

Schools - Reducing Persistent Absence

Areas to consider

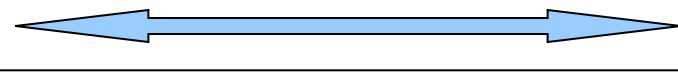
Example questions

Red

1

Green

12



1.1 Recent Performance

Recent data

Are pupils who are likely to meet PA criteria identified regularly/early?
Are the number of pupils identified less than the number in the same period last year?
Is data fully analyzed to identify the types of absence that these pupils have acquired?
Is the school using the analysis of data to target effective interventions?
Is the school providing accurate data to the Children's Services on time?

Pupils not identified

No. of pupils meeting PA criteria has increased

Data not used in this way

School consistently fails to return data to LA when requested

Pupils with PA identified regularly

No. of pupils with PA is consistently below the number for the same period last year

Reasons for PA are identified per pupil and issues fully addressed

School always provides LA with data when requested

1.2 Capacity to drive progress

Priority

Is the school Attendance Leader a member of SLT?
Is there a whole school approach to improving attendance which included PA pupils?
Is the school effectively targeting PA pupils with appropriate interventions?
Does the school policy have a clear escalation of interventions?
Do departmental plans reflect an understanding of and makes links between attendance and attainment?

The school does not have an identified lead for attendance

PA is not an area that receives attention

The school has no clear escalation policy

Attendance is not written into departmental plans

Attendance Leader is a member of SLT

Evidence of effective whole school approach is available with PA pupils appropriately targeted

Clear escalation policy in place

Departmental plans make links between attendance and attainment

Resource allocation & capacity

Do staff have appropriate amounts of time to implement policy?
Is the school supported appropriately by outside agencies?
Is the school developing appropriate partnerships to support PA pupils?
Have all staff received appropriate training in roles and responsibilities?

Staff do not have sufficient time to carry out attendance responsibilities

The school makes little use of partners

Regular training is not provided to staff concerning roles and responsibilities.

Staff have appropriate amounts of time to undertake roles

Outside partners actively engaged

Regular attendance related CPD provided to staff

Co-ordination of resources

Does the school policy/strategy for improving attendance identify the roles of staff and procedures to be followed?
Does the school have SLA, or similar, with partner agencies?
Does the outcome from monitoring ensure interventions are focused/used appropriately?
Is there a specific escalation of early interventions to prevent pupils meeting the threshold for PA?

Roles and procedures are not identified

There are no written SLAs with partners

Interventions are not monitored

Pupils with PA are not monitored and/or interventions strategically planned.

Written roles and responsibilities available for all staff

Interventions are monitored and evaluated

Evidence of escalation processes exists

Relationships and engagement

Does the school have effectively working practices with appropriate partners?
Does the school attendance leader have effective networking with Children's Services and other schools?

Partners not used

School Attendance Leader, in this role, does not network outside of the school

Full range of partners work with the school to improve attendance

School Attendance Leader involved in LA network opportunities

Schools (continued) - Reducing Persistent Absence

Areas to consider	Example questions	<div> <div>1</div> <div>Red</div> <div>12</div> <div>Green</div> </div>	
2.1 Quality of planning <div>Policy Framework</div>	<p>Does the school regularly review its strategy, policy and practice in relation to improving attendance?</p> <p>Does each pupil with PA have an individual action plan for improvement which is regularly reviewed and shared with pupils and parents/ carers?</p> <p>Is the management of attendance based within a fast track timescale.</p>	<p>No formal strategy in place or roles and responsibilities which are unclear</p> <p>Plans not developed for pupils with PA</p> <p>No review system</p> <p>Interventions are not time limited</p>	<p>Policy and procedures kept under constant review and all staff know how to feed into this.</p> <p>Plans exist for all pupils with attendance issues including all pupils likely to become PA</p> <p>All interventions are time limited and tis is monitored by SLT</p>
2.2 Performance Management <div>Performance monitoring and management</div>	<p>Is attendance policy and practice rigorously and robustly monitored and is impact measured?</p> <p>Do governors oversee this monitoring process? Is the effectiveness of interventions monitored regularly?</p> <p>Is first day contact used effectively and are actions taken with parents who fail in their parental responsibility?</p> <p>Are pupils aware of their individual level of attendance and the target they need to achieve?</p> <p>Are the links between attainment and attendance understood and actions to manage these implemented?</p>	<p>No regular monitoring exists</p> <p>Governors not involved</p> <p>First day contact is not used and/or monitored</p> <p>Individual targets not set for pupils</p> <p>No links made</p>	<p>Policy and practice constantly monitored and assessed</p> <p>Governors actively involved in reviewing policy and fully understand practice within the school</p> <p>First day contact is used and evidence of impact considered</p> <p>All pupils have individual attendance targets</p> <p>Links between attendance and attainment are made and disseminated to pupils</p>
<div>Strategic framework</div>	<p>Does the SEF consider the need to improve and sustain levels of attendance?</p> <p>Does the school use this school framework on a regular basis to update performance and determine actions for improvement?</p>	<p>Attendance not specifically referred to in the SEF</p>	<p>Attendance is included within the SEF</p> <p>School can evidence how its strategies to improve attendance are having a positive effect within the school.</p>
<div>Communications</div>	<p>Do pupils & parents receive regular updates on pupil attendance?</p> <p>Is the work on attendance reported on a regular basis to teaching and non teaching staff, governors, parents/ carers?</p> <p>Does the school plan the promotion of attendance throughout the academic year using a range of media?</p>	<p>Parents/pupils only get annual feedback on attendance levels</p> <p>Attendance is not reported on to these groups</p> <p>Media is very seldom used</p>	<p>Pupils receive regular feedback on their attendance rates together with individual targets</p> <p>Staff receive attendance data per form/year and subject group.</p> <p>Media is used effectively.</p>