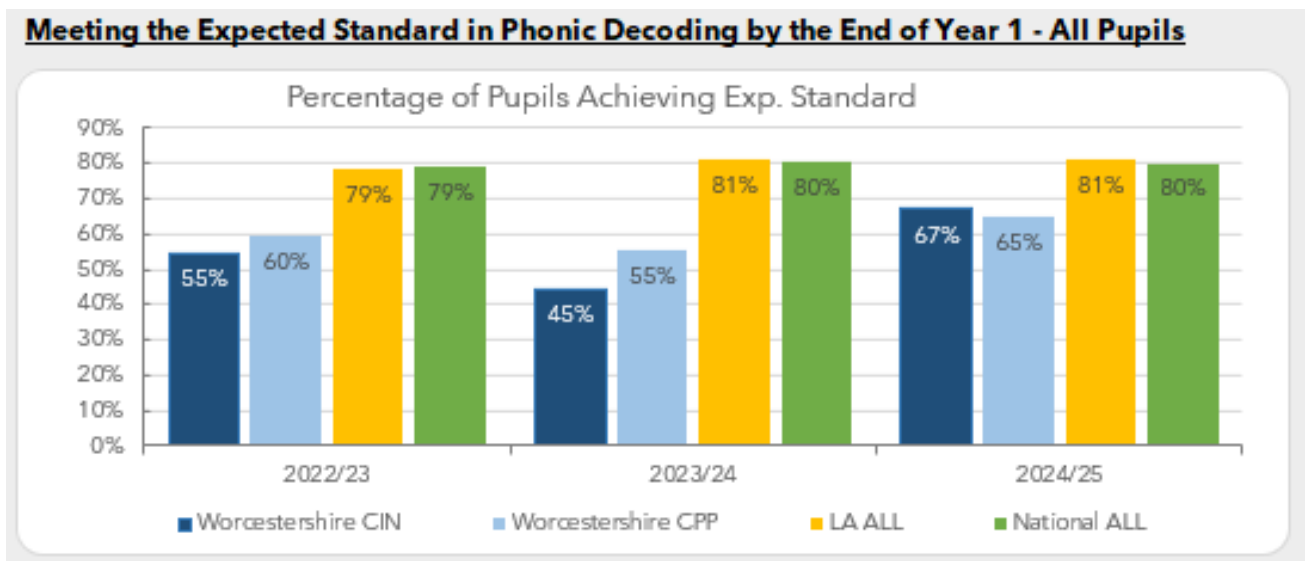




KS1

Please note:

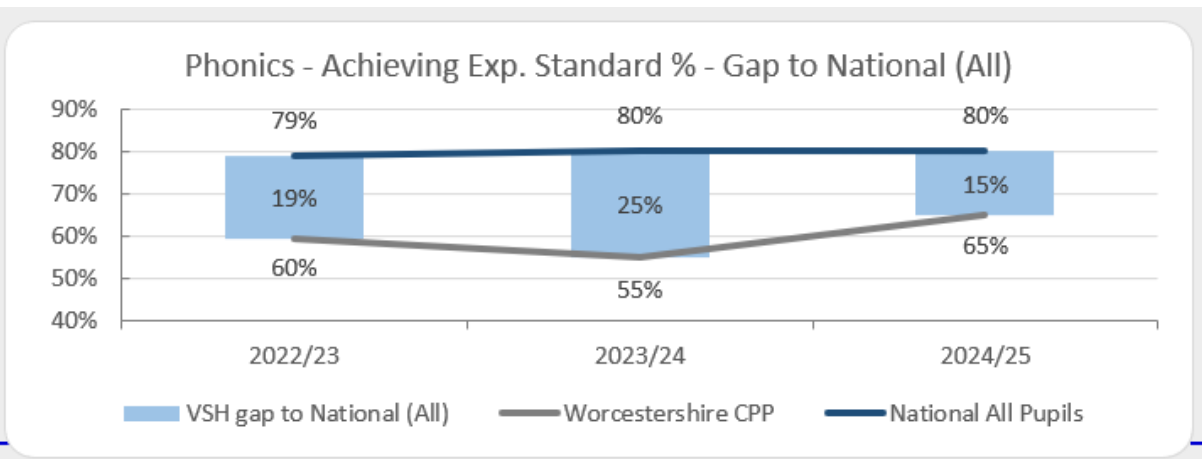
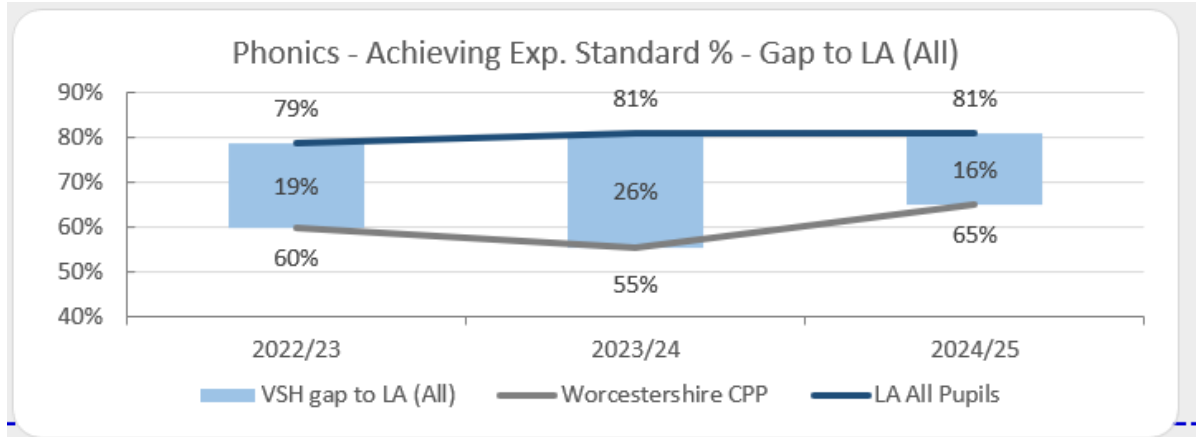
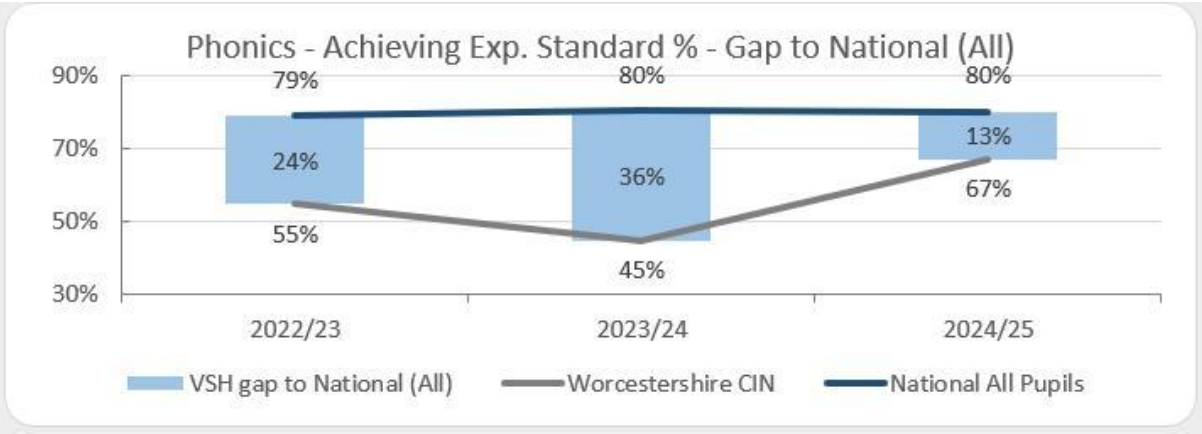
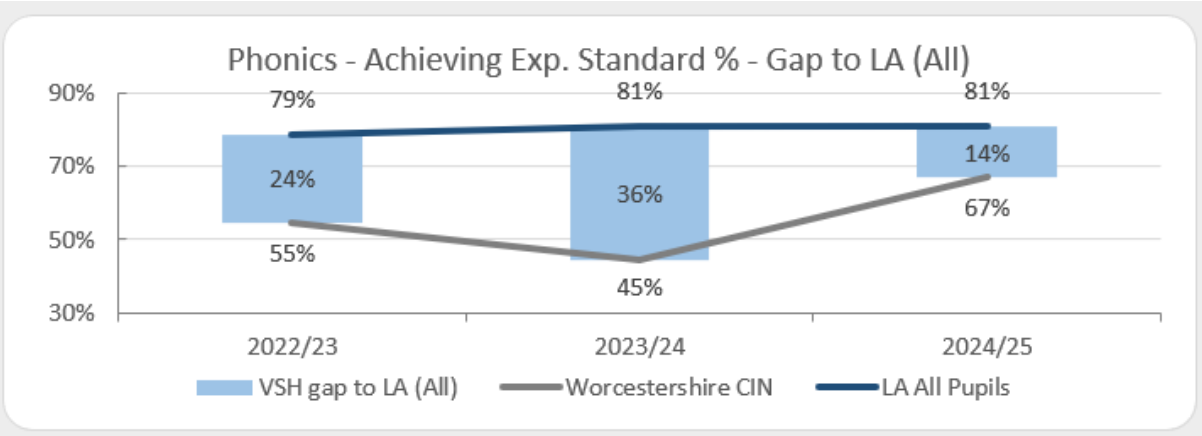
- Data is correct as at 02/03/26 (final release for this data).
 - Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.
 - Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.
- **Phonics Screening Check**
 - The figures in this section relate to pupils passing the Phonics check by the end of Year 1.
 - Please note:
 - End of key stage analysis for Phonics is not currently available for 2023-24 and 2024-25 due to this indicator relying on the (now optional) KS1 collection as a basis for the end of KS1 cohort. Once another suitable source for this cohort can be identified, end of key stage analysis will be provided.



In 2024-25, 67% of CPP pupils and 65% of CIN pupils in Worcestershire passed the phonics check by the end of Year 1, improving on 45% and 55% in 2023/24. This significantly closed the gap for these children, with this now being 16% and 14% respectively to the LA as well as 15% and 13% to National.

Despite these improvements, these outcomes fall below those for Worcestershire 'all' (80.9%) and national 'all' (79.9%).

The CIN cohort who accessed the phonics check was smaller than last academic year (49, compared to 101). However there were more CPP pupils (70, compared to 58). There were 12 CIN pupils (19.7% of the cohort) and 4 CPP pupils (5.4% of the cohort) who either did not access the check or were disapplied and therefore were not included within the data.

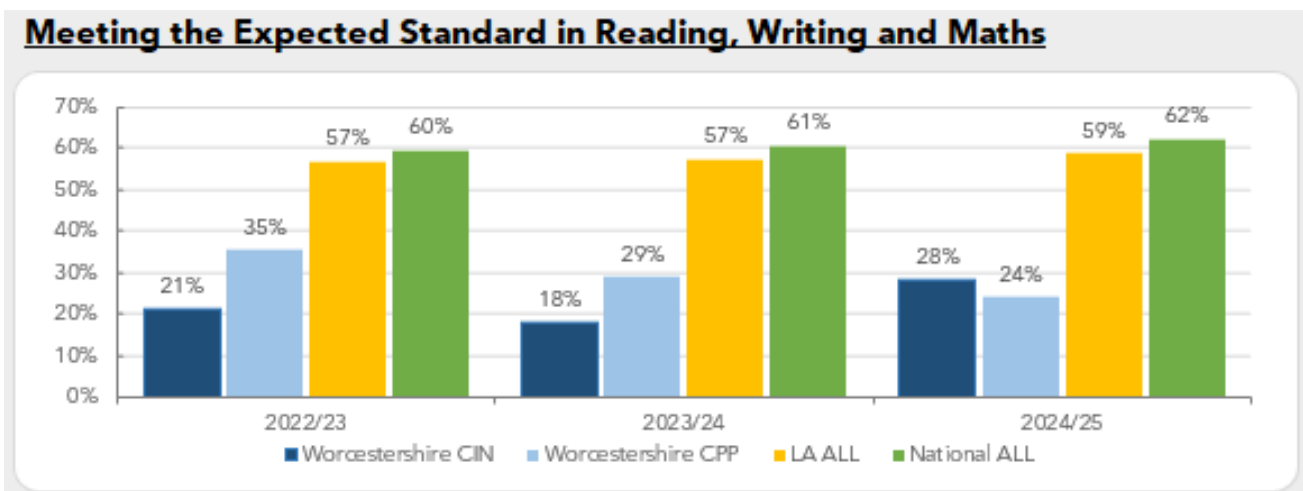


KS2

- **Reading, Writing & Mathematics**
 - **English**
 - Grammar, Punctuation and Spelling
 - Paper 1: questions
 - Paper 2: spelling
 - Reading
 - **Mathematics**
 - Paper 1: arithmetic
 - Paper 2: reasoning
 - Paper 3: reasoning

Please note:

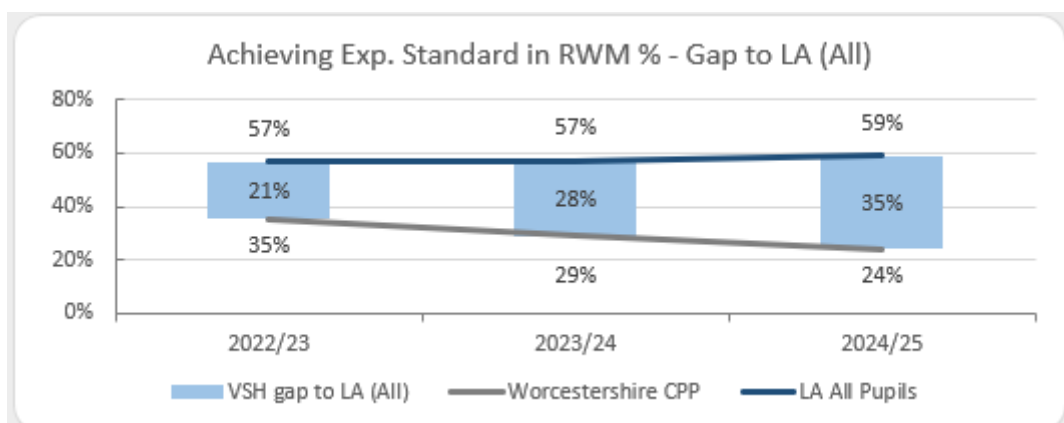
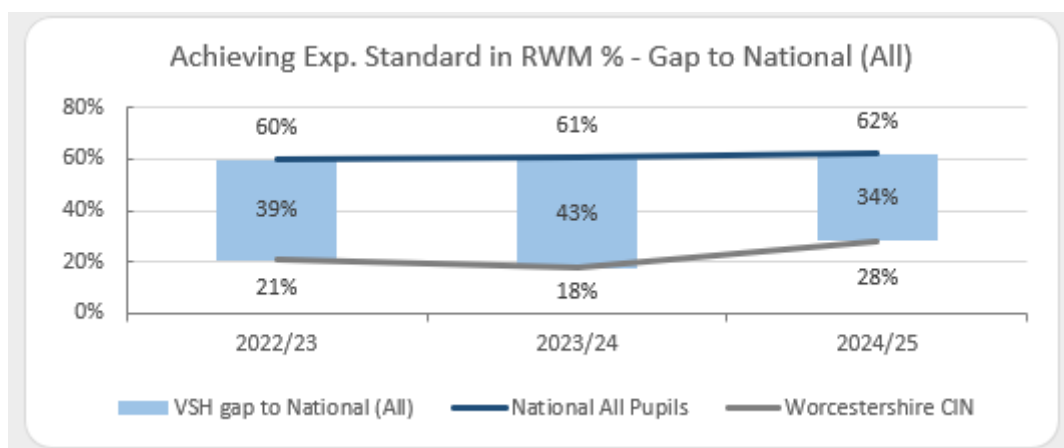
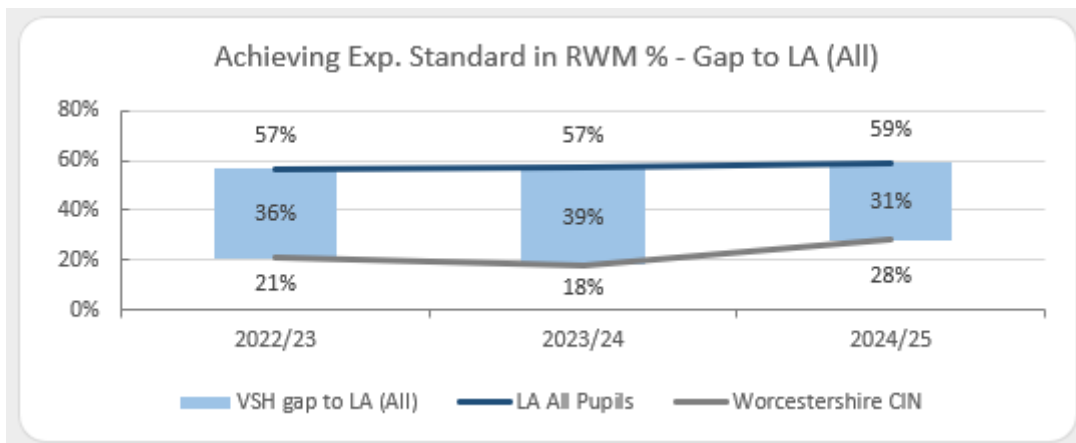
- *Data is correct as at 02/03/2026 ('revised', final data).*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*
- *Data for all LA and National pupils (not those of the CLA cohort) is based on state-funded schools only.*
- *Attainment measures show how pupils have performed in tests and assessments but do not take pupils' starting points into account.*
- *Pupils included in this performance data will also have experienced disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*
- *It is not possible to calculate KS1-KS2 progress scores or show results broken down by prior attainment for academic years 2023/24 and 2024/25 because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption. Further, KS1 tests are now optional. For more information see the KS2 technical guidance.*

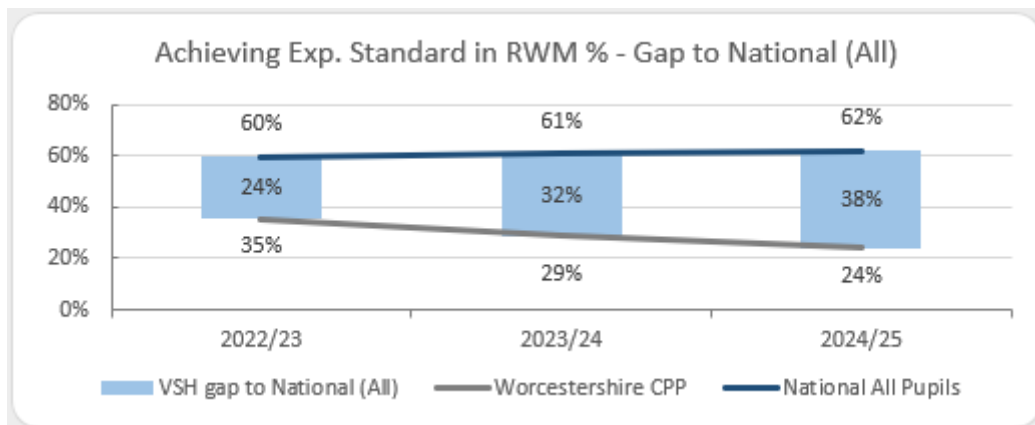


The percentage of Worcestershire CPP pupils achieving the expected standard in reading, writing and maths has decreased over the last 3 years. However, there has been an increase for CIN in 2024/25 compared to 2023/24.

These outcomes fall below those for Worcestershire 'all' (58.6%) and national 'all' (62.2%). As seen in the charts below, in 2024/25:

- For CIN - the gap closed in comparison to both Worcestershire 'all' (from 39% to 31%) and national 'all' (from 43% to 34%).
- For CPP - the gap widened for Worcestershire CPP in comparison to both Worcestershire 'all' (from 28% to 35%) and national 'all' (from 32% to 38%).





Key Stage 4

Please note:

- Data is correct as at 02/03/26 (KS4 DfE – revised, final).
- When analysing Key Stage 4 data, it is important to understand the effects of the Covid 19 pandemic on the education system and secondary assessment over the last few years.

Most GCSE exams are taken in the summer of Year 11 at the end of two years of study; however schools can enter pupils for exams early, most often occurring in the summer of Year 10. Due to the pandemic, results from qualifications achieved between January 2020 and August 2021 were not used in school level performance measures. However, the entries from qualifications taken during this time are counted in 2022 performance measures.

Consequently, most indicators in 2021/22 data are thus not directly comparable to those from other years. The one indicator that is directly comparable is the proportion of pupils entering the English Baccalaureate.

- 2018-19 cohort:
The last 'normal' year – qualifications achieved prior to Y11 were included in performance measures.
- 2019-20 cohort:
Examinations were cancelled and pupils were awarded centre assessed grades (no performance data available at school level).
- 2020-21 cohort:
Examinations were cancelled and pupils were awarded centre assessed grades (no performance data available at school level).
- 2021-22 cohort:
Any results from qualifications a pupil may have achieved between Jan 2020 and Aug 2021 are not included in performance measures but entries in qualifications are included. There was a variety of additional support put in place for the 2021-22 cohort including; generous grading, adjustments to coursework requirements, less content/topics in some GCSEs and advance knowledge on the focus of exams. These measures were intended to be fair to pupils whose education had been disrupted by the pandemic. The additional support given to these pupils is likely to have contributed to the increase in performance.
- 2022-23 cohort:
The process returned to near normal with pupils not having been given the same additional support as the previous year. However, these results are

not directly comparable with the Covid-affected years (2019/20, 2020/21, 2021/22) due to the modifications made during these Covid years. Results from qualifications a pupil may have achieved prior to the Summer 2023 examinations were included in performance measures. Although less effected that the 2021/22 cohort, these pupils will still have had part of their secondary education disrupted by the pandemic.

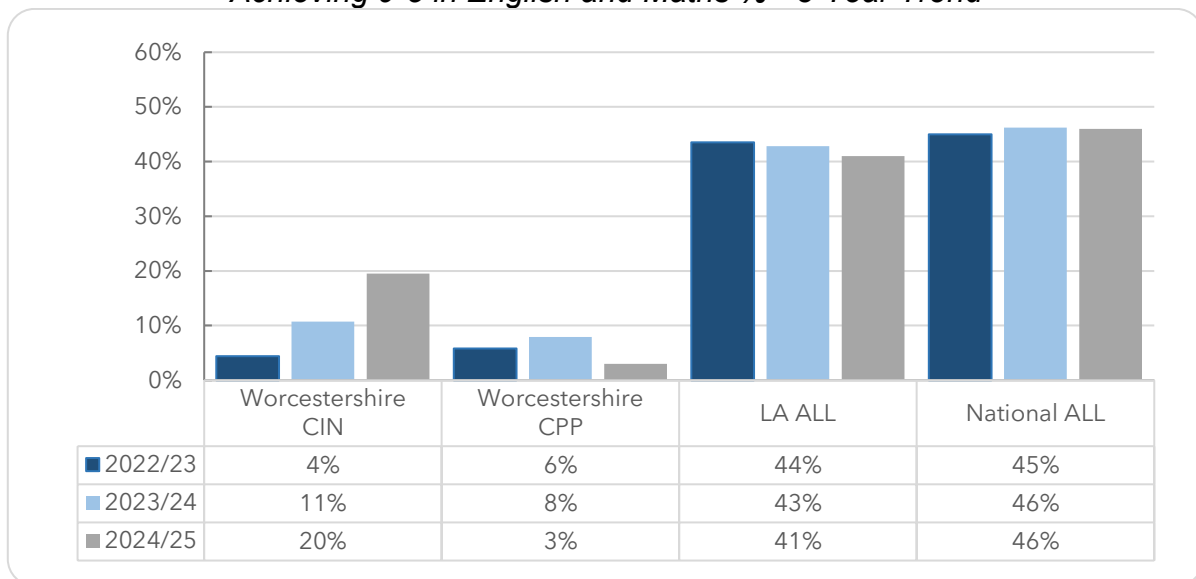
- *LA and National data provided for ALL pupils (not of the CLA cohort) is based on state funded schools and colleges.*
- *Pupil counts should be borne in mind when interpreting percentages. For example, low cohort numbers in one group could cause highly inflated or deflated results. Therefore, this may not be comparable to larger cohorts or give a true representation of the data trend.*

- **GCSEs**

- **Achieving 9-5 in English & Maths**

This measure looks at the percentage of pupils achieving grade 5 or above in both English and maths GCSEs. To count for this measure a pupil would have to achieve a grade 5 or above in either English literature or English language. There is no requirement to sit both.

Achieving 9-5 in English and Maths % - 3 Year Trend

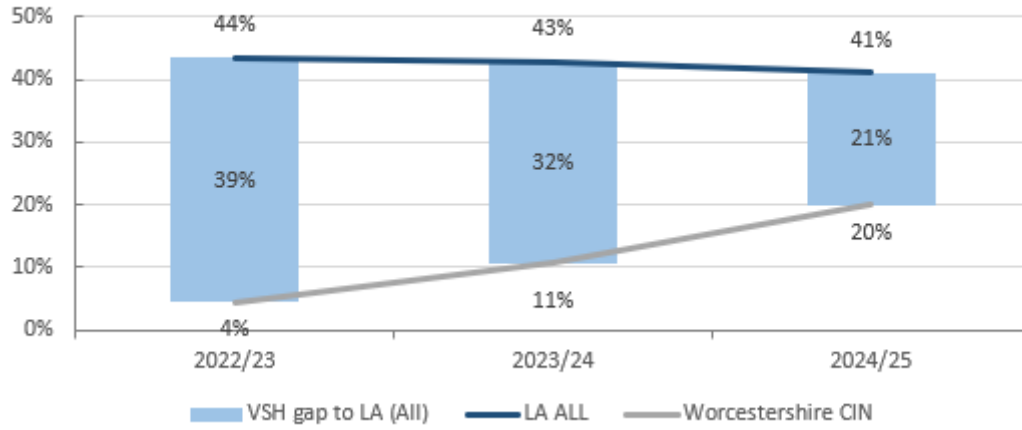


The percentage of Worcestershire CIN pupils achieving 9-5 within English and Maths has increased in comparison to 2023-24 and 2022-23.

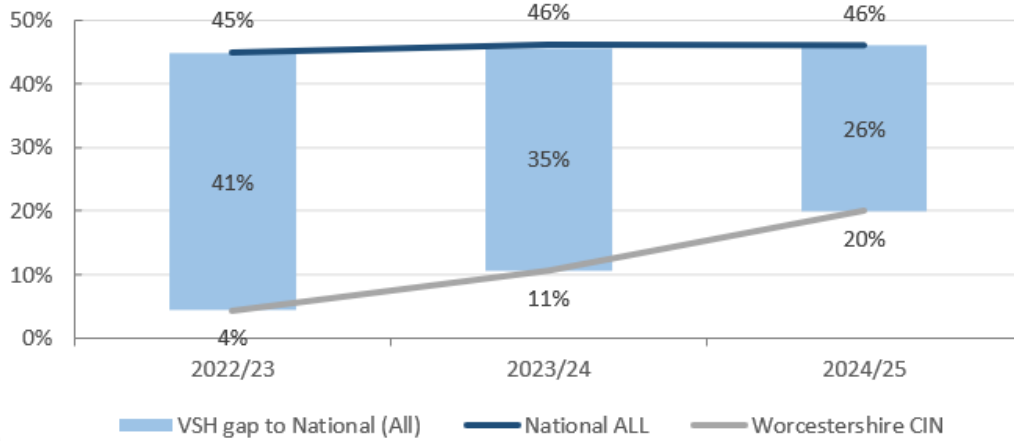
There were 38 fewer Year 11 CIN pupils in comparison to 2023/24 and 75 fewer to 2022/23. 10 pupils achieved 9-5 in both English and Maths. For CPP pupils, whilst there were 2 fewer pupils in comparison to 2023-24, a lower percentage achieved 9-5 in English and Maths (1 pupil).

These outcomes fall below those for Worcestershire 'all' (41%) and national 'all' (46%). However, as seen in the charts below, for CIN pupils the gap to Worcestershire 'all' closed (from 32% in 2023/24 to 21% in 2024-25) and National 'all' from 35% to 26%. For CPP the gap widened to Worcestershire 'all (from 35% to 38%) and to National 'all' from 38% to 43%.

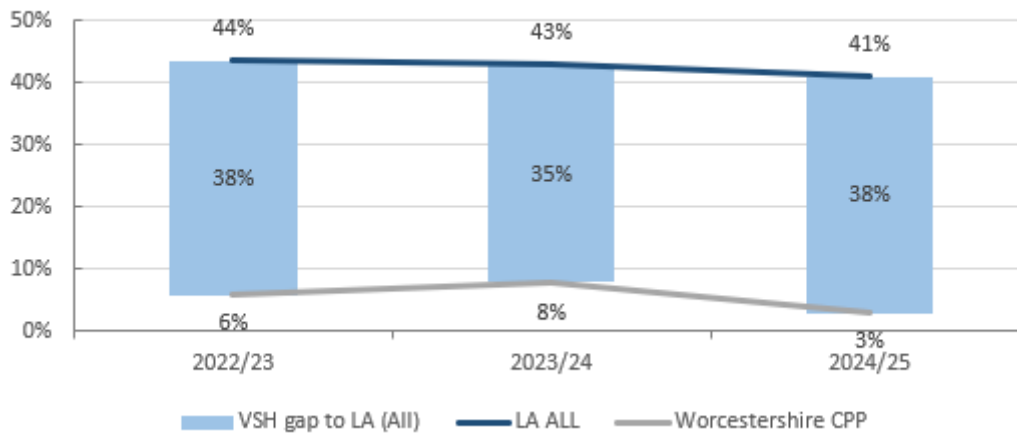
CIN - Achieving 9-5 in Eng & Maths % - Gap to LA (All)

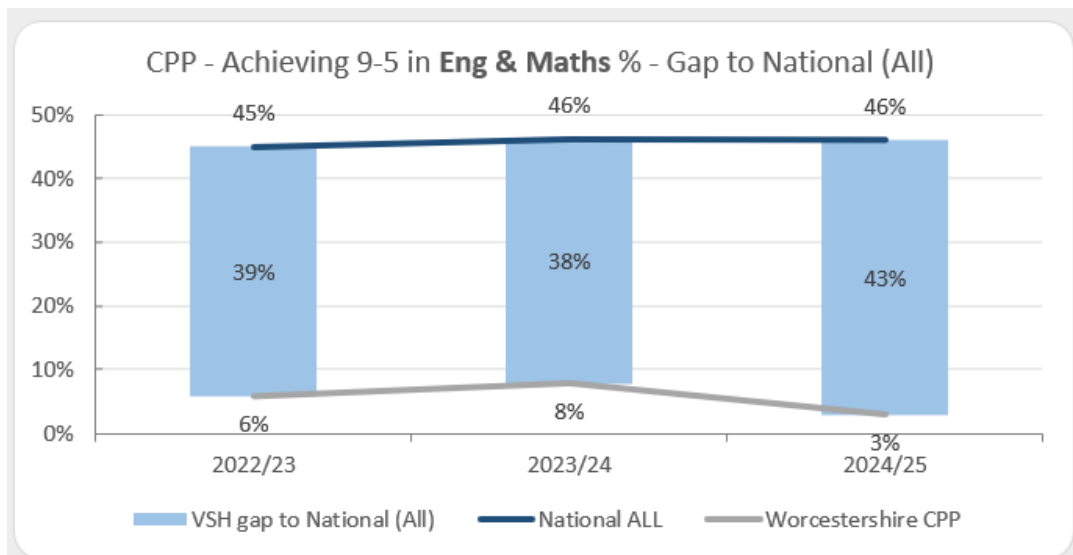


CIN - Achieving 9-5 in Eng & Maths % - Gap to National (All)



CPP - Achieving 9-5 in Eng & Maths % - Gap to LA (All)

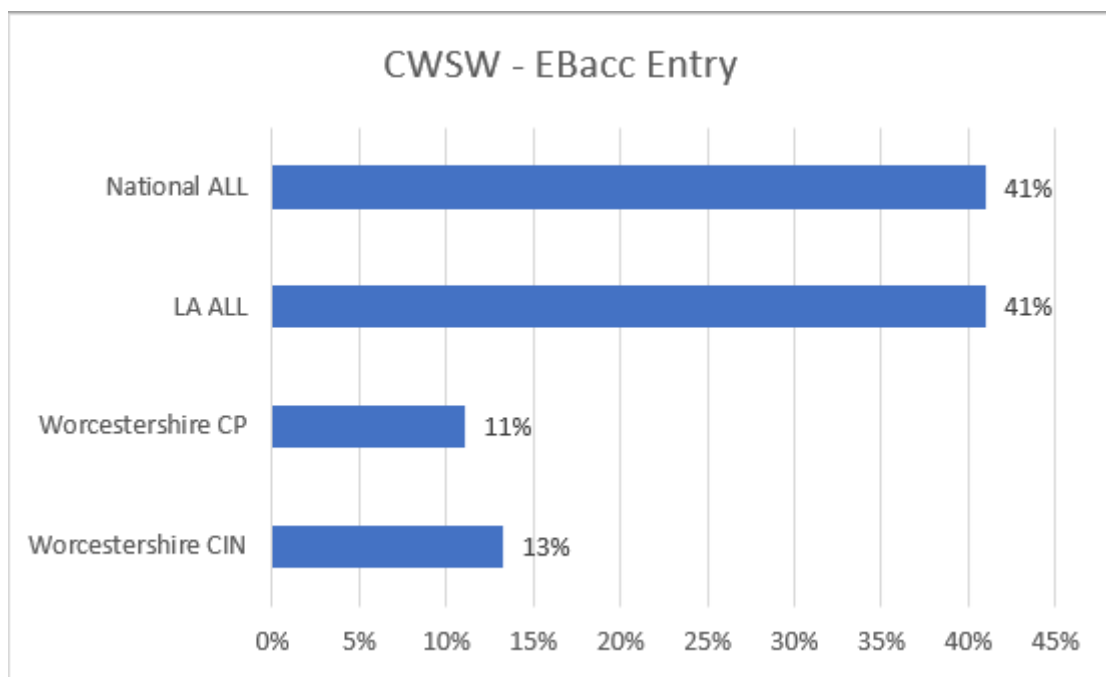




English Baccalaureate

English Baccalaureate (EBacc) entry

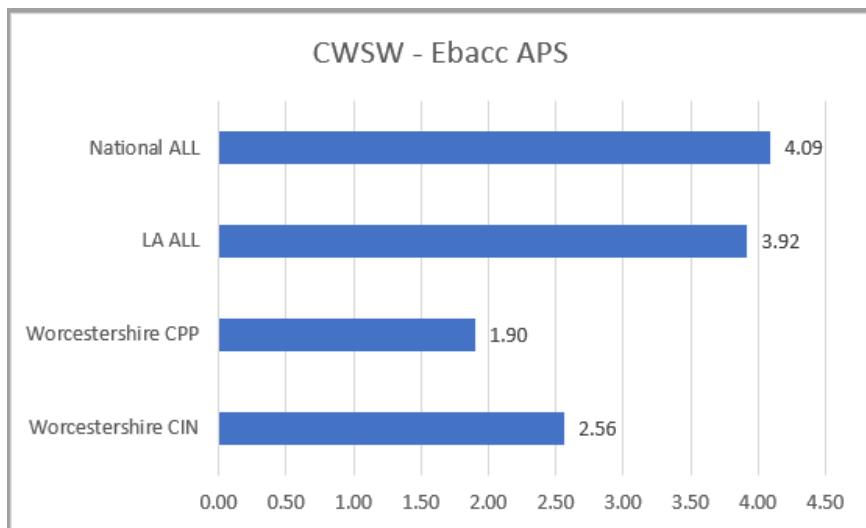
The EBacc entry shows how many pupils are entering GCSEs (or AS level qualifications) in core academic subjects at KS4. The EBacc consists of English, maths, science, a language, and history or geography. To count in the EBacc, qualifications must be on the English Baccalaureate list of qualifications.



EBacc entry for Worcestershire CPP is 11% with CIN being 13%. In 2024/25 the gap to national and LA were 30% for CPP and 28% for CIN pupils.

EBacc average point score (EBacc APS)

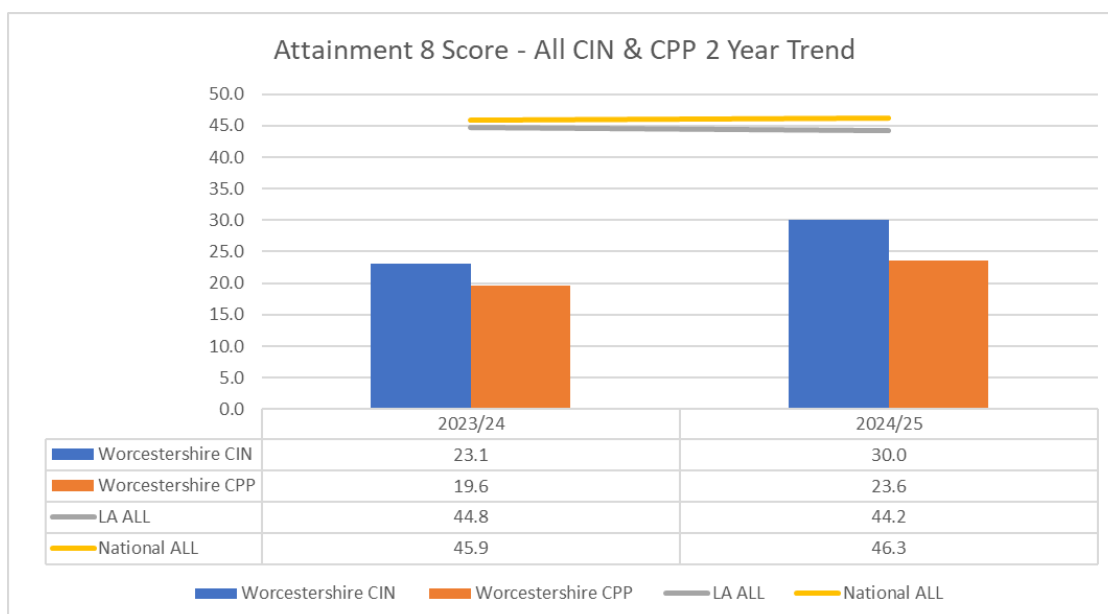
The EBacc APS measures pupils' point scores across the five pillars of the EBacc - English, maths, science, a language, and history or geography – with a zero for any missing pillars. This ensures the attainment of all pupils is recognised, not just those at particular grade boundaries, encouraging schools to enter pupils of all abilities, and support them to achieve their full potential. For more information on these measures and their calculation methodology, see the secondary accountability guidance.

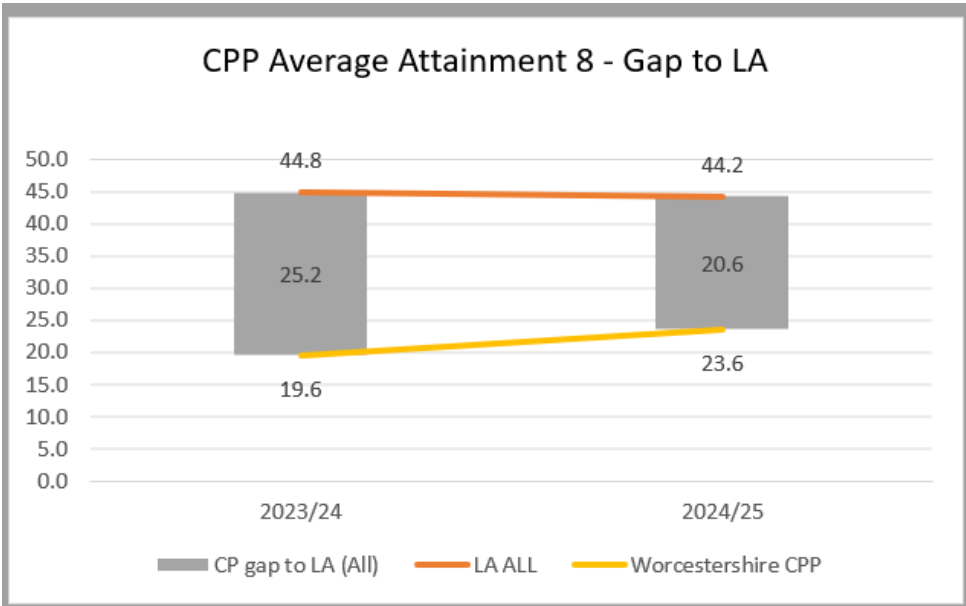
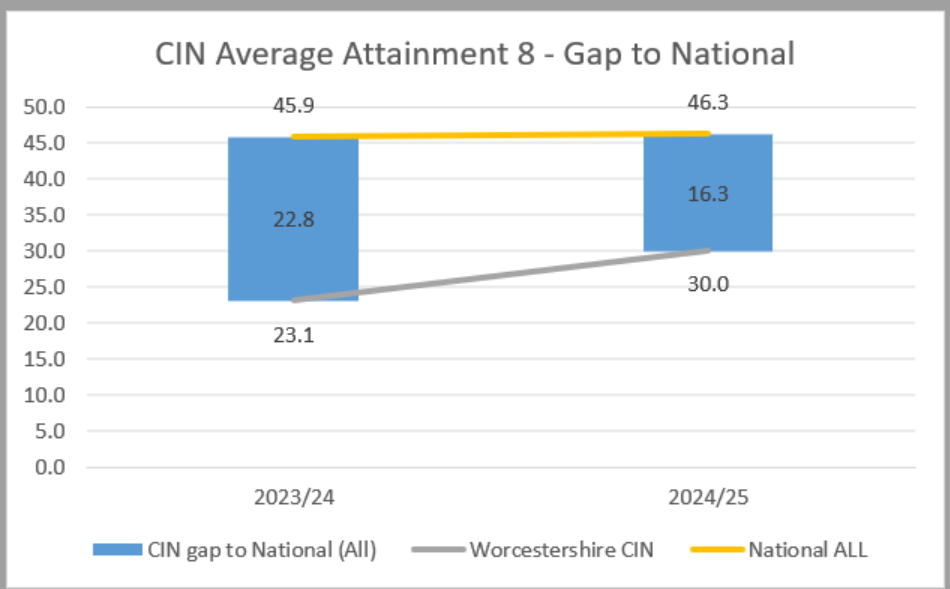
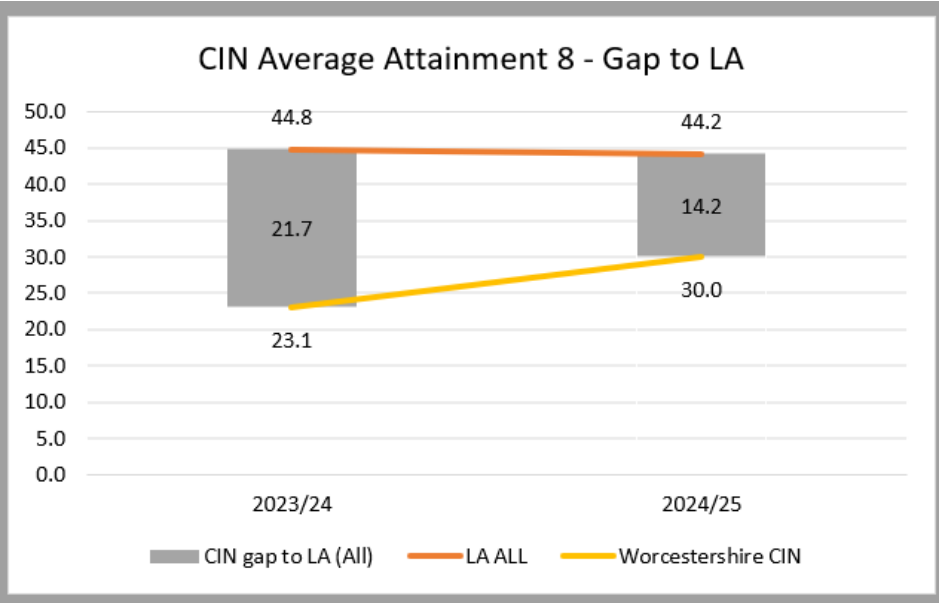


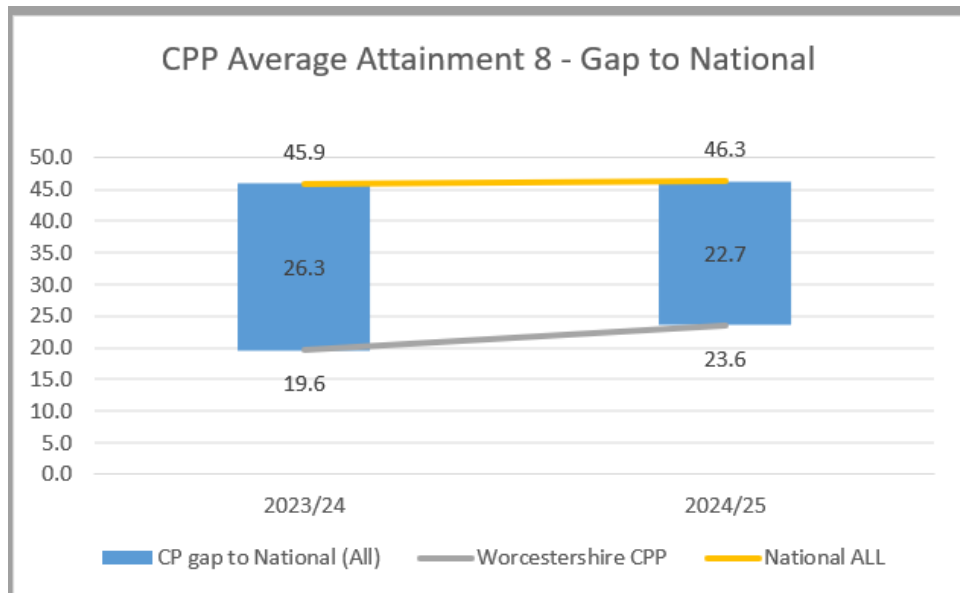
In 2024/25, the EBacc APS CPP was 1.90 whereas for CIN this was 2.56.

Attainment 8

Attainment 8 measures the average achievement of pupils in up to 8 qualifications. This includes English language; English literature (if only one GCSE in English is taken then it is double weighted), maths (double weighted), three further qualifications that count in the English Baccalaureate (EBacc); and three further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.







Attainment 8 scores improved in comparison to 2023-24 for both Worcestershire CIN (from 23.1 to 30.0) and CPP (from 19.6 to 23.6).

Whilst these outcomes fall below those for Worcestershire 'all' (44) and national 'all' (46), as seen in the charts above, 2024-25 saw Worcestershire CIN and CPP close the gap to Worcestershire 'all' (from 21.7 to 14.2 for CIN and 25.2 to 20.6 for CPP). The gap to national 'all' also closed (22.8 to 16.3 for CIN and 26.3 to 22.7 for CPP).

National Standardised Tests - Summary – Children Subject to Child In Need Plans & Child Protection Plan:

Child In Need Plan Pupils - Summary:

In 4 out of 5 measures, Children on a Child in Need Plan have closed the gap to both LA 'all' and National 'all' compared to 2023-24 results.

Compared to 2023-24 results, the attainment gap between Worcestershire CiN and 'all' children closed (improved) in:

- Phonics: closed the gap to Worcestershire 'all' from 36% to 14% and National 'all' from 36% to 13%.
- KS2 RWM: closed the gap to Worcestershire 'all' from 39% to 31% and National 'all' from 43% to 34%.
- KS4 Achieving 9-5 in English & Maths: closed gap to Worcestershire 'all' from 32% to 21% and National 'all' from 35% to 26%.
- Attainment 8: closed gap to Worcestershire 'all' from 21.7 to 14.2 points difference and National 'all' from 22.8 to 16.3 point difference

Compared to 2023-24 results, the attainment gap for Worcestershire CIN widened in:

- EYFS – GLD: gap widened to Worcestershire 'all' from 26% to 42% and National 'all' from 26% to 42%

Child Protection Plan Pupils - Summary:

In 2024-25 Worcestershire CPP closed the gap to Worcestershire 'all' and National 'all' in 2 out of 5 outcome measures.

Compared to 2023-24 results, the attainment gap between Worcestershire CPP and 'all' children closed (improved) in:

- Phonics: closed gap to Worcestershire 'all' from 26% to 16% and National 'all' from 25% to 15%.
- Attainment 8: closed gap to Worcestershire 'all' from 25.2 to 20.6 points and National 'all' from 26.3 to 22.7 points.

Compared to 2023-24 results, the attainment gap for Worcestershire CPP widened in:

- EYFS – GLD: gap widened to Worcestershire 'all' from 30% to 36% and National 'all' from 30% to 36%.
- KS2 RWM: gap widened to Worcestershire 'all' from 28% to 35% and National 'all' from 32% to 38%.
- KS4 Achieving 9-5 in English & Maths: gap widened to Worcestershire 'all' from 35% to 38% and National 'all' from 38% to 43%.

CIN & CP outcomes remain below those for Worcestershire 'all' and national 'all', in line with the national picture for CIN & CP. CYP with a social worker face significant disadvantage in achieving educational outcomes and WVS works tirelessly to provide the support and challenge required to overcome this adversity.

Virtual Schools have a strategic leadership role to champion the educational attendance, attainment, and progress of children with a social worker by:

- making visible the disadvantages that children with a social worker can experience.
- enhancing partnerships between education settings and local authorities to help all agencies hold high aspirations for these children.
- promoting practice that supports children's engagement in education.
- levelling up children's outcomes and narrow the attainment gap so every child can reach their potential.

WVS delivers these elements through strong working relationships with colleagues in Social Care, Education and Health at both a strategic and operational level. Key WVS projects include:

- Appointing an Education Lead for CWSW to coordinate strategic work.
- WVS's mission to create Trauma Informed and Attachment Aware Settings (TIAAS) across the county has improved settings' ability to support CWSW to increase their readiness to learn and their individual sense of value.
- The initiation and expansion of the new RADY & TDFDL programs, alongside the EEF programme 'Evidence into Action, Transforming the Leadership of Disadvantage' across Worcestershire (see below) has served to further improve schools'/settings' ability to meet the needs of CWSW, holding high aspirations for them and providing them with the correct skills and environment to meet these aspirations.

Internal Attainment & Progress Data – Teacher Assessments

WVS captures data for all CLA through the PEP process. The termly PEP meeting is used to discuss each pupil's 'approach to learning' and 'progress against challenging targets'. Each school uses their own methods of assessment to make a summative termly judgement. WVS and individual schools use the data to plan their curriculum, strategies and interventions.

Positive Approach to Learning

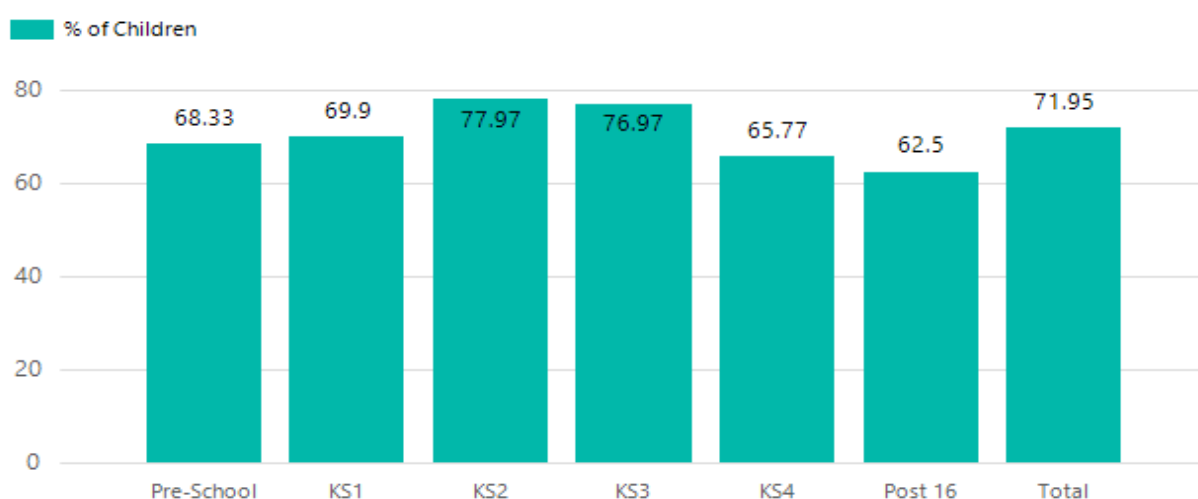
- To improve engagement with learning, WVS has engaged WCC's Education Psychology support in the form of 1-1 drop-in support for schools to discuss behaviour concerns and problem-solve strategies to further improve engagement. Interventions provided to CLA span universal, targeted and specialist support. Further details of the range of support for CLA with mental health needs can be found in the SEMH section of this report.
- Learning Advocates challenge schools to ensure that CLA are accessing all available interventions early and that this is being supported by school staff (in addition to Designated Teachers) and carers.

Progress Against Own Challenging Targets

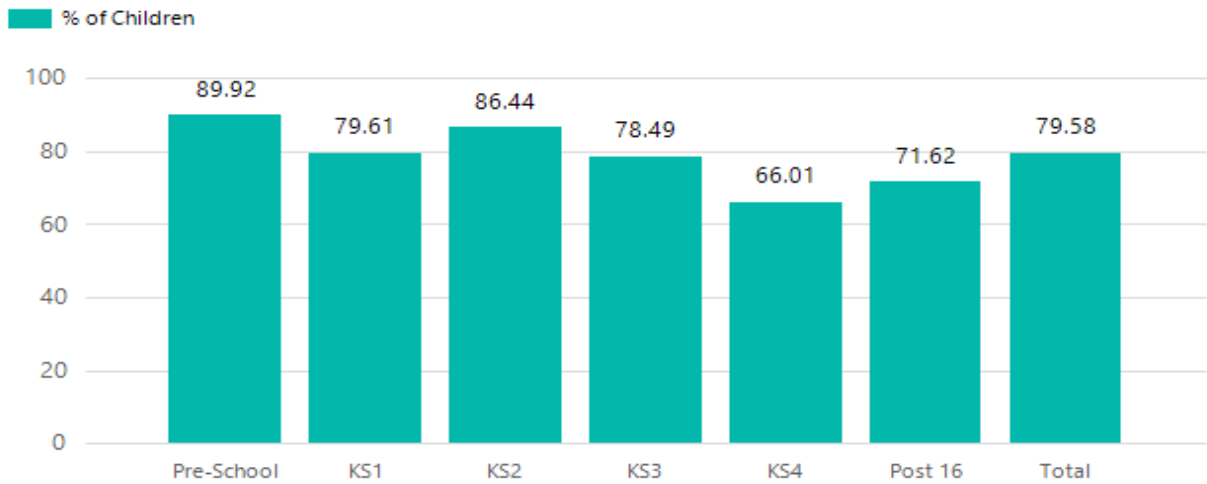
- Social Workers and carers work collaboratively, through the PEP process and subsequent additional education meetings, to identify and meet the needs of individual CLA by way of understanding the care plan and the education and pastoral needs of the CYP, and by reviewing progress and target setting for each CLA every term.
- The Pupil Premium Plus grant has enabled more CLA to receive high quality and targeted 1-1 tuition, small group support and mentoring (greater detail is provided in the Resources & Special Projects section of this report).

Progress against own targets and engagement in learning– end of Summer 2025

CLA - % Have a positive approach to learning by Key Stage



CLA - % Making expected progress against own target



ChS Liquidlogic CRM In-Year Monitoring

Narrative

- There has been a year-on-year increase in the number of CLA (YR-Y11), with a further 3% rise between Summer 2024 and Summer 2025. (increased from 692 to 714).
- Learning Advocates support and challenge schools to ensure that CLA are accessing targeted interventions. Learning Support Teams assessments and Education Psychologist drop-in sessions continue to be utilised to support learners. Systems are in place to evaluate impact for individuals.
- Pupil Progress is regularly tracked and monitored at an individual level throughout the academic year, ensuring that identified children and young people are given the individualised support and challenge they need.

Awards & Achievements

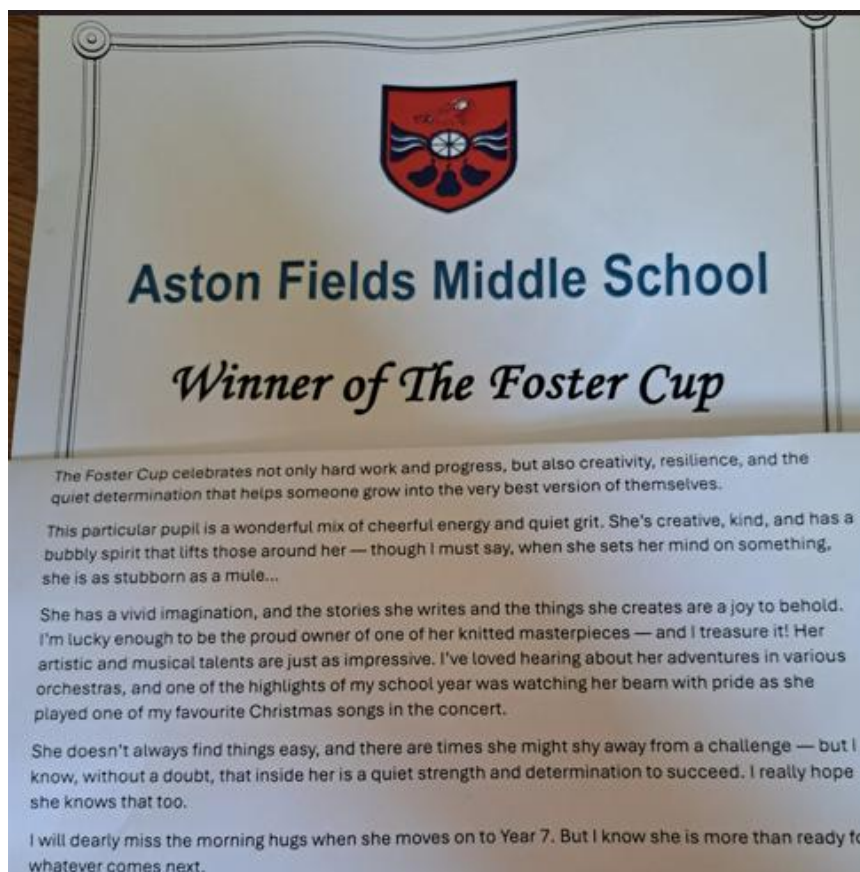
Our children and young people amaze us every day. In particular, we'd like to showcase the following awards and achievements of our individual CYP over 2024-25.

Art Exhibition at Worcestershire Cathedral

Our young people succeeded in exhibiting their art at Worcestershire Cathedral, through our CLA 'Who Cares, We Care' group.



Winner of The Foster Cup



Pupil of the Year



Severn Academies Educational Trust Award

Dear [REDACTED]

I am delighted to invite you to the Severn Academies Educational Trust Awards Evening 2025, an event dedicated to celebrating the remarkable achievements of our students across all SAET primary and secondary schools. This special evening is an opportunity to recognise and applaud the excellence, growing brilliance, and outstanding student achievement demonstrated throughout our Trust. We believe it's incredibly important to acknowledge the hard work, dedication, and progress of our young people, and we would be honoured for you to join us in this celebration.

We are particularly thrilled to inform you that [REDACTED] has been selected to receive an award at this year's ceremony. This is a testament to his exceptional efforts and achievements, and we couldn't be more proud of his accomplishments. Yours sincerely

Matthew Carpenter
Chief Executive Officer



Stourport Primary Academy
Park Avenue
Stourport-on-Severn

Prime Minister (Head Boy)



In the summer term C ran for 'Prime Minister' (Head Boy) of the school and was successful, leading to an article in Worcester News (19/07/2025):

'The applicants first had to apply formally to run for the roles, complete with two staff references, highlighting their commitment and leadership potential.

They then campaigned all week, delivering 'thoughtful and inspiring' speeches to the student community.

The aspiring prime ministers then faced a school-wide vote, with every student having the opportunity to cast their ballot for who they saw fit.

The entire event, from the application process to the campaign and election, saw the student community come together, demonstrating what a statement from the school described as 'integrity, compassion, respect and resilience'.'

The headteacher commented:

'I just wanted to drop you a note to say how impressive C has been over the past few weeks. The courage to run for prime minister in the first place, coupled with his desire to get it right and perform well has been a joy to watch. I am genuinely really looking forward to working with him next year, he is a pleasure to be around.'

SEMH, Wellbeing & Personal Development

Note: The below is a summary of a full report, which can be found here:



SEMH report
2024-25.docx

SEMH and wellbeing are of paramount importance for all CYP supported by Virtual Schools due to the attachment and trauma challenges they have faced as part of their early life experiences. WVS is dedicated to supporting our CYP creatively in order to help them to unlock their full potential and thrive.

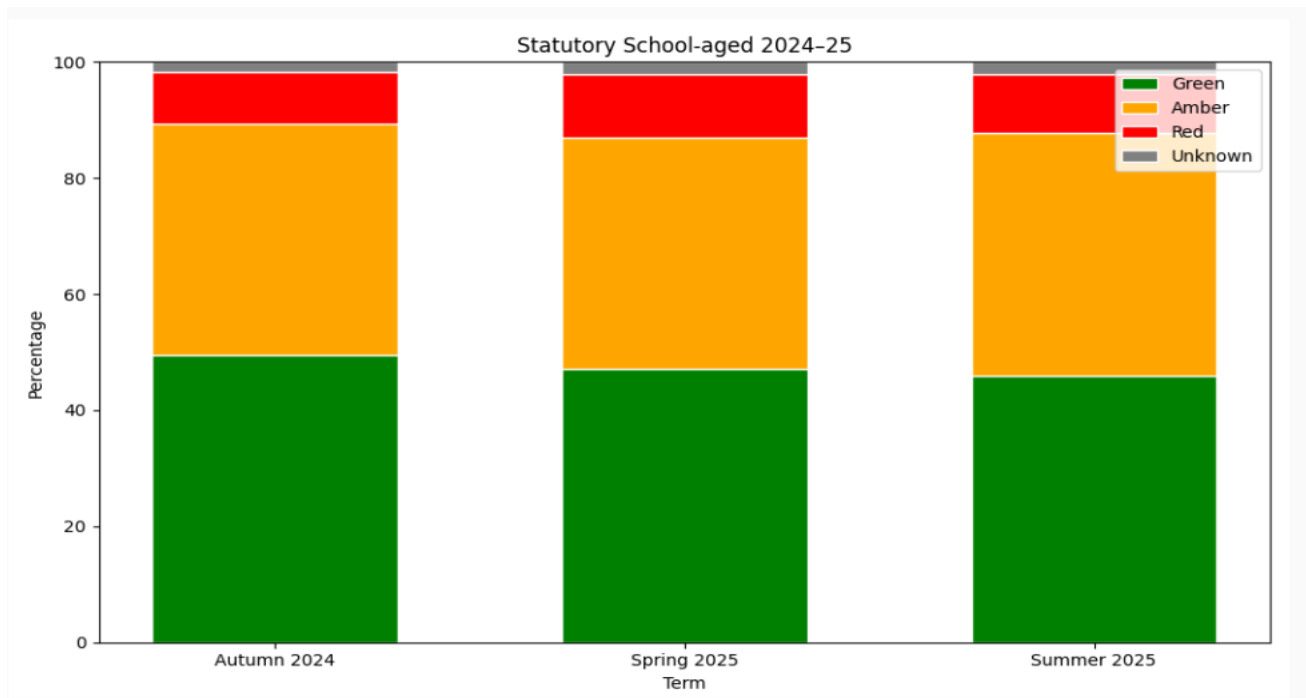
WVS offers a wide range of bespoke SEMH training, support and interventions as well as a broad, high-quality personal development offer. Details of all of these strands are outlined herein.

SEMH & Wellbeing data

SEMH and Wellbeing progress data is tracked for all pupils within termly PEP meetings and conversations between WVS Learning Advocates and educational settings. This is captured each term for two cohorts: Statutory School-aged and Early years.

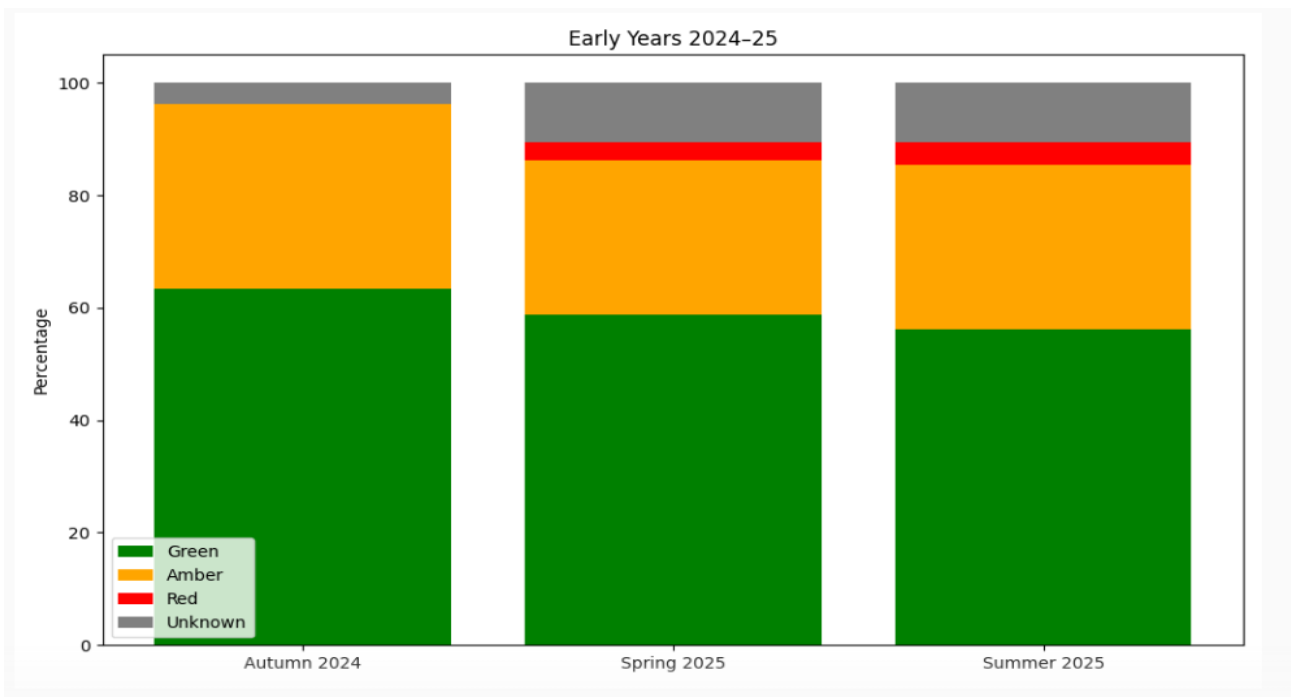
Statutory School-aged SEMH & Wellbeing Overview 2024-25

Term	Green	Amber	Red	Unknown
Autumn	49.54%	39.81%	8.95%	1.70%
Spring	47.22%	39.74%	10.85%	2.20%
Summer	45.92%	41.77%	10.16%	2.15%



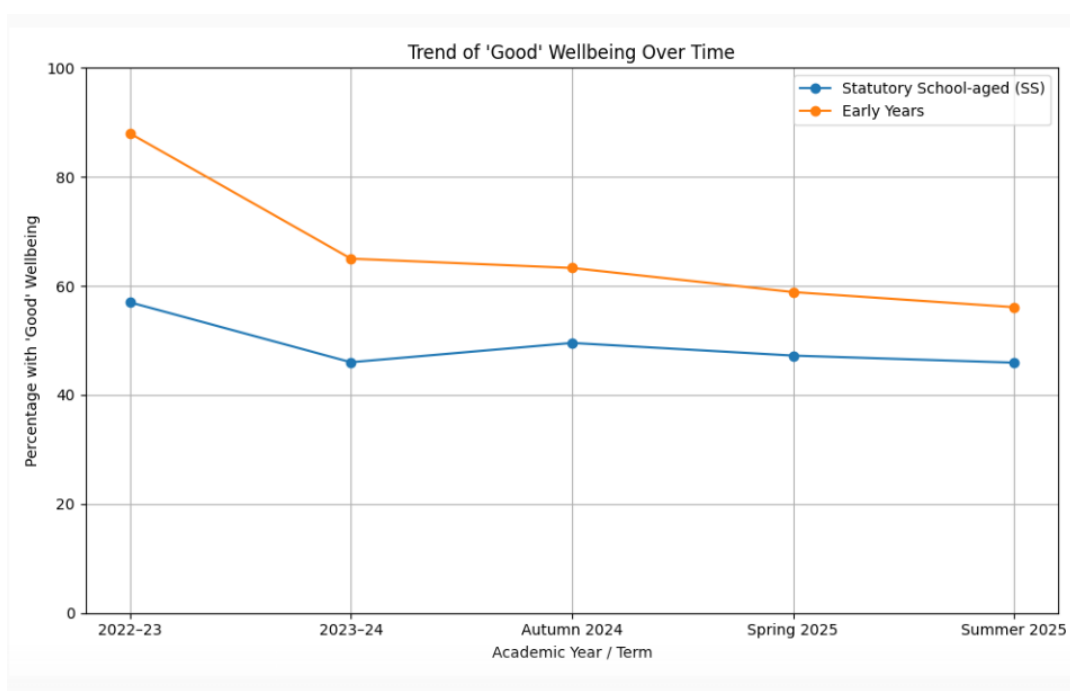
Early Years Data Overview – 2024

Term	Green (%)	Amber (%)	Red (%)	Unknown (%)
Autumn	63.29	32.91	0.00	3.80
Spring	58.87	27.42	3.23	10.48
Summer	56.10	29.27	4.07	10.57



At the end of 2024-25 across both statutory school-aged children and early years, the data shows a strong start in the Autumn term, with high proportions of children achieving good wellbeing: 46% of our statutory school-aged CYP and 56% of our Early Years CYP. However, there is a gradual decline in Green outcomes by Summer, alongside a small rise in Red and Unknown categories. This suggests that, while many children begin the year on track, some may require additional support as the year progresses—particularly in the later terms. This trend may also reflect teachers’ increasing understanding of a child’s needs over the academic year.

In early years, the increase in Unknown data from Autumn to Summer may reflect challenges in assessment or gaps in information, which will be explored further to ensure all children are accurately tracked and supported.



Worcestershire Virtual School Wellbeing Strategy Report: 2024-25

Introduction

Since academic year 2022–23, WVS has embedded PEP Wellbeing data collection into its strategic framework, marking a significant step forward in understanding and supporting the social, emotional, and mental health (SEMH) needs of Children and Young People (CYP).

Data Integration & Multi-Agency Collaboration

- WVS established robust partnerships with colleagues in **Social Care**, enabling effective triangulation between PEP SEMH data and **Strengths and Difficulties Questionnaire (SDQ)** results.
- This data alignment facilitates meaningful trend analysis over time, empowering the **Local Authority**, particularly **Anchor** (the Emotional Health and Wellbeing Team for Children Looked After), to identify and target support to CYP most in need.

Targeted SEMH Support & Expertise

- A designated strategic SEMH lead ensures a coordinated, trauma-informed approach across Worcestershire settings.
- Key interventions include the **TIAAS programme** (*Trauma Informed & Attachment Aware Settings*), delivered alongside expertise from a licensed **Thrive practitioner**, who assesses individual social and emotional skills and develops tailored action plans to promote positive mental health outcomes.

Cohort Insights: Early Years compared to Statutory School-Aged CLA

- Wellbeing outcomes for **Early Years CLA** continue to outperform those of statutory school-aged peers.
- It is important to note the evolving cohort profile and external influences—including the ongoing impact of COVID-19, the cost-of-living crisis, and growing pressures on public health and support systems—all of which shape the SEMH landscape.

Ongoing Challenges & Strategic Priorities

- Trauma remains a profound and prevalent experience across all age groups.
- As such, **high-quality training, continuous support, and targeted intervention** (especially via trauma-informed strategies like TIAAS) remain central to WVS's mission.
- The organisation is committed to working collaboratively with stakeholders to understand the unique story of each CYP and deliver **bespoke, person-centred intervention** that promotes long-term wellbeing and emotional resilience.

Educational Psychology Service Interventions, Commissioned by WVS

Core activities of the commissioned work between the Virtual School and the WCC EP Team over the academic year 2024-2025 have been:

- Drop-in consultations for schools.
- Systemic support to develop trauma informed pathway, for example being part of certification decisions and providing consultation support for implementation.
- Creation and delivery of Level 1 training, namely Language that Cares and Engaging with Families regarding Trauma Informed Practice. Previous training was also transferred to a webcast so schools could

continue to access this.

- Direct support for families of Previously Looked After Children, on a casework basis.

1. Drop-in consultation for schools (offered termly):

A prompt response, working collaboratively with EPS, the drop-in provides a consultation service to schools as a non-directive and collaborative 'problem-solving' discussion, offering opportunity for review where appropriate.

These have been provided termly, and over the period of the academic year a total of 54 settings have been supported: The primary phase with the greatest number of young people discussed.

School Type	Total over the year
Primary	18
High	12
Secondary	10
First	6
Specialist	3
OOO	2
PRU	1
All Age	1
Nursery	1

Consultations are rated on a confidence scale of the consultee – with 10 being high in confidence. They are asked at the start of the consultation and at the end. Taking all the data into account, the ratings below were found:

- **Average Before Rating:** ~5.0
- **Average After Rating:** ~6.6
- **Average Improvement (Difference):** ~1.6

Note: Ratings range from 2 to 9. Some schools showed no change, while others improved by up to 3 points.

Common Themes Across Schools, Grouped by frequency and relevance:

- Emotional & Behavioural Support
- Social & Relationship Building
- Transition & Planning
- Learning & Strengths

Other notable themes, included: interoception, toileting concerns, fine motor and gross intervention, holding in mind, and graduated response.

Trauma Informed & Attachment Aware Settings (TIAAS) – Strategic Programme Update

Overview

Worcestershire Virtual School (WVS) continues to champion the upskilling of education settings across the county through the implementation of Trauma Informed and Attachment Aware (TIAAS) practices. This strategic focus supports improvements in academic outcomes, attendance, and emotional wellbeing for Children and Young People (CYP).

Regional Programme & Accreditation Pathway

In collaboration with the West Midlands Virtual Schools and the Attachment Research Community (ARC), WVS has launched Worcestershire's contribution to a nationwide TIAAS programme. This includes:

- ARC Pathway: A regional certification model offering progressive recognition for TIAAS practice—*Bronze, Silver, Gold, and Platinum/Learning Hub* levels.
- ARC Matrix: A structured learning development framework that guides schools in initiating or deepening TIAAS practice.

WVS has worked with WCC's Educational Psychology Service to create a Worcestershire-specific pathway, providing clear, actionable steps for schools seeking accreditation. This includes a certification guide for schools to explore the bronze, silver and gold criteria and a support pack to provide evidence examples, and questionnaires for individual and whole school readiness.

Alignment with Ofsted EIF

The ARC Pathway and Matrix are designed to align closely with the Ofsted Education Inspection Framework (EIF), enabling settings to embed TIAAS principles within their Self-Evaluation Form (SEF) and demonstrate how they meet key inspection criteria.

Network Development & Collaborative Practice

The introductory Worcestershire TIAAS network meeting was held in Spring Term 2024, drawing 26 delegates from various settings. Network meetings have taken place on a termly basis with a key area of focus in line with themes taken from ARC newsletters and updates with a total of 15 delegates in attendance

- Autumn 2024 - Focus: Workplace well being
- Spring 2025 - Focus: Emotional Security in the classroom
- Summer 2025- Focus: Sensory well being

ARC Membership & Growth

WVS continues to fund ARC membership for Worcestershire settings, providing access to a comprehensive audit tool that helps identify existing trauma and attachment aware practices and create bespoke development plans.

Membership Growth:

- **June 2025:** 88 settings (*Over 225% growth in two years*)

Recognition and Accreditation Highlights

Trauma Informed and Attachment Aware Practice – Academic Year 2024-25

ARC Alex Timpson Awards 2025

Three settings across Worcestershire were nominated for the prestigious *ARC Alex Timpson Awards*, which honour excellence in attachment- and trauma-aware practice within

educational settings. These nominations reflect the county's growing commitment to emotionally intelligent and inclusive learning environments.

Midlands Region Commendation

A Worcestershire secondary school received a formal commendation at the regional level, recognising its outstanding contributions in trauma-responsive and attachment-focused approaches.

TIAAS Accreditation – July 2025

An increasing number of Worcestershire schools have achieved formal Trauma Informed and Attachment Aware Schools (TIAAS) accreditation, demonstrating their dedication to supportive and inclusive education:

- **Gold Accreditation:** 3 schools
- **Bronze Accreditation:** 4 schools

These achievements celebrate the innovative and compassionate work happening across Worcestershire to support student wellbeing and positive development.

Conclusion

TIAAS remains a cornerstone of WVS's strategic work, reinforcing the importance of emotionally responsive educational environments. Continued investment, training, and partnership are vital to ensuring CYP across Worcestershire receive the support they need to thrive.

Tiered Menu of TIAAS Training – WVS Initiative

Strategic Context

Schools are widely recognised as a front-line service in addressing the mental health needs of Children and Young People (CYP), as highlighted by Professor Tamsin Ford (2018). Worcestershire Virtual School (WVS) acknowledges that the path to becoming a Trauma Informed and Attachment Aware Setting (TIAAS) is complex and highly individualised, requiring a flexible and supportive approach.

Development of the Tiered Training Model

In July 2023, WVS launched a Tiered Menu of TIAAS Training designed to support schools and settings in developing their trauma-informed practice at a pace and depth tailored to their unique context.

The offer comprises three progressive levels:

Training Level	Format	Description
Level 1	1.5-hour sessions	Introductory training, available as webinars for whole-staff CPD.
Level 2	Full-day workshop	In-depth exploration of core principles and strategies.
Level 3	Diploma course	Trauma Informed Diploma – intensive study for long-term impact.

Webinar Access: In response to setting feedback, Level 1 core training was adapted into flexible webinar formats, enabling whole-school participation, time-efficient delivery, and formal certification through the WVS Workplace Development Team.

Level 1: Webinars

- **Emotion Coaching / PACE Webcast (1.5 hours)**
Allow participants to consider how to use emotion coaching and PACE in their settings.
PACE stands for Playfulness, Acceptance, Curiosity and Empathy; which is a flexible approach developed by Dan Hughes to help adults to form safe, trusting and meaningful relationships with young people who have experienced trauma.
- **The neuroscience that underpins Adverse Childhood Experiences (ACEs) Webcast (1.5 hours)**
Equips professionals with an understanding of what is meant by ACEs and how they can affect a child or young person. Exploration of what happens in the brain when children have experienced toxic stress and consideration of how this can affect ongoing development and the challenges associated with a school/learning environment.

Level 1: Live Sessions

How do we engage families through trauma informed practices?

An opportunity for professionals to explore meaningful family engagement through the lens of trauma-informed practices. Participants will learn how to effectively engage families and foster investment in their child's success using a trauma-sensitive approach. The session also includes exploration of frameworks created to provide a trauma-informed approach, practical real-world strategies to support and discussions around our own biases as practitioners.

Attendance over academic year 2024-25: 31 Delegates

The feedback gained from the How do we engage families in trauma informed practice training is below (out of 5):

Evaluation Area	Average Rating
Enjoyment of the training	4.5
Clarity and accessibility of psychological input	4.5
Suitability of online format and time allocation	4.5
Value of group activities for sharing and learning	4.75
Awareness and understanding of theory	4.25

Helpfulness of activities for implementation	4.25
Usefulness of psychological input for applying concepts	4.75

Language Matters and Words have power - from a trauma perspective

Transforming Lives, One Word at a Time: Trauma-Informed Language for Practitioners Working with Children and Young People. Supporting professionals to consider the impact of how we speak about young people their lives and experiences and the significance of this. Delving into the psychology of language and its formative role in shaping children and young people’s realities. a chance to equip professionals with the tools to inspire resilience, healing, and post-traumatic growth through the power of conscientious language.

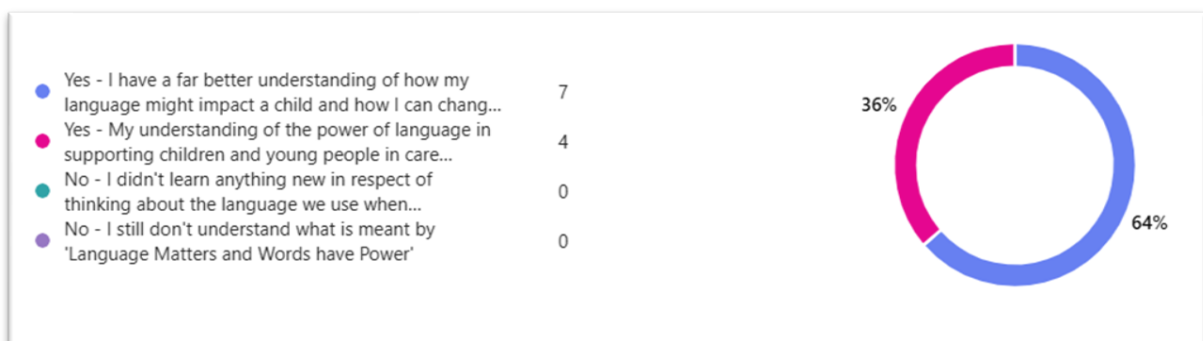
At the end of each training session attendees were asked to offer a word that reflected how they felt about this training focused on language; the larger the word depicted here, the more often it was used to sum up delegates’ experience of the training.



On average, delegates rated the training (with 5 being the highest possible rating):

- clarity and accessibility - 4.45 out of 5
- opportunities to actively engage, ask questions and input - 4.64 out of 5
- enjoyment - 4.64 out of 5

All delegates felt that they had a better understanding of how the language we use may impact children and young people - their perception of themselves and their lived realities as a result post training.



Delegates expressed that this training has encouraged them to be more mindful of the language that they use going forward, both in relation to individual's behaviour and in relation to talking about their wider lives (i.e. systemic language).

Session Attendance:

Title	Number attended
Emotion Coaching and PACE Webcast	118
How do we engage families through trauma informed practices?	31
Language Matters	64
The Neuroscience that Underpins Adverse Childhood Experiences (ACEs) Webcast	121
Total attended Level 1 training	334

The Neuroscience that Underpins Adverse Childhood Experiences (ACEs) Webcast received the highest engagement with 121 views, indicating strong interest in the scientific foundations of trauma. This was followed by the Emotion Coaching and PACE Webcast with 118 views, suggesting that practical strategies for emotional support are also highly valued and the webcast is easily accessible.

The programme continues to expand and diversify in response to the needs of education settings, ensuring every school has access to scalable, relevant, and impactful training.

Level 2:

Whole School Implementation: Trauma and Mental Health informed schools delivered by TIS UK (6 hour training)

Training designed to support whole school implementation of trauma informed and mentally healthy practices into schools and organisations. TISUK recognises the importance of the commitment and determination of the whole staff team to fully embed any approach or cultural change. The session explored the knowledge, skills and understanding to optimise the wellbeing of both adults and pupils in settings to support crucial cultural change.

This was offered as a full day's training in February 2025 with 15 delegates in attendance.

Impact:

Reflections following the training:

- "Thought provoking"
- "inspiring"
- "reflective"
- 67% strongly agree that they can discuss the importance of protective factors for the children in their school with 33% selecting agree.
- 67% strongly agree that they can convey the significance of adverse childhood experiences to other members of staff with 33% selecting agree.
- 100% Would recommend this course to other colleagues / schools
- 100% described the course as thought provoking and stated that it had supported them to consider next steps

Level 3: 11-Day Diploma in Trauma and Mental Health-Informed Schools and Communities

Practitioner Status – Delivered by WVS in Partnership with Trauma Informed Schools UK (TIS UK)

Worcestershire Virtual School (WVS) continues to fully fund the Trauma and Mental Health-Informed Schools (TIAAS) diploma programme to drive systemic, school-wide transformation. This 11-day Level 5 diploma, developed in partnership with Trauma Informed Schools UK (TIS UK), equips one or more delegates from each participating school/setting with the skills, insight, and resources to embed trauma-informed and attachment-aware approaches into whole-school culture, policy, and practice.

Programme Objectives:

- Reduce pupil exclusions
- Improve attendance and staff retention
- Foster a mentally healthy and supportive school environment

TIS Good Practice Hub

To sustain momentum and deepen learning, WVS facilitates a half-termly Good Practice Hub - an ongoing professional development space where trained practitioners:

- Share innovative approaches and showcase best practice
- Receive peer support and guidance
- Access new resources and CPD area of focus
- Autumn Term: The Muddle Between Trauma and Diagnosis (26 in attendance)
- Spring Term: Loss, Ending and Transitions (17 in attendance)
- Summer Term: Toolkits: Inc Big Empathy Drawings and practitioner requests. (18 in attendance)

WVS captures all progress and developments within termly Trauma Informed Schools (TIS) newsletters to ensure good practice is shared and TIS remains prevalent and a priority within Worcestershire schools.



TIS Newsletter 9
Autumn 2024.pdf



TIS Newsletter 10
Spring 2025.pdf



TIS Newsletter 11
Summer 2025.pdf

TIS Drop-In Sessions

To further support practitioners throughout their trauma-informed journey, WVS offers optional TIS Drop-In Sessions. These informal, open forums—led by TIS UK facilitator and SEMH Lead, Worcestershire Virtual School—provide attendees with the opportunity to:

- Ask questions and clarify ideas
- Share successes and challenges
- Connect with colleagues in a supportive setting

These sessions are designed to strengthen practitioner confidence and sustain whole-school momentum through open dialogue and reflection.

Impact Summary

WVS's Trauma and Mental Health-Informed Schools initiative continues to expand across Worcestershire, demonstrating strong uptake and growing institutional commitment: We ran two cohorts during academic year 2024-25 (cohorts 10 & 11).

Indicator	July 2024	July 2025
Schools engaged with the TIS (UK) diploma	61%	74%
Schools with a TIS-trained practitioner (active or formerly active)	64%	78%
Schools with a TIS or Thrive practitioner	66%	80%
Schools with a TIS or Thrive practitioner, or who accessed TIAAS Level 1 or Level 2 training	69%	82%

This data demonstrates meaningful, measurable progress in WVS's mission to embed trauma-informed and attachment-aware practices across Worcestershire's schools with a growing practitioner base, with individuals who serve as catalysts for change, helping shape policy and culture. Even in those few schools which no longer have active practitioners currently, the legacy and influence of that training remains. Uptake has accelerated significantly across all pathways, highlighting countywide recognition of the programme's value. Schools are embracing both intensive and accessible CPD options, reflecting commitment at multiple levels of engagement.

TIS - Attendance, exclusions and suspensions data review

Overview

This year we have captured more data from schools that have/are engaging with the Trauma Informed Schools diploma, analysing attendance, persistent absence (PA), severe absence (SA), permanent exclusions (PEX) and suspension data across six cohorts (Cohort 6 to Cohort 11), drawing on school-level data from academic years 2021/22 to 2024/25.

Key Findings

- Positive Trends:
 - General Improvement: Many schools show a gradual increase in attendance and a reduction in persistent absence over time.
- Areas of Concern:
 - Some secondary schools consistently show low attendance (85–89%) and high PA rates (30–50%).
 - Some schools experienced a sharp drop in attendance or a spike in PA between years, suggesting possible data anomalies or contextual challenges.
- Fluctuating Patterns:
 - A few schools show inconsistent PA trends, with reductions, followed by increases, indicating the need for sustained intervention.

Graphical Summary

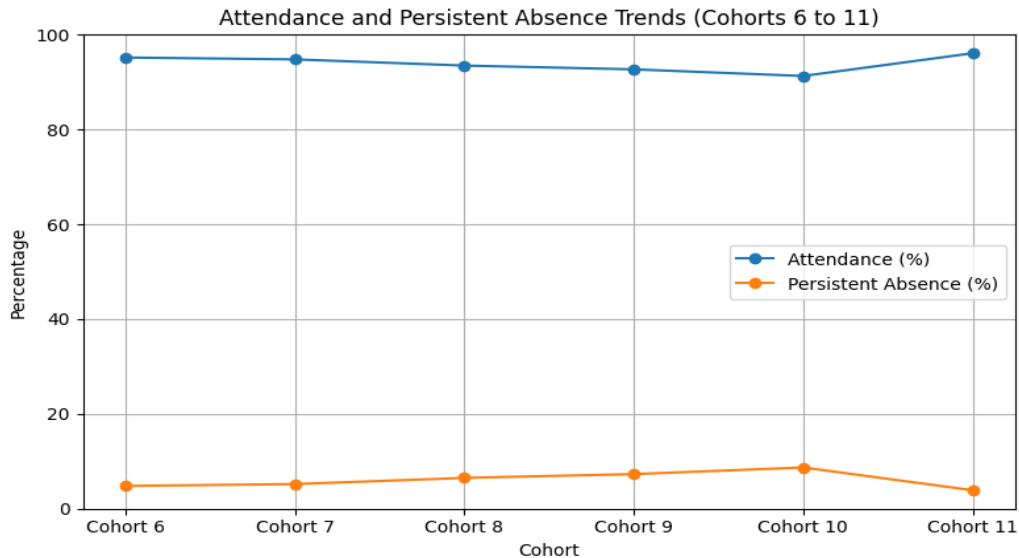


Figure: Attendance and Persistent Absence Trends (Cohorts 6 to 11)

Common Themes Across Cohorts

- Primary schools consistently outperform secondary schools in both attendance and PA.
- Schools participating in trauma-informed training often show improved attendance over time, suggesting a positive correlation.
- Persistent Absence remains a challenge in schools with historically low attendance, even when overall attendance improves.

Trends in Exclusions Among Trauma-Informed Schools (Cohorts 6–11)

This summary outlines key patterns in permanent exclusions (PEX) and suspensions (Susp) across schools engaged in trauma-informed training within Cohorts 6 to 11. The analysis spans academic years 2021-22 through 2024-25, offering insight into the evolving impact of trauma-informed approaches on student behaviour and disciplinary practices.

- Suspension rates consistently exceeded permanent exclusions across all cohorts, suggesting schools favoured temporary rather than permanent disciplinary measures.
- Permanent exclusions remained low overall, with many schools/settings reporting no PEX incidents across multiple years.
- Suspension figures varied widely, from near zero to several hundred per school annually, indicating differential implementation success and contextual challenges.

Permanent Exclusions (PEX)

- Across most cohorts, PEX rates remained relatively stable or declined modestly, signalling a potential move towards more restorative approaches.
- Variability was limited; only a few schools saw notable increases, usually in earlier stages of training implementation.

Suspensions (Susp)

- Several schools/settings demonstrated substantial reductions in suspension numbers over time, particularly between years two and four of implementation.

- Some schools experienced fluctuating or elevated suspensions, reflecting ongoing behavioural challenges or delayed impact of training.

Conclusion

The data across Cohorts 6–11 presents an encouraging trajectory for trauma-informed training's influence on school discipline. While reductions in exclusions are observable in several cases, variability underscores the need for sustained effort, contextual responsiveness, and a holistic approach to behavioural support. Continued monitoring and tailored interventions remain key to maximising the long-term success of trauma-informed practices.

Next Steps

- **Cohort 12:** Launching September 2025
- **Cohort 13:** Recruitment underway for January 2026

Feedback from 2024/25 Worcestershire TIS practitioners:

- *'The TIS UK training has been the most impactful CPD I have done in a very long time. It has revolutionised our approach in school and how we support our most vulnerable children. It's also changed how we work with parents to having a much more collaborative approach and trying to understand their trauma rather than just telling them what they need to do!'*
- *'We have had some phenomenal success through our TIS practitioners' outreach, and it is making a massive difference. This week I attended the SLT course, and it has really reinforced a lot of my thinking – and given me lots more to think about. The course was so well planned and delivered, it really was excellent, above all else, I was so proud to be Team Worcestershire, colleagues from other authorities couldn't believe the offer available to Worcs schools through the VS and were highly envious of the support that was being offered.'*

TIS - 2 Day senior leader's feedback

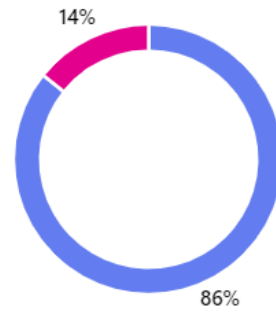
Leadership Engagement

To ensure strong institutional buy-in, each participating school also benefits from a two-day senior leader training. This session equips school leadership teams with a clear understanding of the rationale behind the Trauma Informed Schools approach, enabling them to support the diploma delegate effectively and review whole-school policies to align with trauma-aware principles.

Feedback from the two-day training:

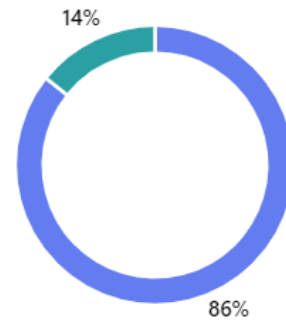
The content of the course was relevant to my school.

● Strongly agree	6
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



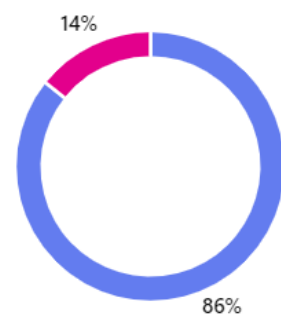
I feel able to convey the significance of adverse childhood experiences to other members of staff.

● Strongly agree	6
● Agree	0
● Neutral	1
● Disagree	0
● Strongly disagree	0



I understand and can discuss the importance of protective factors for the children in my school.

● Strongly agree	6
● Agree	1
● Neutral	0
● Disagree	0
● Strongly disagree	0



TIS Diploma - Pre and Post Training data - delegate knowledge 2024-25

Pre	Post
<p>Protect I can provide 'safety cues' for all children and not simply the absence of danger</p> <ul style="list-style-type: none"> ● 1- No Knowledge 3 ● 2- Little Knowledge 4 ● 3- Satisfactory Knowledge 2 ● 4- Good Knowledge 1 ● 5- Excellent Knowledge 0 	<p>Protect I can provide 'safety cues' for all children and not simply the absence of danger</p> <ul style="list-style-type: none"> ● 1- No Knowledge 0 ● 2- Little Knowledge 0 ● 3- Satisfactory Knowledge 0 ● 4- Good Knowledge 3 ● 5- Excellent Knowledge 6
<p>Protect I effectively use PACE (play, Acceptance, Curiosity, Empathy: Hughes 2016) when faced with challenging behaviours.</p> <ul style="list-style-type: none"> ● 1- No Knowledge 2 ● 2- Little Knowledge 4 ● 3- Satisfactory Knowledge 2 ● 4- Good Knowledge 2 ● 5- Excellent Knowledge 0 	<p>Protect I effectively use PACE (play, Acceptance, Curiosity, Empathy: Hughes 2016) when faced with challenging behaviours.</p> <ul style="list-style-type: none"> ● 1- No Knowledge 0 ● 2- Little Knowledge 0 ● 3- Satisfactory Knowledge 0 ● 4- Good Knowledge 2 ● 5- Excellent Knowledge 7
<p>Relate I understand how to support children to move from blocked trust to trust (J Baylin / D Hughes 2017)</p> <ul style="list-style-type: none"> ● 1- No Knowledge 3 ● 2- Little Knowledge 5 ● 3- Satisfactory Knowledge 2 ● 4- Good Knowledge 0 ● 5- Excellent Knowledge 0 	<p>Relate I understand how to support children to move from blocked trust to trust (J Baylin / D Hughes 2017)</p> <ul style="list-style-type: none"> ● 1- No Knowledge 0 ● 2- Little Knowledge 0 ● 3- Satisfactory Knowledge 0 ● 4- Good Knowledge 6 ● 5- Excellent Knowledge 3
<p>Relate I have a range of ways of conveying empathy, directly and indirectly.</p> <ul style="list-style-type: none"> ● 1- No Knowledge 0 ● 2- Little Knowledge 3 ● 3- Satisfactory Knowledge 4 ● 4- Good Knowledge 3 ● 5- Excellent Knowledge 0 	<p>Relate I have a range of ways of conveying empathy, directly and indirectly.</p> <ul style="list-style-type: none"> ● 1- No Knowledge 0 ● 2- Little Knowledge 0 ● 3- Satisfactory Knowledge 0 ● 4- Good Knowledge 4 ● 5- Excellent Knowledge 5

Trauma Informed Schools (TIS) Learning Walks Summary

The SEMH Lead within WVS conducted six Learning Walks across settings identified as Trauma Informed and Attachment Aware. These walks focused on observing practice, identifying strengths, and gathering qualitative evidence of environments that nurture emotional safety and resilience for children and young people.

Focus Areas Observed:

- Relationships grounded in trust and empathy
- Consistent use of emotional regulation strategies
- Safe spaces and sensory support environments
- Staff awareness of trauma's impact on learning and behaviour
- Clear examples of pupil voice and agency

Impact Evidence:

- Notable improvements in pupil engagement and behaviour
- Enhanced staff confidence in trauma-responsive approaches
- Stronger links between whole-school ethos and emotional wellbeing outcomes

Next Steps:

All participating schools are now encouraged to add their own reflections to the feedback summary. These insights will enrich the shared understanding of what's working, while shaping collective practice development across the trust.

Examples of school reflections academic year 24-25:

- *“Thank you for visiting our school, the experience was valuable to us so that we were able to show what changes we have made to the way we support our Young People since completing the TIAAS course. As discussed, we are a school that does not sit back and are constantly evaluating and reflecting on our practice. As per your recommendations, we will be completing the ARC audit and accreditation over the next few weeks.”*
- *“The TISUK practitioner training and on-going embedding of this philosophy has been an absolute game changer for the school. While we were always inclined to this approach, it has given us the platform to really push with all staff and make it a whole school expectation (non-negotiable).”*
- *“It was reassuring to know that the trauma-informed attachment aware approaches we have been working hard to implement are observable around school. We look forward to developing this further and gathering evidence for the silver award next academic year. It was particularly helpful to learn about various CPD and resources available including virtual school webinars, CATCH and training through The Family Place, which we plan to explore further both for staff CPD and supporting parents.”*

Early Years Specific SEMH Training & Support



Worcestershire EY
Flyer 2025.pdf



Virtual School Early
Years SEMH Offer.doc

Children with SEMH difficulties continue to be well supported through the Early Years Virtual School offer, with advice being sought from the LA's Education Psychology service for children in Reception. 5 Yr children benefited from this in 2024-25.

The Virtual School Offer of the 6-week Relax Kids programme was taken up by 3 schools and 3 Pre-schools.

Knowledge Change Action (KCA) continued to support all EYFS settings (including childminders, nurseries and Reception practitioners) through their live online early years training over 5 late afternoon sessions throughout the year. This included:

- Five to Thrive
- The Importance of Connected Relationships
- Understanding Toxic Stress & Trauma

- Promoting Recovery
- Emotion Coaching
- Promoting Resilience
- Transitions and Vulnerability
- Choose your Words with Care – Narrative, Shame and Identity

The training programme is set to continue for the academic year 2025-2026.

Post 16 Specific SEMH Training & Support

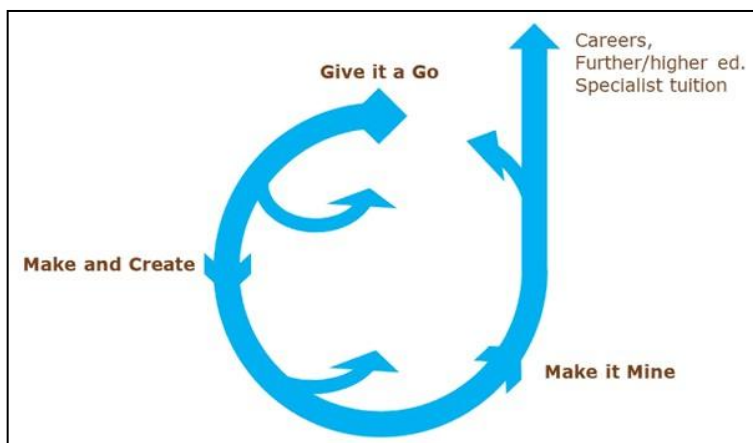
WVS recognise the importance of supporting the social, emotional and mental health and wellbeing of our young people in Year 12 and 13 too. Post 16 PP+ Pilot funding was carefully targeted, using a robust Delivery Plan, to go above and beyond and provide bespoke support and training.

A key project in this area is WVS's collaboration with Heart of Worcestershire College, our main local FE provider. Following on from three successful years of funding, this was extended through 2024-2025 to provide an enhanced offer of support for each of our CLA young people:

- Transition visit, prior to starting college.
- Named member of Wellbeing Team for each CLA young person.
- Collation of information for PEP meetings – including meeting each young person to gather their views.
- Wellbeing Team key worker attendance at PEP meetings.
- Wellbeing Team key worker attendance at CLA reviews.
- Support in applying for bursaries.
- Personalised support package for each CLA young person with minimum 6 touch points per academic year (one per half term).
- Liaison with any professionals working with young person.
- Enhanced offer, tailored to meet the young person's needs, could include:
 - Mentoring
 - Pastoral workshops (i.e., dealing with anxiety)
 - 1:1 academic support
- Liaising with social workers, outreach workers and placement staff to ensure SEMH needs are prioritised, including access to gyms, internet access, wellbeing activities, support with identifying suitable college places and applying for the bursary.

Arts, Culture and Sports

WMVS CIC Foundation's Artslink programme



Artslink Engagement and Cultural Inclusion

WVS is an active member of the Artslink network, a regional programme led by the West Midlands Virtual Schools Children in Care Foundation and supported through the Arts Connect Partnership Investment Programme. The initiative aims to ensure that all care-experienced children and young people (CYP) linked to a Virtual School within the West Midlands have access to high-quality arts and cultural experiences. These opportunities are designed to support CYP in developing not only as learners but as individuals and emerging artists.

Experiences offered through Artslink range from:

- **"Give It A Go"** events – short-term taster sessions, promoting curiosity and engagement.
- **"Make It Mine"** experiences – longer-term projects fostering deeper creative involvement and personal growth.

WVS's active involvement reflects its commitment to cultural enrichment and equity for care-experienced CYP across Worcestershire.

WMVS CIC Foundation's Active Now project



Active Now Initiative – Physical & Leisure Opportunity for CYP

WVS is an active member of the Active Now project, an enrichment programme led by the West Midlands Virtual Schools Children in Care Foundation. WVS is fully embedding this initiative to ensure an entitlement of high-quality physical and leisure activity provision for care-experienced children and young people (CYP) across Worcestershire.

These opportunities aim to:

- Promote physical health and emotional wellbeing
- Encourage social inclusion and confidence building
- Provide CYP with consistent access to enriching leisure experiences

WVS's commitment to Active Now highlights its ongoing dedication to broadening access and reducing barriers to participation for care-experienced children - supporting their holistic development.

Arts, Culture and Sports Participation

Children Looked After (CLA) and Previously Looked After Children (PLAC) – Academic Year 2024–2025

Throughout 2024–2025, WVS delivered a diverse programme of arts, cultural, and sporting opportunities for Children Looked After (CLA) and Previously Looked After Children (PLAC).

These experiences were designed to:

- Encourage exploration of new interests
- Nurture existing skills and talents
- Promote personal development through positive role models
- Inspire children and young people to lead meaningful and fulfilling lives

Participation Overview

- Total CLA participants: 83
- Total PLAC participants: 22
- Combined Total: 105 CYP engaged, compared to 83 total participants in the previous year (2023–2024)

Activity Highlights

In addition to one-off events, Worcestershire Virtual School continued to offer weekly enrichment activities that foster commitment, skill development, and long-term engagement, including:

- Climbing
- Cricket
- Horse riding

These sustained experiences play a vital role in building aspiration, resilience, and confidence among children and young people, affirming Worcestershire's commitment to inclusive and empowering provision.

Autumn Term

Horse Riding (November 2024)

3 consecutive weekly sessions, one for primary aged children and a separate session for secondary. Encouraging our children/young people to get hands-on experience Participants gained essential skills in horse care, including brushing and cleaning the saddle and bridle as well as tacking up and grooming the horses and learning how to prepare them for a ride.

All children/young people had the opportunity to enjoy a ride learning skills and building a relationship with the horse.

16 places were available, with 100% of places used (9 CLA and 7 PLAC).



Feedback:

CYP - On a scale of 1 (low) – 5 (high) the session was rated as 5, with 100% of participants confirming they would attend future events offered by WVS. Words used to describe the event included: Fun, Exciting, Amazing, Fantastic and Spectacular.

A carer shared that their young person would never have considered horse riding (nor had the opportunity to) if it had not been for this event, and they were so grateful as their child had absolutely loved it and had gained a lot from the experience.

Annual Competition with Worcester Theatres

As part of our collaborative working with Worcester Theatres, we invited CYP people to contribute an art piece linked to the theme of the annual pantomime 'Aladdin'. We encouraged the children to use an art form to express how Aladdin teaches its audience: 'Individuality: be yourself, and do not feel the need to change for anyone.'

The winner was awarded with a family ticket to enjoy the pantomime.



Musical Theatre Workshop – School of Rock!

On Tuesday 8th October 2024, Herefordshire and Worcestershire Virtual Schools hosted an exciting Musical Theatre Workshop at the Maylord Shopping Centre in Hereford. Led by Jake Sharp, renowned for his role as Dewey Finn in the West End and UK tour of School of Rock. The workshop offered students aged 11–16 a dynamic two-hour experience in singing, dancing, acting, and stagecraft. Participants had the unique opportunity to learn original staging from the hit musical and engage in a Q&A session with a West End professional. The event aimed to inspire creativity, build confidence, and provide a taste of professional theatre life. With 10 spaces available per virtual school, the workshop was a high-energy and memorable experience.

Spring Term

World Book Day Celebration

In celebration of World Book Day and in support of the core message "You are a reader!", WVS launched a reading challenge inviting all CYP to read three books and share their feedback.

We were delighted to receive contributions from three enthusiastic participants who collectively read and reviewed an impressive total of 13 books. Their thoughtful reflections were submitted to the Virtual School and showcased their engagement with the written word.

As recognition for their participation and commitment to reading, each contributor was awarded a certificate of achievement along with a £10 voucher.

The initiative successfully promoted reading for pleasure, fostered a positive reading culture, and celebrated the unique voices of our CYP.

Redpoint Climbing Expedition

On the morning of Wednesday 19th February 2025, a group of young people aged 7–16 took part in the Climbing Expedition at Redpoint Climbing Centre, Worcester. This challenged participants to scale various climbing walls, each presenting different tasks designed to build climbing skills, teamwork, and confidence. With 18 spaces available and 14 in attendance on the day, the activity was a dynamic and engaging way to promote physical fitness and personal achievement in a supportive environment. Our participants felt a huge sense of pride and achievement.



Trash to Treasure – Creative Recycling Workshop

On the morning of Wednesday 19th February 2025, 8 young people aged 10-16 attended a vibrant creative workshop entitled Trash to Treasure, held at Perdiswell Young People's Centre in Worcester. Led by Birmingham-based illustrator and street artist Roots, the session encouraged participants to transform old and unused items into artistic creations. The workshop promoted sustainability, creativity, and self-expression, offering a unique opportunity to engage with environmental themes through art.



Lakeside Adventure Day – Outdoor Challenge and Confidence Building

On Tuesday 22nd April 2025, 9 young people aged 11-18 took part in an action-packed Outdoor Adventure Activity day at Worcestershire Lakeside. The half-day event was designed to promote confidence, teamwork, and leadership through a series of exciting outdoor challenges.

Participants engaged in paddleboarding, testing their balance and coordination while gliding across the lake, and experienced the thrill of both the Mini Zip and Big Zip, soaring over land and water at varying heights. Guided by experienced instructors, the day offered a safe and supportive environment for young people to push their limits, develop new skills, and create lasting memories.



Summer term

Ackers Adventure – Skiing and Tubing Experience

On Wednesday 28th May, WVS invited children looked after and previously looked after to take part in an exhilarating outdoor experience at Ackers Adventure in Birmingham. The session offered young people aged 10 and above the chance to try dry slope skiing and tubing, catering to both beginners and those with prior experience.

Participants had the opportunity to develop their skiing technique on the dry slopes and enjoy the thrill of tubing - racing down the hill in inflatable rings. With 14 young people attending out of 20 available places, the event was a lively and inclusive experience that encouraged confidence, physical activity, and fun in a supportive environment. Parents and carers remained onsite to supervise, ensuring a safe and engaging day for all.



Farmyard Circus Workshop – Creativity and Confidence Through Circus Skills

On Monday 16th June 2025, Herefordshire Virtual School hosted a vibrant and engaging circus skills workshop at Three Counties Academy Trust in Bromyard. Led by professional performers from Farmyard Circus, the session welcomed young people aged 10-16 to explore a range of exciting activities including juggling, acrobatics, and hoop skills. Designed for beginners and budding circus stars alike, the workshop focused on building confidence, coordination, and creativity in a fun and supportive environment. With 3 Worcestershire young people in attendance, the event offered a personalised experience where participants could learn new tricks, express themselves, and enjoy a memorable evening of performance and play.

Cricket Skills Development Programme

An enriching 8-week cricket coaching programme, delivered in partnership with Worcestershire County Cricket Club, was successfully completed between Monday 2nd June and Monday 21st July. The sessions were tailored for children and young people aged 7-12 years and held weekly at Old Elizabethans Cricket Club, with 11 young people in attendance. The initiative offered a dynamic environment for CYP to develop both athletic ability and personal growth. Through professional coaching, they gained confidence, built camaraderie, and demonstrated great enthusiasm throughout the programme.

Mary Poppins at Birmingham Hippodrome

On Wednesday 31st July at 1:30pm, 6 tickets were secured for young people and parents/carers to attend a magical performance of Mary Poppins, followed by an exclusive behind-the-scenes Q&A session with members of the cast and crew—offering a unique insight into the world of professional theatre.

Feedback received:

- *‘Just to say - wow - we went to see Mary Poppins today. How amazing, the kids loved it... Our seats were fab and we got free programmes too. So, thank you for*

getting us tickets. Would highly recommend. The "education" bit at the end was really good bringing on the different departments and sections and saying what each one did. '

- 'I am delighted there are opportunities through the VS to help nudge me! It was a wonderful experience – and we particularly enjoyed the 'behind scenes' workshop afterwards despite this extending the length of required sitting still! We are still humming the tunes, but more than that, it was a shared experience and time off from work with him that wouldn't have happened had it not been for the offer. We all need help to manage our priorities, and I really appreciate this bit of carved out family time.'

Worcestershire Family Fun Day

On 13th July 2025 Worcestershire Children's Services held their annual Family Fun Day for Children Looked After and their foster families.



WMVS Regional Event – A Fun-Filled Family Day - A Celebration of Creativity and Community

On Wednesday 6th August 2025, families from across the region gathered at Forge Mill Farm in West Bromwich for the WMVS Regional Event—an afternoon filled with fun, creativity, and connection. The event featured a spectacular performance by Farmyard Circus, hands-on circus skills workshops, and a theatre makeup demonstration led by West End professionals.

Attendees also enjoyed meeting and feeding farm animals, exploring interactive art stations, and soaking up the festival atmosphere with family-friendly activities and picnic spots. With free entry and something for everyone, the event was a joyful celebration of community spirit and artistic expression.

A total of 18 tickets were requested by Worcestershire families, representing 83 family members in attendance.

A Fun-Filled Family Day - Don't Miss Out!

- ★ **FREE Entry**
- ★ **Family-Friendly**
- ★ **Festival Fun!**

Bring the whole family, pack a picnic, and soak up the festival vibes!

Enjoy an unforgettable day packed with excitement:

- ★ **Be amazed by the Farmyard Circus** – A spectacular show of jaw-dropping skills!
- ★ **Try your hand at circus tricks** – Juggling, balancing, and more!
- ★ **Learn theatre makeup secrets** from West End pros!
- ★ **Meet & feed the animals** – Get up close with our furry friends!
- ★ **Unleash your creativity** at our "Give It a Go" art stations!
- ★ **And so much more!**

1 Ticket required per family!
Click link below to book



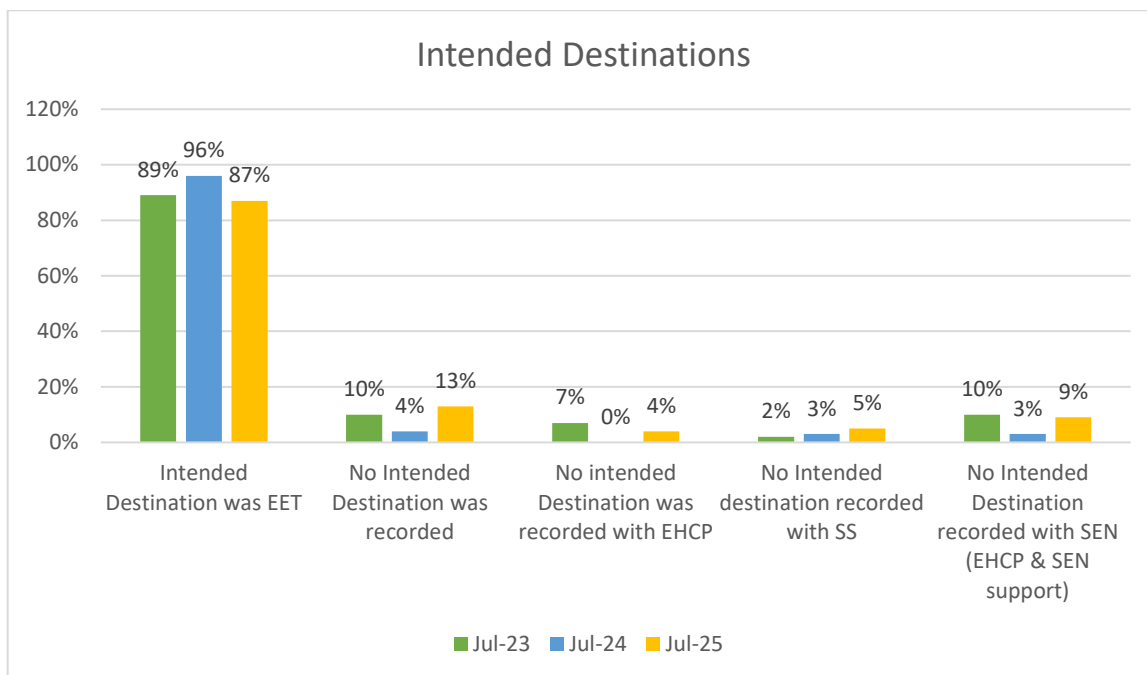


CEIAG & NEET Prevention

Headline Interventions & Impacts of CEIAG & NEET Prevention / Reduction Work

- Improved awareness of CEIAG offer available to schools by disseminating Careers Explainer to 100% of DTs (existing and new). DTs encouraged to support CYP's attendance at careers fairs and events.
- Careers tab improved on PEP to ensure that all CLA are being offered the correct CEIAG support in school. Schools have moved towards providing a more effective CEIAG offer to all young people in Worcestershire which has ensured that young people are made aware of all opportunities and can make an informed decision whilst raising aspirations.
- Encouraged SWs and carers to liaise with and engage with schools around CEIAG activities and opportunities. Achieved at 100% of Y10 & Y11 PEP meetings. Raised placement discussions with social workers from Autumn term 2022-23 onwards in Y11 PEP meetings.
- Key focus for all Y11s to gain a qualification in English and Maths before the end of Y11 so that they do not feel that the lack of qualifications in English and Maths is a barrier to them accessing EET post 16.
- WVS CEIAG Lead and NEET Leads collaborated to identify potential NEETs for Y12 transition and ensured a comprehensive handover during meetings by termly contact with professionals supporting the young person (i.e. the CLT PA and DT from college). This ensured a comprehensive handover prior to the summer break to enable a targeted response and offer timely support to remove barriers and engage young people in EET.
- Supported Social Care colleagues to be proactive in addressing all NEET young people by contacting workers a minimum of once per half term to review actions.
- Held Social Care colleagues to account to ensure that any actions from the PPP meetings are completed.
- Liaised with the NEET team, reviewing actions and outcomes at least every half term.
- WVS Post 16 Learning Advocates analyse data for future actions and share with Virtual School Head and WCC senior managers to shape WCC's NEET Strategy.
- Support for securing suitable Post 16 and Post 18 EET continues to be robust. The current WVS Post 16 team continue to attend termly meetings for all Post 16 students requiring support to monitor and track progress to reduce a working caseload.
- Carers and social workers of Year 11s at risk of becoming NEET signposted to where support is available during the summer holidays and in September.
- Ensured that SSA young people received effective and appropriate CEIAG in line with Gatsby Benchmarks.
- Analysed NEET data to focus on high-risk young people and enhance the process of reviewing EHCPs through termly meetings (particularly out of county). Strong relationships have enabled the avoidance of drift and delay for our young people with EHCP's.

Transition to EET at 16 (Destinations for the previous Year 11 cohort)



Data from Liquid Logic, source: <...\\...\\CEIAG & NEET\\NEET PREVENTION & CEIAG\\Destinations\\Virtual School Yr11 destinations 24-25.xlsx>

Note: Data for 2024-25 has been drawn from a Liquid Logic report but was previously reported by a manual process. Data sets may not be directly comparable.

The percentage of CLA with an intended destination reduced from 96% in 2023-24, to 87% in 2024-25, though, as stated above, this is likely due to a new, more accurate reporting method.

There has been an increase in the number of pupils with SEND without a destination. In response, in 2024-25 WVS appointed a new post of Learning Advocate – EHCP Specialist. This role bridges WVS and the SEND Team to ensure positive outcomes and provision for CLA with an EHCP. WVS’s EHCP Specialist and SEN co-ordinator shape provision for CLA with SEND and work closely with Learning Advocates to support this vulnerable cohort.

WVS’s Post 16 Learning Advocates have created a NEET prevention toolkit with a range of providers and held the Passport2Success programme - a 4 day event in July 2025 to promote self-esteem confidence and engagement for those without a destination.

The careers section within WVS’s PEP helps to ensure that schools carry out their duties with regard to CEIAG, to support reducing the risk of NEET. This section will be further updated for the academic year 2025-26 to reflect the updated statutory guidance.

Careers Interviews

Number of CLA who received at least 1 careers interview	Year 10	Year 11
2023-2024	23.24%	65.5%
2024-2025	26.7%	59.5%

Data from Liquid Logic to include mainstream and special schools

Note: Careers interviews are adapted, where appropriate, for young people with additional needs. Depending upon the format, these may not be formally recorded as a careers interview in the PEP, thus reducing the overall percentage recorded. Pupils are required to have 1 careers interview in Key Stage 4.

NEET & Retention in EET by the end of Year 12 & 13

Over the academic year 2024-25, WVS supported 254 Post 16 CLA (16-18 year olds, both in and out of county) to meet their specific needs at this crucial transition stage in their education in order to avoid them becoming NEET.

Final Figures Summer Term 2025

	% Year 12	% Year 13	% Combined
No of CLA in Education, Education & Training	96 (88%)	13 (12%)	109 (83%)
No of CLA NEET	13 (57%)	6 (26%)	23 (17%)

Reduction in NEET over 3 years:

- NEET June 2022-23: 22% (34 young people)
- NEET June 2023-24: 20% (20 young people)
- NEET June 2024-25: 17% (23 young people)

Key activities; (see also [Post-16 \(Including NEET Reduction\)](#)):

- Contributing to reducing NEET figures by working in collaboration with personal advisors, social workers and WCC's Post 16 NEET team; pro-actively signposting to careers advice and guidance by collaboration with WCC's Skills and Investment team.
- Collaboration with WCC's NEET team expedites referrals, including a supported appointment for NEET young people with a member of the outreach team or a PA which has proved to be far more productive in engaging young people.
- Developed the Post 16 NEET Toolkit to ensure individual needs are met by working with high quality providers.
- Effective handover from Year 11 to Year 12 helps to identify any young people at risk of NEET or disengagement, enabling proactive intervention.
- Work with the Identification Tracking & Quality Monitoring team to resolve data discrepancies due to different recording practices. Both teams now use the same database - Liquid Logic.

Retention in EET is made more difficult by the following challenges:

- Difficulties in accessing Post 16 provision in Worcestershire, particularly provision that is outcome led. Due to the lag in transferring EFA funding from the EU to the UK, a number of providers ceased running many courses. These courses were, in many cases, those which would have been most attractive and accessible for CYP at greatest risk of becoming NEET. Further, these courses would previously have provided engagement for CYP applying in-year. To address this, the WVS P16 team have worked in collaboration with WCC Skills & Investment Team as part of the wider NEET Reduction Strategy and funded a bespoke delivery via the Seek & Reach Project. They have also researched, initiated and commissioned a menu of other bespoke provisions (the 'Post 16 NEET Toolkit') to provide targeted

intervention for Post-16 CLA who are NEET. Providers include Habitus, The Samee Project, Targeted Provision and Prospero.

- In 2024-2025 there was a reduction in the number of UASC young people compared to previous years. WVS's P16 team continued to work with the Careers and Enterprise Team and Young Adult Learning Team to ensure the bespoke ESOL provision in county meets the needs of the cohort. WVS's Post-16 Team also continues to fund TUTE tuition. The biggest challenge has been a lack of available college places on ESOL courses for those placed out of county. WVS's Post 16 Team are involved with the regional group to identify solutions.

Attendance

Attendance Collection Summary

WVS monitor attendance through a dedicated internal Operational Support Officer (Virtual School Attendance Support Officer), using the following methods:

Statutory School Aged Children:

- **In county schools** – In almost all instances the attendance data for CLA & CWSW is collected from the schools MIS using the Wonde API feeding into our Capita ONE system. Alternatively, schools send a file to be uploaded into Capita One. Regular attendance being submitted is monitored. The OSO telephones schools if attendance hasn't been updated within one to two weeks.
- **Out of county schools / Independent Schools** - Attendance for CLA is collected using the Attendance Collection Tool (ACT). Schools are signed up to the ACT and complete their attendance manually. The OSO monitors submissions and telephones schools if data hasn't been updated within one to two weeks. There are some out of county/independent schools who prefer to be telephoned or emailed to collect attendance which is done weekly/fortnightly. The OSO will then enter the attendance data into the ACT.

Post 16 Providers:

- The OSO receives attendance weekly/fortnightly either by email or telephone. Attendance data is then entered onto individual CLA P16 forms on Liquid Logic.
- The OSO collects regular updates for any CME receiving tutoring. Virtual School reports are monitored to check the status of CME CLA, NEET CLA or CLA undergoing apprenticeships or in employment. Attendance percentages for CLA are available on Virtual School attendance reports. The ACT and P16 forms show up to date attendance.

Ongoing analysis of attendance data has enabled WVS to identify any areas for targeted support and emerging patterns of poor attendance. Addressing persistent and severe absence remain key priorities for WVS. Any CLA pupil with poor or deteriorating attendance triggers a key focus in their PEP, with a dedicated PEP attendance target. Concerns are discussed with partners and stakeholders both during and outside of the PEP meetings.

Issues are followed up with the school, social worker and carer to ensure a multi-agency approach to removing barriers and improving attendance. Since the extension of duties for Virtual Schools to CWSW were implemented, WVS has worked with Social Care to ensure that attendance is a focus in CIN & CP Plans and that plans are not closed where attendance remains a significant concern due to a safeguarding concern. Where plans have reached their conclusion but attendance at school remains a concern, young people continue to be supported through Missing Mondays and CCAS panel. An educational attendance tool is available to support CIN and CP plans. This tool is for schools to lead on improving school attendance for this group of young people. It ensures the barriers to education have been identified, and where this represents a safeguarding concern it is highlighted and included on the CIN and CP plans. This ensures that there is clarity when a plan can close as safeguarding concerns have been addressed, and school are able to continue to support the family with attendance through their internal procedures. Support will be significantly enhanced over 2025-26, with a new Education Lead for CWSW and a brand new post bridging WVS and Social Care – Education Adviser for Worcs Multi-Agency Child Protection Team.

- **Children Looked After**

Attendance Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)	2024/25 CLA (WCC Data)
CLA Attendance	89.4%	89.5%	88.0%	90.7%
CLA pupils with an EHCP	83.1%	79.0%	86.4%	88.3%
Worcs ALL Attendance	91.0%	91.7%	91.7%	92.7%

Data source: 22/07/2024 – ‘Virtual Schools Attendance Report for Learning Advocates - Includes OOC children’
 Data source: 21/07/2025 – ‘2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils’

- **CP Plans**

Attendance Worcs SSA CP	2020/21 WCF Data	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data	2024/25 WCC Data
CP Attendance	80.4%	80.2%	78.0%	79.8%	83.3%
CP pupils with an EHCP	/	73.9%	77.5%	76.5%	76.7%
Worcs ALL Attendance	95.4%	91.0%	91.7%	91.7%	92.7%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils ...

- **CIN Plans**

Attendance Worcs SSA CIN	2020/21 WCF Data	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data	2024/25 WCC Data
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CIN Attendance	74.2%	77.7%	76.6%	79.1%	81.1%
CIN pupils with an EHCP	/	73.2%	71.2%	77.6%	79.3%
Worcs ALL Attendance	95.4%	91.9%	91.7%	91.7%	92.7%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

Summary - Attendance

- For the academic year 2024-25:
 - CLA attendance is now at its highest level since 2021-22 (90.7%), exceeding the 2021-22 figure by 1.3%.
 - CP attendance is now at its highest level for at least 5 years (83.3%), exceeding the 2021-22 figure by 2.9%.
 - CIN attendance is now at its highest level for at least 5 years (81.1%), exceeding the 2021-22 figure by 6.9%.
- For context, attendance for *all* Worcestershire children has increased by 1% compared to last year, to 92.7%. This is also the highest figure since 2020/21, although it remains 2.3% below the 2020/21 figure. This remains higher than for Worcestershire's CIN (by 11.6%), CP (by 9.4%) and CLA (by 2.0%). WVS aspires for attendance for all children with a social worker and children Looked After to be at least as good as *all* Worcestershire children, and above 95%.
- For the academic year 2024-25, CLA attendance was highest (90.7%), followed by CP (83.3%) and CIN (81.1%). This may be indicative of additional protective factors provided by escalating through from CIN to CP to CLA.
- Attendance for *all* Worcestershire children with an EHCP was 86.3%. Attendance for CLA with an EHCP improved from 86.4% in 2023-24 to 88.3% in 2024-25. Attendance for CP with an EHCP remained stable at 76.7% (compared with 76.5% in the previous year). Attendance for CIN with an EHCP improved from 77.6% in 2023-24 to 79.3% in 2024-25. This marks an overall improvement in attendance for our CYP with an EHCP. However, WVS aspires for this to be at least as good as the Worcestershire EHCP *all* attendance and indeed to exceed the Worcestershire *all* attendance. The most significant factors impacting upon the attendance of this cohort are health issues, SEMH issues and the challenges all Local Authorities face in finding timely education placements for CYP with an EHCP, particularly for the more transient CLA population.

Persistent Absence

● Children Looked After

Persistent Absence >50% and <90% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)	2023/24 CLA (WCC Data)
Persistent Absence (>50% and <90%) Worcs CLA	22.4%	19.6%	21.5%	19%

Persistent Absence – Worcs ALL	26.9%	22.0%	21.7%	18.2%
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- 21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

- **CP Plans**

Persistent Absence >50% and <90% Worcs SSA CP	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data	2023/24 (WCC Data)
Persistent Absence (>50% and <90%) – Worcs CP	49.2% (192/390)	43.8% (151/345)	45.3%	35.3%
Persistent Absence (>50% and <90%) – Worcs ALL	26.9%	22.0%	21.7%	18.2%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

- **CIN Plans**

Persistent Absence >50% and <90% sessions Worcs SSA CIN	2021/22 WCF Data	2022/23 WCF Data	2023/24 WCF Data	2023/24 (WCC Data)
Persistent Absence (>50% and <90%) – Worcs CIN	41.8% (234/560)	41.1% (241/586)	39.0%	39.1%
Persistent Absence (>50% and <90%) – Worcs ALL	26.9%	22.0%	21.7%	18.2%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

Summary – Persistent Absence

- For the academic year 2024-25:
 - CLA persistent absence has improved over the last 4 academic years since 2022-23 (from 22.4% to 19.0%).
 - There has been a significant improvement in CP persistent absence since 2021-22 (from 49.2% to 35.3%)
 - There has been an improvement in CIN persistent absence since 2021-22 (from 41.8% to 39.1%)
- For context, persistent absence for *all* Worcestershire children has improved since 2021-22 from 26.9% to 18.2%. Persistent absence is thus significantly higher for Worcestershire’s CIN (by 20.9%), CP (by 17.1%). However, persistent absence for CLA is broadly equal to that of *all* children. WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.
- For the academic year 2023-24, CIN persistent absence was highest (39.1%), followed by CP (35.3%) and CLA (19.0%). Previously CP persistent absence was highest.

Severe Absence

• Children Looked After

Severe Absence <50% sessions Worcs SSA CLA	2021/22 CLA IC & OOC (Welfare Call Data)	2022/23 CLA IC & OOC (Welfare Call Data)	2023/24 CLA IC (WCF Data)	2023/24 CLA (WCC Data)
Severe Absence (<50% sessions) – Worcs CLA	7.6%	10.4%	11.4%	7%
Severe Absence – Worcs ALL	1.9%	2.2%	2.5%	2.3%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

• CP Plans

Severe Absence <50% sessions Worcs SSA CP	2021/22 WCF Data	2022/23 WCF Data	2023/24 (WCF Data)	2023/24 CLA (WCC Data)
Severe Absence (<50% sessions) – Worcs CP	11.8%	18.3%	14.6%	13.4%
Severe Absence (<50% sessions) - Worcs ALL	1.9%	2.2%	2.5%	2.3%

21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

• CIN Plans

Severe Absence <50% sessions Worcs SSA CIN	2021/22 WCF Data	2022/23 WCF Data	2023/24 (WCF Data)	2023/24 CLA (WCC Data)
Severe Absence (<50% sessions) – Worcs CIN	16.6%	18.3%	15.0%	14.8%
Severe Absence (<50% sessions) - Worcs ALL	1.9%	2.2%	2.5%	2.3%

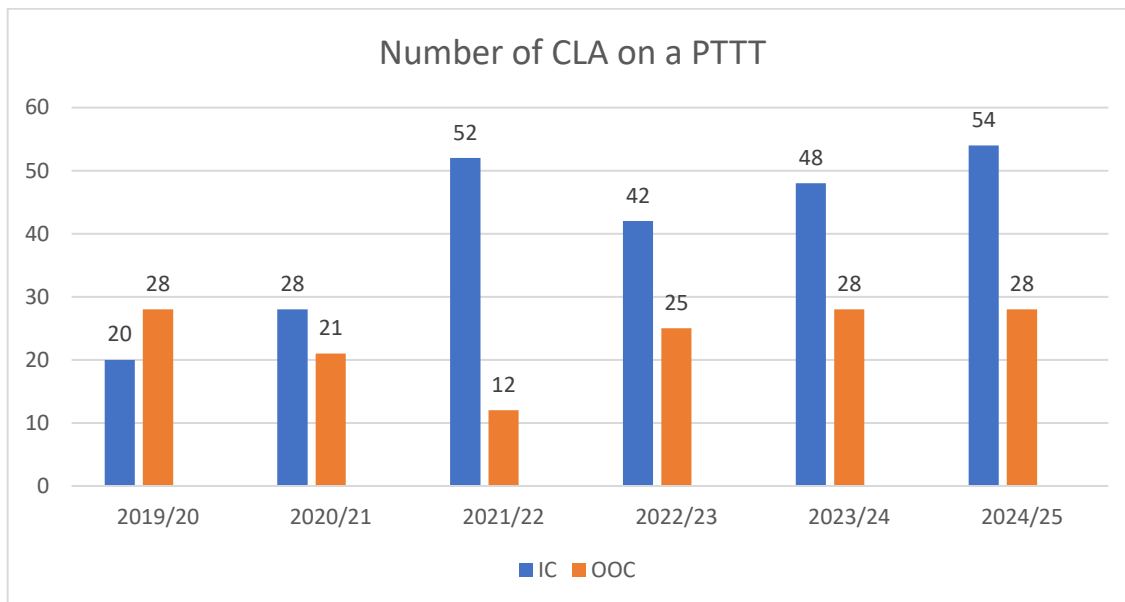
21/07/2025 – 2024.25 Attendance and Exclusion Levels for All EHCP and Open to Social Care pupils

Summary – Severe Absence

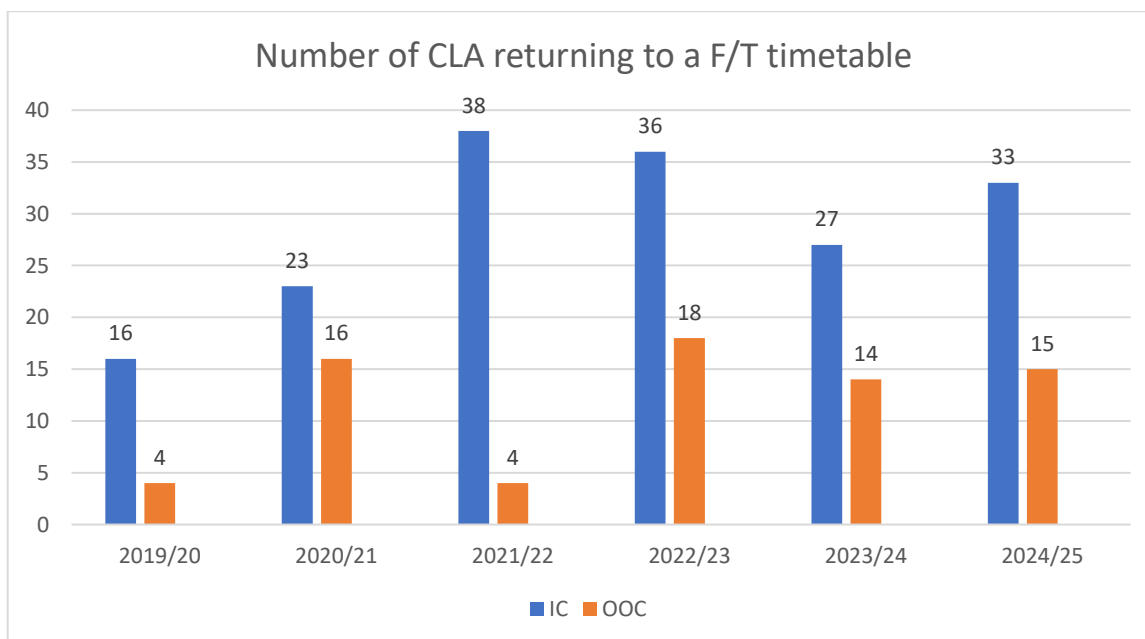
- For the academic year 2024-25:
 - CLA severe absence reduced from 11.4 % to 7.0% compared to the previous year.
 - CP severe absence reduced from 14.6 % to 13.4% compared to the previous year.
 - CIN severe absence reduced from 15.0 % to 14.8% compared to the previous year.
- For context, severe absence for *all* Worcestershire children remains stable. Severe absence is thus significantly higher than *all* for Worcestershire’s CIN (by 12.5%), CP (by 11.1%) and CLA (by 4.7%). WVS aspires for attendance for all children with a social worker to be at least as good as *all* Worcestershire children, and above 95%.
- For the academic year 2024-25, CIN severe absence was highest (14.8%), followed by CP severe absence (13.4%) and finally CLA severe absence (7%). However, the gap continues to close.

Part Time Timetables (PTTT) (Staged Reintegrations)

Where absolutely necessary and in the best interest of our CYP, some individuals are supported through the use of staged reintegration (part time) timetables in order to re-engage pupils with education or to support a pupil who has a short-term medical condition.



Data Source: WVS doc - 'CME and Less than 25 hrs LIVE' and 'CME and Less than 25 hrs ARCHIVE'.



Data Source: WVS doc - 'CME and Less than 25 hrs LIVE' and 'CME and Less than 25 hrs ARCHIVE'.

The use of a part-time timetable must be discussed with and agreed with WVS, carers and the allocated social worker prior to implementation. These staged reintegrations should be time limited, closely monitored and reviewed, with clear criteria for returning to full time education. If the CYP has an EHCP then an Interim Review will be required. Part-time timetables are only to be used in very limited circumstances, for pupils not able to attend school on a full-time basis, for example:

- Where a pupil is struggling to manage a full day in school due to emotional regulation and needs a graduated integration up to full time.
- Where a pupil has had a period of non-attendance and a part-time timetable is being used as a tool for reintegration. In this case, the part-time timetable should only be in place for a very short period of time (maximum 6 weeks), with attendance being increased on a weekly basis, unless there are very exceptional circumstances.
- Where a pupil has a short-term medical condition that prevents full time attendance for a limited period. For CYP who cannot attend school, the VSH and VS Deputy chair a multi-agency CCAS Panel (Children who Cannot Attend School) to support schools (under Section 19 of the Education Act 1996) to provide suitable education.

Education provision is reviewed by schools on a fortnightly basis, as a minimum. WVS tracks progress through a robust process, which provides up-to-date information regarding the CLA's part-time timetable provision and informs future interventions. Part-time timetables are closely monitored by Learning Advocates and reviewed in their supervision sessions by WVS leaders. They are also discussed at termly PEP meetings. Learning Advocates work alongside schools, carers and Social Workers to ensure that CLA return to full time education as quickly as possible.

WVS provides schools with advice, guidance, and signposting to interventions and programmes of support. Additionally, schools can access individualised support, for example Educational Psychology support.

The number of CLA on a PTTT rose slightly in 2024-25 compared to previous years. There has been a decline in the numbers of pupils rapidly returning to full time education. This will be a focus for the Virtual School in 2025-26 as a key aspect of the work to support improvement in attendance, particularly where these children have an EHCP.

Exclusions & Suspensions

Overview

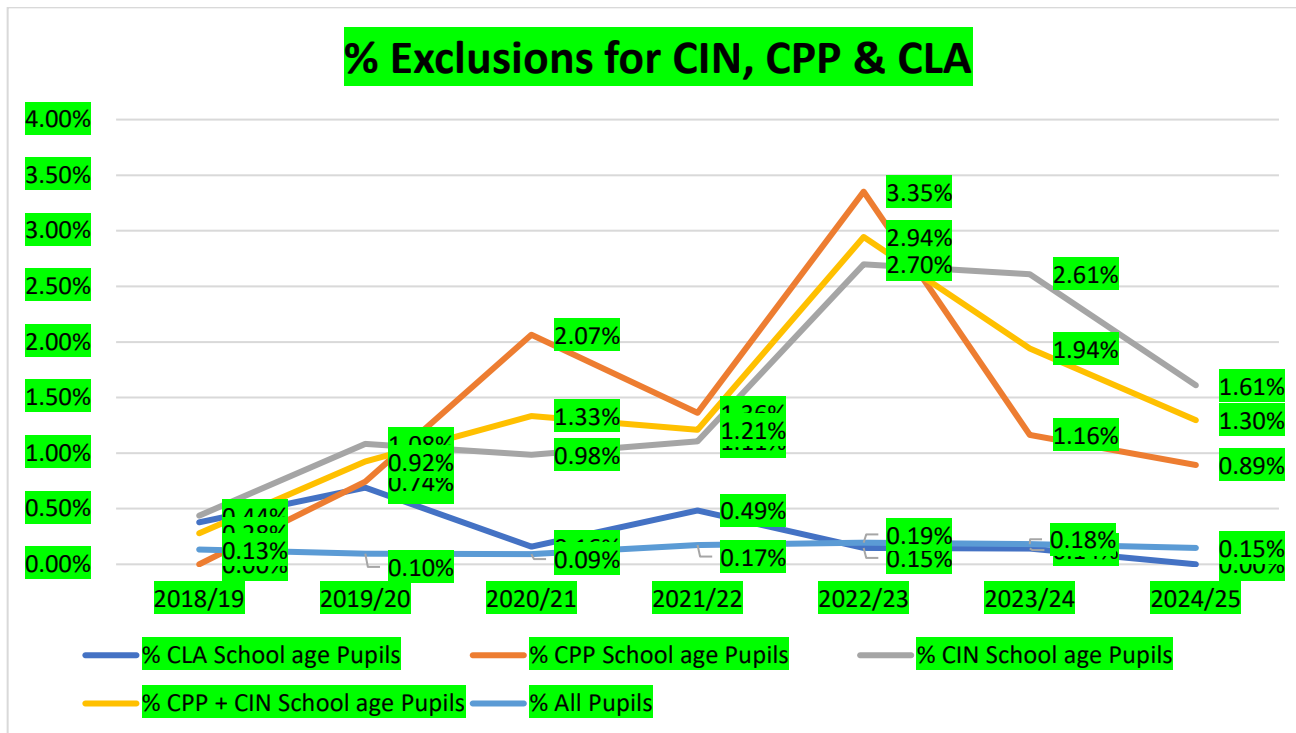
For context, national data shows that both exclusions and suspensions have been significantly higher for CIN & CP than for 'all' every year since at least 2015/16 (the year the national data tracking graphs started). Nationally, CLA are 5 times more likely to be suspended than their peers whilst, in the academic year 2020-21, CIN were four times more likely to be suspended than 'all' (CIN 8.73%, All 2.28%) and CP were almost five times more likely to be suspended than 'all' (CP 10.85%, All 2.28%).

Due to significant periods of school closure and disruption due to Covid, 'like for like' comparisons with previous academic years are not possible prior to 2021-22. Therefore, the below data is most comparable from the academic year 2021-22 onwards.

The national exclusions trend is upward, which has been linked to the SEMH effects of the pandemic. Nationally and locally, the most common reason for suspensions and permanent exclusions is persistent disruptive behaviour. This trend has risen since the Covid pandemic and schools/settings are experiencing rising levels of need, both in terms

of frequency and intensity, due to the impact the pandemic had on social skills and emotional literacy.

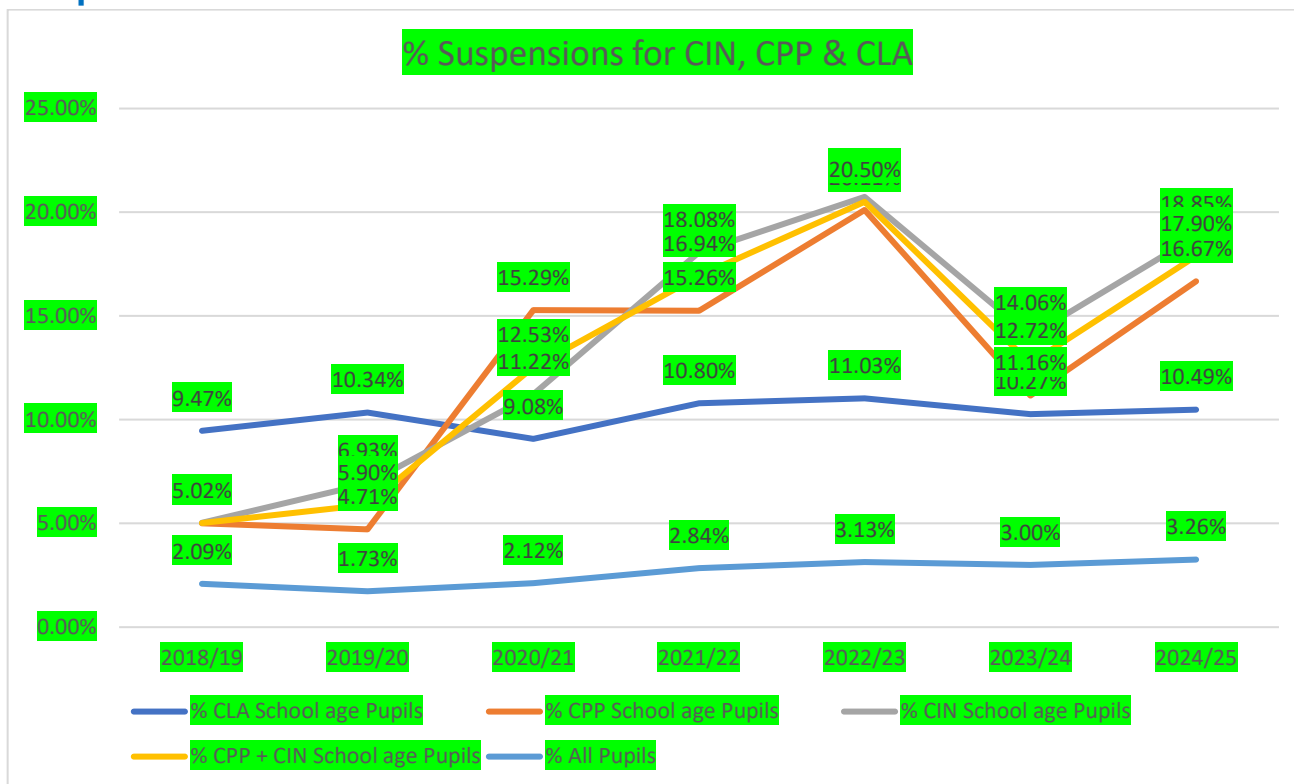
Exclusions



Data source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN update for 24.25

- The total number of permanent exclusions for **'All' CYP** in Worcestershire has steadily reduced since 2022/23 (161, 0.19%) to 2023-24 academic year (149, 0.18%) and again to 2024-25 (122, 0.15%).
- The number and rate of exclusions for **CLA** remains low and has reduced over time. Over the academic year 2022-23 there was only 1 permanent exclusion of a CLA (0.15%), over 2023-24 there was also only 1 (0.14%) and in 2024-25 there were none. The percentage rate for CLA is thus lower than for 'All'.
- For CLA, schools must communicate suspensions or risk of permanent exclusion to the Virtual School in order that appropriate support and challenge can be put in place. This support and challenge has minimised exclusions for CLA. Many exclusions were prevented through ongoing support and challenge from the Virtual School and WCC colleagues and thus, over 2023-24 WVS managed to avoid/rescind 35 exclusions and over 2024-25 WVS managed to avoid/rescind 31 exclusions.
- Exclusions for CYP subject to a **CIN Plan & CP Plan** reduced from 2022-23 to 2023-24 (CINP 16 to 13 [2.70% to 2.61%], CPP 12 to 5 [3.35% to 1.16%]) and again in to 2024-25 (CINP 13 to 7 [2.61% to 1.61%], CPP 5 to 3 [1.16% to 0.89%]).

Suspensions



source: MS Exclusions and Suspensions Trend since 2018.19 CLA CPP CIN update for 24.25

- Whilst exclusions for **'All' CYP** in Worcestershire in 2024-25 reduced, suspensions have increased (2689, 3.26%) compared to 2023-24 (2472, 3.00%).
- Suspension rates for **CLA** also slightly increased (77, 10.49%), though still remain below rates for 2021-22 (10.80%) and 2022-23 (11.03%).
- Suspension rates for **CIN Plans and CP Plans** increased (138, 17.90%) compared to last year, though still remain below rates for 2022-23 (195, 20.50%).

Exclusions & Suspensions – Summary

Exclusion rates for CLA, CINP and CPP have all reduced. This is despite rising exclusion rates nationally. CLA exclusion rates are lower than for Worcestershire 'All'. Whilst exclusions for CYP subject to CINP & CPP are not yet in line with or better than Worcestershire 'All' pupils, the data trend is very positive.

Contrastingly, suspension rates for CLA, CINP and CPP all increased in 2024-25, though remain lower than in 2022-23. This is in line with national data and may also be related to the significant reduction in exclusions and related significant increase in inclusion – working to keep pupils on roll at their home school.

WVS work tirelessly to support and challenge schools to provide inclusive environments for our children, alongside building strong working relationships with partners and stakeholders and our broader initiatives:

- WVS has greatly improved partnership working with Social Care regarding CWSW and with the Education Engagement Teams (WVS & Education Engagement are now one large service, EEVSS, led by the VSH). This has led to an increased focus on preventative intervention and stronger collaborative working between WVS, Education Engagement, Social Care, schools and Alternative Provision, including ensuring that the educational journey of the child plays a pivotal part in the agreed

Social Care plan. This preventative work has meant that far more exclusions have been avoided or rescinded.

- WVS continues to promote the TIAAS programme (Trauma Informed & Attachment Aware Settings). This includes a tiered TIAAS training menu (up to the TIS Diploma) and membership of the Attachment Research Community resources including the TIAAS Pathway with an audit and developmental resources, both of which are fully funded by WVS and thus provided free of charge to all schools.
- WVS has fully funded all schools to have access to the RADY Project (Raising Attainment for Disadvantaged Youngsters) resources through Thinking Differently for Disadvantaged Learners. Phase 2 in 2023-24 saw 8 pilot schools receiving fully funded intensive intervention from the RADY Team (Challenging Education). This was extended to a 2nd cohort in 2024-25. This is aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation (launched Autumn 2024-25).
- Extensive early advice and guidance to schools with repeat suspensions to avoid permanent exclusions.
- Key contributors to the 3 year RSA Preventing School Exclusions Project, delivering systemic change across education and health.
- Half-termly meeting with WCC Education Safeguarding Lead to ensure repeat suspension schools are highlighted for contact and intervention.
- CIN/CP cohort - schools with repeat suspensions identified for advice and guidance.
- ['Inclusion In Educational Settings'](#) web pages developed and honed to provide a comprehensive source of information to schools, settings, colleagues, partners and stakeholders regarding exclusion, suspension, inclusion, etc.
- Complex CIN and Core Group meetings attended where appropriate, including where there is a risk of permanent exclusion, to ensure robust target/s set to support the pupil.
- Imminent recruitment of an Education Lead for Children With a Social Worker, and an Education Adviser for Worcestershire MACPT will ensure robust championing of the educational needs of CWSW, including preventing suspensions and exclusions.

Safeguarding

WVS maintains a robust safeguarding structure, with a Designated Safeguarding Lead, three Deputy Designated Safeguarding Leads (all of whom maintain training requirements) and a linked safeguarding governor.

The Safeguarding Policy is subject to annual review and reflect revisions to *Keeping Children Safe in Education (KCSIE)* and other relevant statutory and non-statutory guidance.

The Virtual School team continues to engage in regular safeguarding training, tracked via a training overview. In April 2025, the team received specialist training on *Exploitation and Vulnerability*, delivered by West Mercia Police. Our DSL also attended the West Mercia Police Online Safety Conference during the summer term, sharing a wide range of useful resources and local signposting information with the wider team.

Safeguarding concerns are recorded and monitored using a dedicated register, which is reviewed termly by the safeguarding team. These reviews include reflective discussions focused on potential improvement and lessons learned. The safeguarding concern

recording form has been revised to capture contextual information, with the aim of enabling more informed analysis and supporting strategic decision-making.

In response to the evolving digital landscape and the need for accessible safeguarding resources, we launched a monthly **Online Safety Newsletter** aimed at supporting Designated Teachers in their vital work with our Children Looked After. It aims to equip schools with practical resources and insights while raising awareness of online safety through helpful resources & articles, 'Test



Yourself' or 'Try This' activities, SEMH (Social, Emotional, and Mental Health) support and upcoming training opportunities. Early feedback suggests the format is well-received, with its bitesize and shareable content suiting busy professional routines.

Collaboration with Partners & Stakeholders

Children & Young People

Pupil voice remains paramount in all aspects of WVS's work. WVS is focused on increasing the consideration and collection of pupil voice, particularly through PEPs/PPPs but also evaluation of events, the TIAAS Project and the combination of PEPS with EHCP reviews.

WVS has engaged with WCC's Participation Team to make full use of, and fully engage with, CLA pupil voice mechanisms and forums:

- Big Voices – Activities for Children and their Foster Families
- Action Speak – Care Leavers Council
- Who Cares, We Care Group - Children in Care Council

On the 22nd July 2025, our 'Who Cares We Care Group' - Worcestershire County Council's Children In Care Council presented at the Children's Services Managers meeting, supported by WVS's Deputy Head. The group spoke on behalf of all of our children and young people in care in Worcestershire to highlight the need to make conscious decisions regarding the language we use within our roles – 'Language That Cares'. They challenged the managers to consider how language can be used respectfully, to create a sense of belonging and to empower, and to raise awareness that it can also be stigmatizing, carry negative connotations or make children feel under-valued.

The group provided a lively, engaging session, full of good humour and discussion.

Through the use of a carefully constructed survey, they enabled managers to reflect, to discuss and to debate. This has provided a launch pad into the development of a working party group to consider the practical and real changes that need to happen to support the way we work in Worcestershire.

Based on the work of the 'Language That Cares' document, published in 2019, Worcestershire Children's Services are working to create a culture and working practice

that uses language that reflects the individual needs of the young people that we work alongside, considers the young person's unique perspectives and experiences and creates the most inclusive environment and culture.

The 'Who Cares We Care' team presented with confidence, providing a challenging and thought-provoking session resulting in positive impact and a desire from all Children's Services managers to continue to improve services for our children, young people and their families.

Schools & Settings

Designated Teachers

Through years of high-quality service, WVS has developed strong relationships with Designated Teachers (DTs) in all schools and settings. Feedback from DTs during the recent ILACS inspection (May 2023) was extremely positive, with consistent responses that, for those DTs dealing with a range of Virtual Schools, WVS provided the best service.

WVS Updates for schools

WVS Updates for schools are published in the half-termly Worcestershire Education Bulletin, which provides key updates to schools. WVS provides support and signposts services and resources to help schools (particularly Designated Teachers) better support our CYP.

Designated Teacher Guidance & Support

Termly 'Guidance & Support' sessions have been held virtually and continue to be well attended. Sessions are delivered twice (at different times) on the same day to maximise attendance:

- 2021-22
 - Autumn Term – 27 attendees
 - Spring Term – 34 attendees
 - Summer Term – 35 attendees
- 2022-23
 - Autumn 2023 – 54 Attended
 - Spring 2023 – 58 Attended
 - Summer 2023 – 106 Attended
- 2023-24
 - Autumn 2023 – Drop-in sessions offered, 0 attendance.
 - Spring 2024 – 51 Attended
 - Summer 2024 – 36 Attended
- 2024-25
 - Autumn 2024 – 49 Attended
 - Spring 2025 – 56 Attended
 - Summer 2025 – 43 Attended

2025-26 DT Support & Guidance Sessions are now bookable via the CPD site and are promoted through the fortnightly Education Bulletin.

Topics covered this year included:

- Linking Pupil Voice with targets
- DT/SENCO Liaison for PEPs
- PEPs - WAGOLL
- Post 16 Planning
- Online Toxic Masculinity
- Suspensions
- SEND updates
- PEP Updates

In 2024-25 we have worked with schools to improve the quality of the information entered in the PEP form; messaging regarding involving children and young people in the PEP process continues, to ensure they are at the heart of everything we do.

DT's requested a session on PEPs - What a Good One Looks Like, and this was well received and was the highest attended session of the academic year.

1:1 training for new-to-role DTs continues to be effective, as it allows DTs to ask specific questions regarding their setting and request guidance on unfamiliar areas. This recognises that the needs of CYP are varied and unique to the individual. Context and priorities vary between each school and setting, so this bespoke training is adaptable to the needs of the individual and provides opportunities to establish close working relationships and understanding. This training is commonly provided by the Learning Advocate allocated to the school in question.

In the Spring term we sent a survey out to all our Designated Teachers, in and out of County. Feedback was extremely positive, with 100% of those who responded reporting being satisfied/extremely satisfied with the service and support they receive from WVS.

- *“Compared to other virtual schools, CPD on offer, training updates, TiS and learning advocate attends all PEPs which again we have nowhere else, really helps form good working relationships and accountability.”*
- *“Staff are consistent, efficient, kind and supportive. Whenever I have a query, I get an informed and purposeful response. I feel very supported.”*
- *“That they conduct all meetings are helpful in holding the school to account for provision. This isn't the case with all LA's we work with.”*

DT Conference (with West Midlands Virtual Schools)



WVS and colleagues from the West Midlands Virtual Schools regional group (14 Virtual Schools) deliver West Midlands DT Conferences every two years. DTs join colleagues from across the West Midlands to network and hear from national and regional speakers about great practice in supporting care experienced children.

This year's conference prioritised pupil voice, to ensure West Midlands Virtual Schools are delivering the service our pupils want and need.

Quality Assurance & Settings of Concern ('CLA/PLAC/CSW Quality Assurance Audit')

WVS takes quality assurance seriously, to achieve the best outcomes for our CYP. Learning Advocates attend all termly PEPs and maintain regular collaboration with partners and stakeholders to ensure that our CYP receive the best support and outcomes.

In Autumn 2022-23 WVS developed, trialled and implemented a robust 'Settings of Concern' protocol. As a key element of this new protocol, a 'CLA/CSW Quality Assurance Audit' was developed. 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. This has provided a clear, moderated approach to evaluating correct provision for our CYP and equipped WVS to intervene rapidly to move CYP's education placement where necessary.

In January 2023 WVS 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 DTs and Social Workers clear, practical guidance on producing a high-quality document for the benefit of our children. RAG ratings also provide quality assurance feedback which prompts actions from identified parties in education and social care.

Social Care

WVS maintains strong working relationships with Social Care, at both a strategic and operational level.

WVS have transitioned away from individualised training for all new social workers and now provides a training pack with the option of having an individual follow-up session. WVS provide support and guidance for all social workers throughout. This training enables Social Workers to become familiar with educational matters and WVS policies and protocols. Recorded mini tutorials are available for social workers via the Social Worker Practice Standards files to increase their awareness of WVS processes and expectations following training from WVS. Social Care Colleagues are also signposted to key webpages and resources and have a key contact within WVS.

WVS meet with Social Care group managers and team managers on a termly basis, to review the previous term in relation to the RAG rating of PEPs and social worker attendance alongside planning to improve joint working between our services. This also

takes place with the IRO Service to identify improvements for both services and to strengthen collaboration.

Business Support Officers within Through Care services have been tasked with informing WVS of changes in staff, to enable effective training for new staff and ensure all professionals are aware of changes in the services.

The Placements Team within social care provide WVS with weekly reports with regards to those new into care, as well as which CLA have had a Placement Request Form (PRF) completed. This ensures WVS are aware of potential changes of home placements and to collaborate on finding solutions in the best interests of our CLA. The Placements Team also inform WVS of placements agreed by Assistant Directors. Further, the VSH attends a fortnightly Social Care Resource Panel (care placement panel) to champion the importance of stability of school placement whenever residential placement moves are deemed necessary. This collaboration supports swift searches for appropriate schools and school placements for CLA.

WVS works closely with Social Care leaders and the DCS to ensure effective collaboration (including DCS representation on WVS's governing board). WVS meets regularly with Assistant Directors, Group Managers and Team Managers from the Safeguarding, Through Care and Independent Reviewing Officer teams to continue to develop partnership working and a shared understanding of the needs of our CYP.

2024-25 saw the introduction of a pilot where CLA reviews and PEP meetings are held jointly. Feedback from the trial was positive, meaning this has been rolled out on a wider scale and is implemented between the IRO's and VS LA's as and when appropriate. This will be standard practice going forward.

Following the move to Pershore Civic Centre from County Hall, we ensured that WVS and Through Care services are within the office on the same allocated day to enable effective collaboration on a face-to-face basis. This has improved relationships and partnership working.

WVS continues to be invited to additional meetings chaired by social care, such as Team Around the Child meetings, professionals' meetings and consolidation meetings. This ensures that educational aspects are prominent within care planning, resulting in improved outcomes for our CYP.

As a result of the training, support and challenge WVS provides to Social Care colleagues, there is a robust partnership, enabling all professionals to work together in what WCC call 'end to end' practice.

Health

WVS maintains strong working relationships with Health colleagues (including Physical, Mental and Public Health), at both a strategic and operational level. WVS work particularly closely with health colleagues on individual case work and also contribute to co-working via

WCC's SEND Workstreams, the CCAS (Children who Cannot Attend School) Panel, Missing Mondays and strategic health work groups.

Parents/Carers

WVS's Carer Newsletter is distributed each term to all foster carers, both within Worcestershire Fostering and all external Independent Fostering Agencies. The newsletter includes bitesized articles including signposting to resources, upcoming events/activities, updates and key information to help carers support their CLA. The Fostering Newsletter is distributed in the first half term of each term, with the upcoming dates for Support & Guidance sessions, and topics, included.

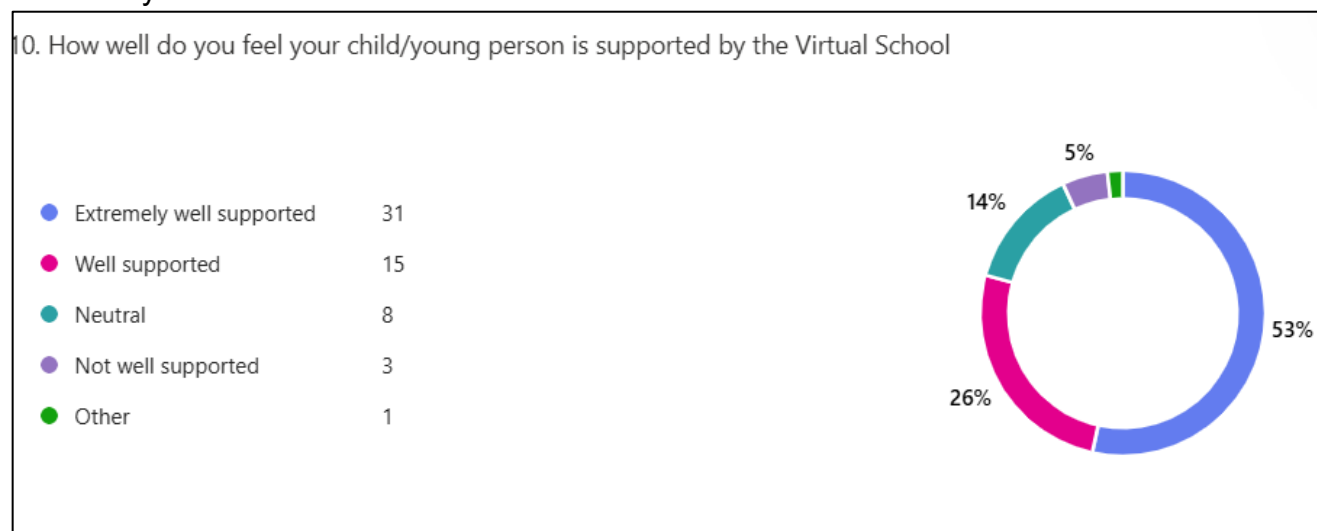
Foster Carer Support & Guidance sessions take place in the second half term of each term. Attendance continues to be low, however those who attend value the sessions and give positive feedback:

- *"It was a really useful session that provided me with several useful practical ideas to support my child in their forthcoming transition. Thank you!"*
- *"Happy to attend the support groups when I can, always find information really useful."*

Topics covered in 2024-25 include:

- Safe Internet Use and the impact of social media.
- Practical tips on homework completion, revision and exam preparation.
- Supporting transition.

At the end of each term the Virtual School has sent a survey to all fostering households (approximately 500). Although responses are still limited, the number of surveys returned is increasing. At the end of the Summer term 10% of all households contacted responded to the survey.



Feedback regarding what works well and what could be improved:

- *"During the meetings, the advocate has been encouraging of the child's achievements. She also chairs the proceedings in a professional manner."*
- *"There has been a massive improvement this last 18 months"*
- *"The learning advocate who ran the PEP was extremely helpful ."*

Since 2023-24, increased collaboration with Worcestershire's Parent Carer Forum (PCF) has improved co-production and collaboration in strategic decision-making.

NAVSH, WMVSH, WMVS Children In Care Foundation & Attachment Research Community (ARC)

WVS, and in particular the VSH, are actively involved with NAVSH, WMVSH and ARC:

- The Virtual School Headteacher is the chair of the West Midlands Virtual School Heads Network, chair of the WMVS Children In Care Foundation, regional rep for the National Association of Virtual School Heads (NAVSH) and Worcestershire rep for the West Midlands Alternative Provision Leads.
- NAVSH, WMVSH and ARC conferences and CPD events are attended and contributed to by the WVS team.
- Specific projects are outlined in the relevant section below.
- WVS Team members chair the Post 16 and UASC regional working groups.

Website

Over 2024-25 the WVS website has been reviewed and reformatted to ensure that is comprehensive, with updated content which is outward-facing and can be easily navigated by different users (CYP, Social Workers, schools, carers, etc.). Links to related web content are included throughout, as well as ensuring that related WCC web content links to WVS web content. Search terms were also updated to ensure that users can find the desired content. A termly review of the website has been introduced to ensure the content is updated in a timely manner.

Total views between September 2024-August 2025: 13,278 compared to 13,563 the previous academic year.

Personal Education Plans (PEPs)

PEP Process

- PEP completion – 3 PEPs completed per year:
 - 100%
- PEPs completed on time:
 - 100%
- PEPs quality-assured:
 - 100%

All CLA from Pre-School to Year 11 (in and out of county) receive three Personal Education Plan (PEP) meetings each year, organised, facilitated and chaired by Virtual School Learning Advocates. Every Post 16 CLA also benefits from one PPP per term, facilitated and chaired by WVS Post 16 Learning Advocates.

PEPs and PPPs are undertaken via Microsoft Teams or face to face, dependent on the needs of the CLA and the context. The school/setting's Designated Teacher (DT) and Social Worker (in consultation with the carer) are expected to upload relevant information to the PEP/PPP 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.

WVS continue to maintain 100% of PEP/PPP completion, all signed off and quality assured on a termly basis for all CLA, meeting WVS's statutory requirement. This includes children from the age of 2 to 18 years. 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 attendance

PEP RAG Ratings

Quality Assurance

In January 2023 WVS 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 DTs and Social Workers clear, practical guidance on producing a high-quality document for the benefit of our children. RAG ratings also provide quality assurance feedback which prompts actions from identified parties in education and social care.

All stakeholders were updated via comprehensive training, newsletters and emails. This enabled WVS to:

- Drive up the quality of PEPs.

- Provide specific QA feedback to DTs, based upon clear RAG rating criteria.
- Enhance DT training in PEPs by providing and training in clear RAG rating criteria.
- Enable targeted support and challenge to settings and social workers regarding producing high-quality PEPs.
- Monitor PEP quality ratings (RAG %) for trends.
- Hold schools to account for sharing and discussing SMART targets with their CYP (with feedback leading to progress).
- Graduated response to RAG rated PEP's to include additional funding requests.

The Virtual School Headteacher and Deputy attend PEP/PPP meetings on a regular basis to offer support, advice and guidance to WVS Learning Advocates and to monitor the quality of the interaction.

RAG Ratings for Designated Teacher Sections of PEPs

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)

Autumn Term 2023-24 outcomes (third wave of RAG rated PEPs):

- 956 PEPs completed from EYFS to Post 16:
 - 88.81% Green (849 PEPs, from 303 settings)
 - 9.0% Amber (59 PEPs, from 59 settings)
 - 2.2% Red (21 PEPs, from 12 settings)

Spring Term 2023-24 outcomes (fourth wave of RAG rated PEPs):

- 928 PEPs completed from EYFS to Post 16:
 - 89.33% Green (829 PEPs, from 302 settings)
 - 8.19% Amber (76 PEPs, from 52 settings)
 - 2.48% Red (23 PEPs, from 13 settings)

Summer Term 2023-24 outcomes (fifth wave of RAG rated PEPs):

- 984 PEPs completed from EYFS to Post 16:
 - 91.16% Green (897 PEPs, from 329 settings)
 - 7.11% Amber (70 PEPs, from 55 settings)
 - 1.73% Red (17 PEPs, from 10 settings)

Autumn Term 2024- 25 outcomes (sixth wave of RAG rated PEPs):

- 955 PEPs completed from EYFS to Post 16:
 - 90.92% Green (868 PEPs, from 354 settings)
 - 7.93% Amber (76 PEPs, from 58 settings)
 - 1.15% Red (11 PEPs, from 9 settings)

Spring Term 2024-25 outcomes (seventh wave of RAG rated PEPs):

- 984 PEPs completed from EYFS to Post 16:
 - 90.0% Green (894 PEPs, from 432 settings)
 - 7.9% Amber (78 PEPs, from 67 settings)
 - 1.2% Red (12 PEPs, from 12 settings)

Summer Term 2024-25 outcomes (eighth wave of RAG rated PEPs):

- 982 PEPs completed from EYFS to Post 16:
 - 93.7% Green (920 PEPs, from 450 settings)
 - 4.4% Amber (43 PEPs, from 37 settings)
 - 1.9% Red (19 PEPs, from 16 settings)

The PEP quality assurance system has significantly improved the quality of PEPs. DTs are very keen to achieve green and avoid amber and red, particularly as schools/settings delivering repeated red/amber PEPs receive robust support and challenge from WVS.

RAG Ratings for Social Worker Sections of PEPs

(commenced Autumn Term 2023-24)

Summer Term 2023-24 outcomes:

- 879 PEPs completed from EYFS to Post 16:
 - 90.4% Green (795 PEPs)
 - 7.6% Amber (67 PEPs)
 - 2% Red (17 PEPs)

Autumn Term 2024-25 outcomes:

- 951 PEPs completed from EYFS to Post 16:
 - 85.4% Green (812 PEPs)
 - 11.8% Amber (112 PEPs)
 - 2.8% Red (27 PEPs)

Spring Term 2024-25 outcomes:

- 927 PEPs completed from EYFS to Post 16:
 - 85.3% Green (927 PEPs)
 - 9.4% Amber (87 PEPs)
 - 5.3% Red (49 PEPs)

Summer Term 2025-25 outcomes:

- 981 PEPs completed from EYFS to Post 16:
 - 86.4% Green (848 PEPs)
 - 9% Amber (89 PEPs)
 - 4.5% Red (44 PEPs)

The RAG rating of PEP's for 'green' have remained high throughout the course of the academic year, above 85%. Amber and Red PEPs have fluctuated over the course of the year. From analysis this is due to some previous amber PEPs now being rated as red due to no improvement from the previous PEP. To further improve Social Care PEP contributions, an updated RAG rating system is being implemented in 2025-26, along with a new training programme.

Social Care Collaboration in PEPs and PPPs

The expectation is that social workers attend all three PEPs / PPPs for their CLA over the course of the academic year.

Social Care attendance at PEPs and PPPs	Early Years	Statutory School Age	Post 16
Autumn Term 2021	79%	80%	95%
Spring Term 2022	66.1%	82.4%	94.7%
Summer Term 2022	76.8%	77.6%	84.4%
Autumn Term 2022	58%	57%	70%
Spring Term 2023	68%	69%	81%
Summer Term 2023	70%	74%	85%
Autumn Term 2023	71%	75%	87%
Spring Term 2024	73%	83%	90%
Summer Term 2024	72%	81%	90%
Autumn Term 2024	75%	81%	87%
Spring Term 2025	85%	86%	85%
Summer Term 2025	79%	84%	91%

Social Worker Attendance at PEPs/PPP has improved across all phases compared to the same end point last academic year, as well as 2 years ago. This ensures effective collaboration, co-ordination and synergy.

Resources & Special Projects

Current funding streams

DfE Pupil Premium Grant for Children Looked After (financial year)

WVS gives to schools per year per child (max)	£1,650 (£550/term)	64%
WVS retains for central strategic priorities	£920	36%
TOTAL per year per child	£2,570	

Raising the attainment of CLA is a key priority and is a responsibility shared by the Local Authority, schools, and their partners in the community. Pupil Premium Plus (PP+) provides additional funding to support and help raise the educational attainment and progress of their CLA pupils. PP+ is a vital resource which, used effectively, will improve outcomes for CLA to close and exceed the gap between their outcomes and those of their non-disadvantaged peers.

WVS devolves the majority of this funding to schools, through the Personal Education Plan process. The PEP process enables WVS Learning Advocates to work with partners and stakeholders (including our CYP) to target and utilise this funding effectively to improve educational outcomes. In addition to £550 per term, schools can request additional funding when required.

PP+ funding also has a centrally retained element. Strategic decisions are made about interventions which will have the greatest impact on educational outcomes for children in the care of Worcestershire Local Authority.

This Department for Education (DfE) funding is kept under regular monitoring and review; to ensure PP+ delivers maximum impact.

Section 31 Grants:

- **DfE extension of the Virtual School Head role to the cohort of children with a social worker (£128,549 DfE funding for 2024-25)**

Priorities for this funding (see Delivery Plan):

- DfE: 'To make visible the disadvantages that children with a social worker can experience, enhancing partnerships between education settings and local authorities, including with children's social care, to help all agencies hold high aspirations for these children.'
 - WVS delivery: ensure schools know how to meet CYPs needs in order to make schools places which they want to engage with/attend.
- DfE: 'To promote practice that supports children's engagement in education, recognising that attending an education setting can be an important factor in helping to keep children safe from harm.'
 - WVS delivery: remove barriers to CYP to engaging in education (attending):
- DfE: 'To level up children's outcomes and narrow the attainment gap so every child has the opportunity to reach their potential.'
 - WVS delivery: once children want to engage/attend (1) and are supported in doing so (2), this will in itself narrow the attainment gap, and will be reinforced by academic support.

- **DfE Pupil Premium Plus Post-16 Pilot (£109,480 DfE funding for 2024-25)**

- WVS were successful with a DfE bid for Pupil Premium Plus Post 16 pilot in summer 2021. The pilot has been extended through 2022-23 and then 2023-24 & 2024-25. This has enabled WVS to provide the same level of service to Post-16 students as to statutory school-aged children. In particular, WVS have added capacity to the team to provide two Post 16 Learning Advocates. All Year 12 & 13 young people looked after are assigned a WVS Learning Advocate. The Learning Advocates facilitate the PEP process and ensures providers, carers and social care all contribute to the young person's support and outcomes.
- Attendance and engagement are monitored to increase retention, reduce NEET and improve outcomes. Funding was allocated to FE colleges to support educational targets. Post 16 developments have also included support and interventions for the NEET cohort through the PEP process and collaboration with providers, Personal Advisors, Social Workers and WCC's

Post 16 NEET team. The funding also provided social, emotional and academic interventions to support this vulnerable cohort.

- The purpose of this funding is to provide support to LAs in England, to help them meet their duty to Post-16 children looked-after and care leavers. Local Authorities can spend this grant to support costs associated with meeting this duty. In doing so, they must take account of the statutory guidance Promoting the Education of Looked-After and Previously Looked-After Children published on 26th February 2018, to help them implement this duty. Local Authorities can spend this funding on any interventions they, and the colleges they work with, identify as appropriate to help them to support eligible young people and that help them to meet the outcomes of the pilot.
- DfE's 'Pupil Premium Plus (PP+) Post-16 Pilot Application guide' (July 2021) stated that '*The proposed outcomes of the pilot are:*'
 - *Outcome 1 – Raise the profile of looked-after children and care leavers in FE by strengthening close working relationships and sharing expertise on the needs of this cohort.*
 - *Outcome 2 – Improve the attendance of these young people in FE by putting in place tailored interventions to support attendance.*
 - *Outcome 3 – Better support the delivery of Personal Education Plans, pathway plans or equivalent at both an individual and cohort level.*
 - *Outcome 4 – Identify models of good practice used by LAs across the country to respond to individual and cohort level needs, building the evidence base of what works well to support looked-after children and care leavers in general FE colleges.*
- See Delivery Plan for details.
- **DfE Extension of the Role of Virtual School Heads to Certain Previously Looked after Children Implementation Grant (£70,722 DfE funding for 2023-24)**
 - The Children and Social Work Act 2017 amended the Children Act 1989 to introduce a new duty on local authorities to promote the education of certain previously looked-after children, including appointing an officer (commonly known as a Virtual School Head) to discharge this duty through the provision of information and advice to relevant parties supporting the education of those children. This duty came into force on 1 September 2018.
 - The purpose of this grant is to provide support to local authorities in England, to help them meet their duty to appoint a Virtual School Head for previously looked-after children and make information and advice available to the following parties for the purposes of promoting the education of eligible previously looked-after children:
 - any person that has parental responsibility for the child;
 - providers of funded early years education, designated teachers for previously looked-after children in maintained schools and academies; and
 - any other person the authority considers appropriate for promoting the educational achievement of relevant children.
 - Local authorities can spend this grant to support costs associated meeting this duty. In doing so, they must take account of the statutory guidance Promoting the education of looked-after and previously looked-after children published on 26th February 2018, to help them implement this new duty.
- **DfE Kinship Care Grant (£20,000 DfE funding for 2023-24)**

- The remit of virtual school heads already includes kinship children:
 - who are looked-after
 - who meet the definition of previously looked-after
 - with a social worker.
- The kinship strategy adapted the role of virtual school heads to specifically include championing the attendance, attainment and progress of children in kinship care.
- [Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK](#) defines how virtual school heads should promote the education outcomes of kinship children:
 - **Adaptation of the strategic role**
 - The strategic role adaptation does not require direct intervention with kinship children and their carers, but this system-wide approach has the potential to benefit children in all types of kinship placements, including those in informal arrangements.
 - There are activities that the adapted virtual school head strategic role should include.
 - **Raising awareness of the needs and disadvantage of children in different types of kinship care arrangements**
 - This could include ensuring that the unique experiences and different kinds of kinship arrangements are visible in existing training for schools, including for the roles of designated teacher and DSL, and other learning support services such as those for children with SEND.
 - It could also include influencing the education system to have a kinship friendly culture, as well as working with education settings to identify the distinct needs of children in kinship arrangements.
 - **Promoting practice that supports attendance and engagement of kinship children in education**
 - This could include facilitating partnerships between, and within, education settings, local authority children's social care including any designated kinship teams, and voluntary and community sector (VCS) organisations that work with kinship families.
 - **Promoting practice that improves the educational attainment of children in kinship care**
 - This could include working with education settings to strengthen how they address barriers to educational progress for kinship children.

Special Projects:

WVS commissions and provides a variety of interventions for our CLA to support their academic progress and well-being including Education Psychology 1-1 drop ins for schools, Learning Support Team assessments, Trauma Informed School hub networks, mentoring, tutoring and music lessons. Individual CLA interventions are targeted at meeting the personalised needs of our CLA and are implemented via the PEP process.

WVS's large-scale projects are outlined below:

RADY Project (Raising Attainment for Disadvantaged Youngsters) – ‘Challenging Education’ (WVS’s Academic strand)

RADY is an approach to closing the attainment gap, which directly targets a school’s ‘central nervous system’ – its target setting, tracking and monitoring systems. Cohort 1 of this project has now concluded. Cohort 2 began in Spring 2025, as a part of the package of support offered to schools, alongside the SIT and EEF project, to support our disadvantaged young pupils. Schools will be supported throughout by the Challenging Education lead, Louise Blackburn and the VSDH. In addition, schools continue to be able to access TDFDL (Thinking Differently for Disadvantaged Learners).

WELLCOMM Project

Following analysis of Early years outcomes data and KS1 phonics data from 2023/24, it was identified that our young people would benefit from support in developing their phonics skills. Support has been linked to early intervention through the Speech and Language team, who have previously delivered the WELLCOMM project in the Wychavon district. In liaison with the NHS Speech and Language team, a project approach has been agreed, schools have been identified and approached to commit to supporting this project in 2024/25.

TIAAS (Trauma Informed & Attachment Aware Settings - ARC Pathway) (WVS’s SEMH & Wellbeing strand)

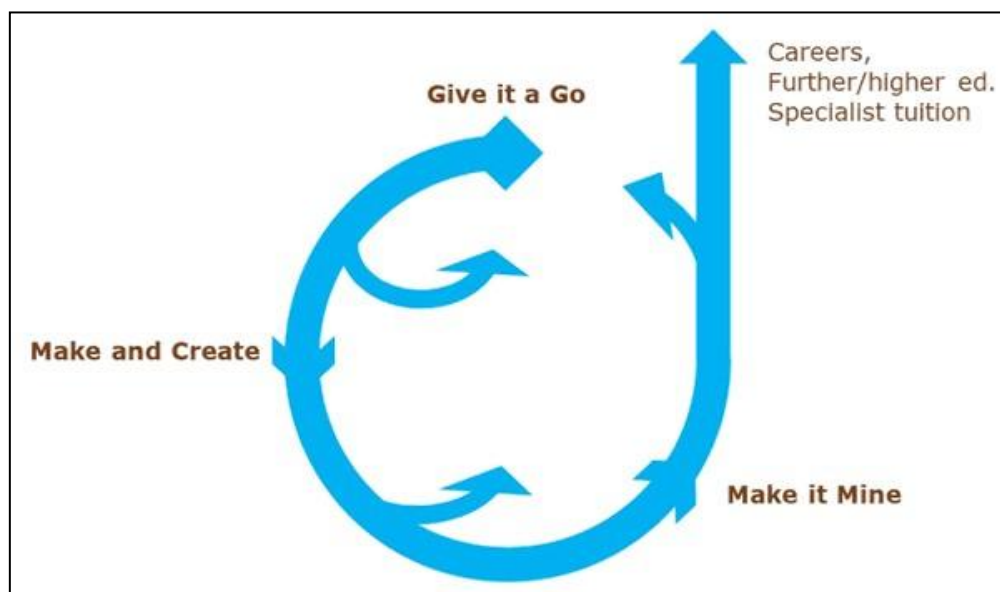
See TIAAS information in the SEMH, Wellbeing & Personal Development section above.

Worcestershire Virtual School (WVS) continues to champion the upskilling of education settings across the county through the implementation of Trauma Informed and Attachment Aware (TIAAS) practices. This strategic focus supports improvements in academic outcomes, attendance, and emotional wellbeing for Children and Young People (CYP).

The TIAAS strategy comprises:

- Regional Programme & Accreditation Pathway
- Network Development & Collaborative Practice
- ARC Membership
- Tiered Menu of TIAAS Training – WVS Initiative

WMVS CIC Foundation’s Artslink programme



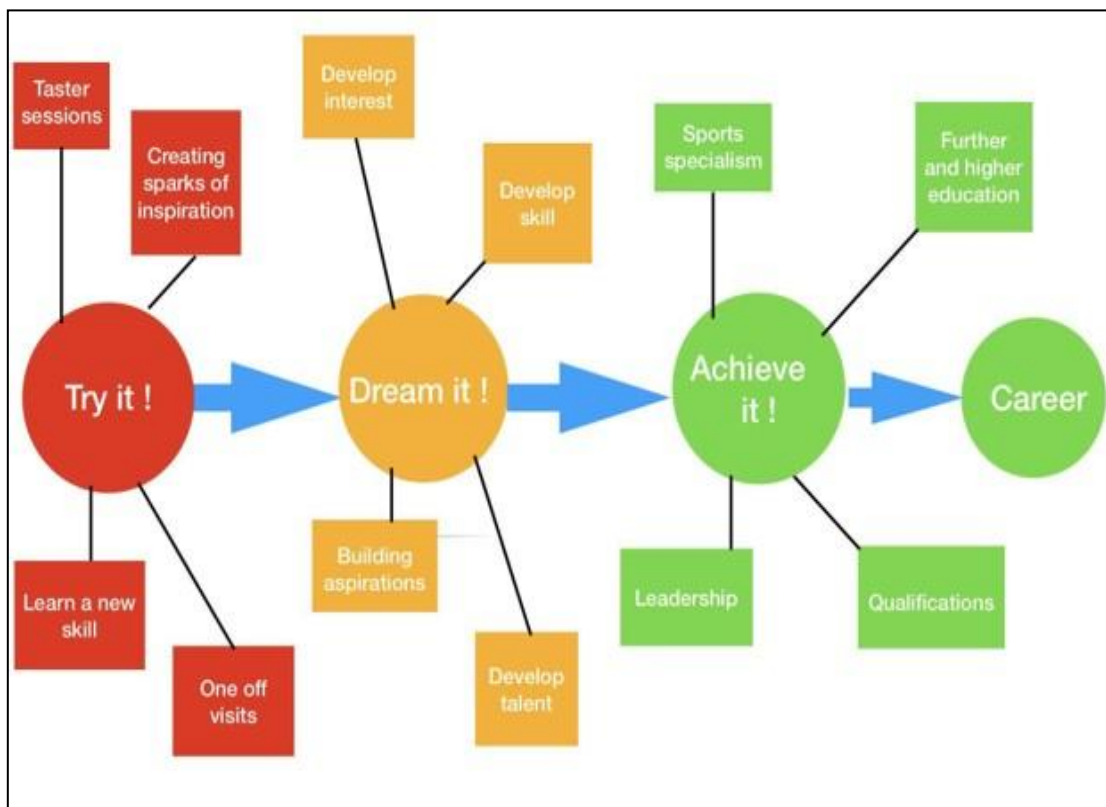
WVS are an active member of the Artslink network - a programme by the West Midlands Virtual Schools Children in Care Foundation, supported by Arts Connect through their Partnership Investment Programme. The Arts Programme was established to create a high-quality arts and cultural offer which all children in care across the West Midlands can access, so that they can develop as learners, as people and as artists.

The programme is offered across the West Midlands with in a wide range of experiences, activities and opportunities across the Arts. There are 5 virtual school clusters across the West Midlands, ours being Herefordshire & Worcestershire. Each cluster receives one arts event per term, plus a regional event per calendar year.

Young people are able to experience the arts through interactive workshops and group trips supported by relevant staff and professional deliverers. Children and young people are also able to gain a knowledge of employment pathways and roles across the creative Industries through question-and-answer sessions. Previous events have included: Nail Art workshops, DJ workshops, Prosthetic Makeup workshops, trips to West End theatres, filming workshops and television acting workshops.

Our CLA can access fully funded music lessons and free instrument hire.

WMVS CIC Foundation's Active Now project



WVS are an active member of the Active Now project - a programme by the West Midlands Virtual Schools Children in Care (WMVS CIC) Foundation. WVS deliver this project in partnership with Active Hereford and Worcestershire,

The aim of the programme is to offer high quality sporting activities, experiences and opportunities, ranging from 'try it out' one off activities, to longer 5 to 6 week programmes

and special cluster events. The program aims to provide access to activities CYP might not have tried, to create opportunities to develop new skills and give them the chance to be physically active. Events are fully funded by the WMVS CIC Foundation.

Over the last few years, there has been a wide range of activities on offer such as cricket, trampolining, indoor climbing, mountain biking, dance, football and outdoor adventure. The aim is to have a diverse and inclusive range of activities on offer in each area of the region, across the full academic year.

The Virtual School Team

Team Structure

WVS Staffing Structure
30/06/25

Chair of Governing Board
Ruth Hill

Headteacher
Matthew Stiles

- Strategic Leadership & Management
- Vision & strategy
- Establish policies for achieving aims and objectives
- Manage staff and resources to achieve aims and objectives
- Monitor progress towards achieving aims and objectives
- Lead by example and model best practice regarding professional conduct, workload and personal development
- Staff CPD & Quality Assurance (incl. PEPS/ppps)
- Deputy DSL

Deputy Headteacher
Kerry Lawrence

Strategic Lead:

- Pupil Premium
- Education Engagement (attendance, exclusions & suspensions, PTTT, CME & AP).
- Quality of Education
 - Teaching & Learning
 - Student Outcomes
 - 'Curriculum' Development
- Data & Assessment
- Deputy DSL
- Lead for CWSW (VS 'Extended Role').

Business Support Officer
Ruby Tasney

SEM & PLAC Lead + Sports/Arts Ambassador
(PLAC Funding)
Jade Busby (0.6)

- PLAC
- Sports & Leisure
- Arts & Culture
- Deputy DSL
- Education Visits Coord

Learning Advocates: Statutory School Age (9)

- **In County:**
 - Anne Griffin (Lead: CEIAG & NEET Prevention)
 - Paula Hemming (Lead: DT Training and Carer & IFA Training)
 - Sam Purser (Lead: EPEP System and Carer & IFA Training)
 - Mary Williams (Lead: SEND)
 - Sadie Holloway (Lead: DSL - Safeguarding)
- **Out of County:**
 - Steven Judd (Lead: Social Care Partnership & UASC)
 - Fiona Eades (Lead: UASC)
- **Reception Year:**
 - Becky James (0.8) (Lead: DT training & website)
- **EHCIPs:**
 - Deborah Pribojac (Lead: SEND)

Learning Advocates: Non-Statutory School Age (3)

- **Early Years (Pre-school: 2, 3 & 4 year olds)**
 - Sara Haigh (Lead: Early Years)
- **Post 16 (since July 2021):**
 - Jess Reece (Joint Lead: Post-16 & NEET)
 - Jill Peplow (Joint Lead: Post-16 & NEET)

Team Wellbeing

The health and wellbeing of all our employees is a top priority for Worcestershire County Council. Building a workforce which has personal and collective resilience with mental, social and physical wellbeing is at the centre of everything we do. Our wellbeing approach, as part of our workforce strategy, provides a wide range of physical, mental, social and financial options to ensure our employees have the support they need, when they need it. This includes ongoing support from Mental Health First Aiders and the Employee Assistance Program which provides a complete support network offering 24/7 expert advice and guidance, covering a wide range of issues. There are also regular 'Wellbeing Weeks', providing a wide range of workshops and events.

Summary of CPD and training opportunities

Weekly team meetings and dedicated CPD days ensure that the WVS team is kept abreast of, and given agency to contribute to, regional and national developments. These sessions are also an opportunity to quality-assure and improve the service provided by WVS.

Individual professional development is encouraged and supported, including NPQ courses, and the NAVSH post-graduate course. There is also a suite of mandatory and compulsory courses for all employees, including:

- WCF Induction for New Starters
- Cyber Security
- Health and Safety in the Office
- Safeguarding Level 2
- Signs of Safety Induction
- Equality, Diversity and Inclusion
- Fraud, Bribery, and Corruption
- Code of Conduct and Core Employment Policies
- Data Protection and UK GDPR
- LiquidLogic EH/LAS/LCS
- Raising Awareness of Exploitation and Vulnerability
- Safer Recruitment
- Wellbeing
- Budget Forecasting and Roles & Responsibilities
- SEND Overview and Graduated Response
- SEND Assessment and Planning, Equality and Inclusion, Effective use of Funding
- Co-production
- New/Advancing Managers Pathway courses

Awards & Achievements



The Virtual School Headteacher was part of a team awarded WCC's Recognising You Award (on 10th July 2025) through the employee recognition programme, for their Mental Health First Aid provision for employees.

Virtual School Strategic Improvement Plan

Identification of key priorities for improvement

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 the Local Authority, the Corporate Parenting Board and the Virtual School Governing Board, which meets 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 the future state. A3 Plans are owned by the relevant strategic lead. These are regularly scrutinised by the Virtual School Headteacher, Deputy Headteacher and linked governors to monitor progress and measure impact.

Key priorities for the academic year 2025-26 are:

- 90% of Worcestershire settings to have accessed levels 1,2 or 3 of Trauma Informed and Attachment Aware Settings (TIAAS) training by the end of the academic year (82% as at end of 2024-25).
- To implement Phase 4 of the Raising Attainment for Disadvantaged Youngsters (RADY) programme (direct support for subscribed schools through Challenging Education and VS Deputy), aligned with the broader disadvantaged learners programme in partnership with WCC's School Improvement Team, Billesley Research School and the Education Endowment Foundation.
- To respond to the ever-increasing demands and resource pressures on Virtual Schools (and Local Authorities in general) by applying 'lean principles' to our practice, to maximise efficiency and impact.
- To deliver robustly on the new kinship care duties for Virtual Schools ('Promoting the education of children with a social worker and children in kinship care arrangements').
- To increase staffing resources to improve educational engagement and outcomes for children with a social worker, by appointing a dedicated Education Lead for Children

With a Social Worker and a new role of Education Adviser for Worcestershire Multi-Agency Protection Team.

- As per ILACS feedback – ‘improve children and care leavers participation in influencing service delivery and strategic development’ - to actively promote and secure increased participation in ‘Pupil Voice’ in all PEP’s & PPP’s.
- At least 90% of Year 11 children looked after to have an intended destination for September 2026.
- Attendance gap between children looked after and ‘All’ students to be reduced to less than 2%.
- Maintain 0% exclusion rates.
- Reduce suspension rates for children looked after to below 10% (end of 2023-24 = 10.49% [77]).
- To further close the attainment gap between children looked after and ‘all’ students.
- To improve outcomes for our children looked after with EHCPs by introducing a new specialist Learning Advocate (Education, Health and Care Plans) post.
- To reduce the number of looked-after pupils on a Part Time Timetable, remaining below 25 and to ensure all have a robust reintegration plan in place, which is monitored regularly.
- To reduce young people Not in Education, Employment or Training (NEET) from 17% (end of Academic year 2024-25) to 15% or below by end of Academic year 2025-26 (previously reduced NEET from 27% (2022-23) to 17% (2023-24)).