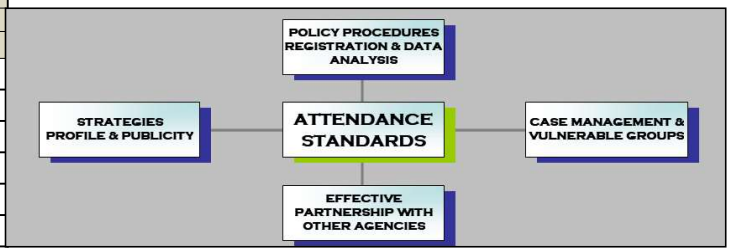
Pupil Attendance Systems Review

Walsall Council
Walsall Children's Services

Name of School	
Date of last Ofsted	
Date Process Completed	
Headteacher	
Attendance Lead (if not Headteacher)	
Attendance Consultant	
Other Participants	
Date Completed including Comments & Recommendations	
1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS	#N/A
2. CASE MANAGEMENT AND VULNERABLE GROUPS	#N/A
3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES	#N/A
4. STRATEGIES, PROFILE & PUBLICITY	#N/A
Each of the Attendance Standards provides indicators for action planning, even if the status is green	
Overall Attendance Standards Status	#N/A

Key:	
	School enter information in this colour cell only
	Local Authority enter info in this colour cell only
	#N/A - Information missing



Pupil Attendance Systems Review

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Name of School		

ATTENDANCE STANDARD 1

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit.
School is requested to provide policies, documents etc. to evidence statements as appropriate.

1. ATTENDANCE POLICY, PROCEDURES, REGISTRATION & DATA ANALYSIS	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
1.1 The school attendance policy is fit for purpose with written processes to reduce persistent absence and celebrate good and improved attendance.							
Evidence/Comments							
1.2 The attendance lead is a member of the senior leadership team, reporting on current trends and the impact of strategies in place.							
Evidence/Comments							
1.3 All staff receive written procedures and regular training to clarify their roles and responsibilities in supporting pupil attendance.							
Evidence/Comments							
1.4 Parents/carers & pupils, including new parents, receive written accessible procedures that make clear their responsibilities regarding pupil attendance, absence, punctuality and the link between attendance and attainment.							
Evidence/Comments							
1.5 Realistic and aspiring school attendance targets are set and published to staff, governors, parents, carers, and pupils.							
Evidence/Comments							
1.6 The school sends an attendance file to the Local Authority and have signed up to the DfE data sharing portal.							
Evidence/Comments							
1.7 Accurate attendance data is provided weekly to key staff and managers to inform them of causes, intervention or achievements.							
Evidence/Comments							
1.8 Parents/carers and pupils are informed on a minimum termly basis of attendance and/or persistent lateness via an attendance printout, and targets are set.							
Evidence/Comments							
1.9 Persistent Absence data is regularly reviewed (minimum / fortnightly) to identify pupils who are Persistently Absent and those at risk of becoming so.							
Evidence/Comments							
1.10 The correct use of registration codes and reasons for absence provided by parents/carers is *accurately* recorded, monitored and trends analysed at least termly.							
Evidence/Comments							
Standard 1 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

There is clear evidence of school planning at all levels. The plans, policies and procedures are well embedded within school and into other relevant plans of the LA. The plans are designed to bring about school improvement and there is evidence of the plans having a positive impact on attendance and reducing levels of persistent absence.

Realistic and aspiring targets are in place and being met. Data is collected, analysed, and disseminated to school staff, governors, pupils and parents, LA and other partners. The data is used to make helpful comparisons on a regular basis. The school and LA use the data at a strategic level to inform practice.

AMBER

Most targets are aspirational and being met in the majority of cases. School planning is good but there is scope for some improvement. The plans, policies and procedures should be capable of delivering improved outcomes for attendance and reducing levels of persistent absence.

Data is collected and analysed and used to inform practice. However there is limited use of data or its dissemination to key people is restricted.

RED

There is little or no evidence of school planning. There is no possibility of the plans policies or procedures having an impact on levels of attendance or reducing levels of persistent absence.

Targets are either not set or not sufficiently challenging. Data is collected irregularly or not analysed, or little or no connection is made between the data and the work of schools or the LA. Comparisons are either not made or it is not possible to make comparisons from the data.

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ATTENDANCE STANDARD 2

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School is requested to provide policies, documents etc. to evidence statements as appropriate.

2. CASE MANAGEMENT AND VULNERABLE GROUPS	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
2.1 All pupil absence, authorised and unauthorised, is monitored and intervention initiated when there are concerns using a whole school approach.							
Evidence/Comments							
2.2 For all pupils with attendance concerns, interventions and contact with parents/carers are recorded and progress monitored weekly.							
Evidence/Comments							
2.3 Clear and consistent escalation procedures exist that include Statutory Action.							
Evidence/Comments							
2.4 Consistent and supportive arrangements are in place to integrate and reintegrate pupils returning from absence or joining the school.							
Evidence/Comments							
2.5 The attendance of pupils with Child Protection/CIN plans and/or Safeguarding concerns is closely monitored by a designated Teacher (DSL).							
Evidence/Comments							
2.6 The attendance of Looked After Children is closely monitored by a designated Teacher and Personal Education Plans completed (DSL).							
Evidence/Comments							
2.7 Pupils with Persistent Absence (10% or more absence) have action plans (this could be a generic plan for all pupils below 90%. Some may require individual plans due to circumstances and/or needs).							
Evidence/Comments							
2.8 Procedures are in place for supporting the needs of vulnerable groups, including but not exclusive of Gypsy, Roma & Traveller children, SEN pupils, pupils returning from Exclusion or involved in Managed Moves, etc.							
Evidence/Comments							
2.9 The Signs of Safety and Well being Framework (3 houses form or equivalent) is used to capture the voice of the child when attendance is of concern.							
Evidence/Comments							
2.10 Attendance and punctuality data is used to identify trends relating to vulnerable pupils and groups (SEND, ethnicity, pupil premium, Looked After Children, previously Looked After Children, etc.).							
Evidence/Comments							
Standard 2 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

Procedures for ensuring that casework does not become entrenched are clear. There are robust systems in place to ensure progression.

There is clarity about how cases are referred to the LA. There is a robust system in place to ensure escalation within the schools procedures where attendance does not improve. Full use is made of appropriate legal processes. Effectiveness of strategies are measured and analysed.

There are sound systems and procedures in place, which ensure effective support for the attendance of vulnerable children. Children are provided with education if out of school and are not out of school for longer than statutory time limits. The school is socially inclusive.

AMBER

A casework management system is in place. The system is followed properly in the vast majority of cases. Only a small number of cases become entrenched or slow moving. Supervision arrangements are adequate and capable of picking up exceptions to the system.

The vast majority of cases for which legal processes are appropriate are dealt with rigorously and consistently. Consideration is given to the effectiveness of interventions.

There are sound systems and procedures in place. Effective support is not necessarily available in every situation to ensure the attendance of all vulnerable children. Challenge and support between school and LA is satisfactory.

RED

Little evidence of effective casework management or consistency of approach. Little or no criteria for schools to refer to the LA. Legal processes are not consistently utilised. Lack of clarity about what is or is not effective.

There are poor systems and procedures in place for ensuring that children are on roll or receiving full time education. There is a real risk that pupils may "get lost in the system". Many pupils are not socially included. There is little or no constructive challenge relationship between school and the LA.

ATTENDANCE STANDARD 3

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
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3. EFFECTIVE PARTNERSHIP WITH OTHER AGENCIES	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
3.1 The school contacts Walsall's School Attendance Support Team as needed for individual casework support in relation to poor attendance.							
Evidence/Comments							
3.2 The school builds partnerships with parents/carers to improve attendance by offering advice, meetings and signposting/referral to external services.							
Evidence/Comments							
3.3 The school engages with other schools to co-ordinate attendance strategies.							
Evidence/Comments							
3.4 The school refers appropriate pupils with health related absence to agencies e.g. School Nurse, Shepwell.							
Evidence/Comments							
3.5 The school are aware of and commission appropriate services for pupils with behavioural difficulties, to maximise access to full time provision.							
Evidence/Comments							
3.6 Specific staff members/services (internal Attendance Officer/LA Traded Service/Independent Attendance Service) are employed by the school to address poor pupil attendance and their impact is regularly evaluated.							
Evidence/Comments							
3.7 The school is aware of 'Right Help, Right Time' indicators and uses strategies where appropriate to support families where attendance is of concern.							
Evidence/Comments							
3.8 School is aware of the current process for requesting Legal Intervention from the LA.							
Evidence/Comments							
Standard 3 Status: Red/Amber/Green	#N/A						

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

The partners for attendance are clearly defined and their roles are fully understood. Clear and effective joint working protocols have been established with these services. Referral processes are well established with key individuals within each partner agency. Partner agencies are welcomed and involved in opportunities for attendance work with pupils and parents/carers. There is clear evidence that partnerships have had an impact on attendance.

A clear referral criteria is in place and being used. A senior member of staff has the responsibility for linking with the LA to jointly agree actions and use of allocated time. Attendance services available from the LA are known and accessed by staff.

AMBER

There is evidence of active contribution of most other partners in raising attendance and minimising unauthorised absence and in reducing levels of persistent absence.

Referral criteria in place and mostly being used. Liaison between school and LA is not efficient and effective in relation to frequency or content. Schools awareness or take up of LA attendance services is limited.

RED

The LA is seen as the sole agency responsible for attendance. Other partners make a contribution to attendance on paper only and by their actions demonstrate it is a low priority.

Liaison between a senior member of staff and LA is infrequent or not productive, or delegated to a non-manager or administrator. Little or no use is made of LA attendance services.

ATTENDANCE STANDARD 4

Please place an 'X' in the appropriate response box by each statement. This will automatically traffic light the assessment for each standard.
Local Authority comments are added to support each statement within all 4 standards and Local Authority recommends action as a result of overall audit.
School is requested to provide policies, documents etc. to evidence statements as appropriate.

4. STRATEGIES, PROFILE & PUBLICITY	Not in place	Developing	Established	Actions Required	Person responsible to action	Date action to be completed	Review (Complete / Developing)
4.1 Improving attendance strategies includes reducing Persistent Absence and Whole School Initiatives.							
Evidence/Comments							
4.2 First Day Contact procedures are operated daily for every pupil absent and action taken when there is no response.							
Evidence/Comments							
4.3 Punctuality procedures are in place, ensuring that late pupils are recorded accurately and persistent lateness is addressed.							
Evidence/Comments							
4.4 Governors monitor attendance data, including PA, and the effectiveness of interventions regarding attendance at least termly.							
Evidence/Comments							
4.5 **All** staff are given sufficient time, status and guidance to implement attendance policy and procedures and are accountable.							
Evidence/Comments							
4.6 Specific funding is allocated for attendance promotion and rewards.							
Evidence/Comments							
4.7 Parents/carers are regularly updated about the importance of attendance/punctuality and links between attendance and attainment.							
Evidence/Comments							
4.8 All relevant staff are fully aware of the Regulations relating to deletion from roll and comply with those Regulations in every case (including referral process to CME Team / Pupil Tracking).							
Evidence/Comments							
4.9 Achievements and improvements in attendance and punctuality are celebrated and accredited.							
Evidence/Comments							
4.10 Attendance assemblies, focus weeks and other activities take place regularly throughout the school year.							
Evidence/Comments							

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4.11 Current attendance and punctuality key messages are prominently displayed around the school.							
Evidence/Comments							
4.12 School recognises the importance of good attendance and makes it a central part of the schools vision, values, ethos and day to day life.							
Evidence/Comments							

Standard 4 Status: Red/Amber/Green	#N/A

The descriptions below offer an indication as to how a standard's score might impact upon practice

GREEN

School staff and governors actively promote good attendance within their roles, leading to the raising of attendance to meet agreed targets. There is effective use of targeted funding and the provision of dedicated attendance support staff. Strategic links exist between senior managers with responsibility for safeguarding and attendance.

Effective practice has an impact upon the whole school by being innovative and communicating the positive message of good attendance to every pupil and parent, staff member and governor. The school is able to demonstrate that attendance and persistent absence is given a high profile in and around the school.

The link between attendance and attainment is made clear. Partnership working within school is evident by celebrating achievement to support pupils and parents through activities utilising promotional materials and the curriculum.

AMBER

Limited or sporadic promotion of attendance is undertaken by staff and/or governors. Most targets are challenging and being met in the majority of cases. Some positive links exist between the key staff responsible for safeguarding and for attendance.

Effective practice is being developed to improve whole school attendance, to date this has only had a partial impact. Attendance is not given as high a profile as necessary. Promotional strategies may not yet be well embedded.

RED

Staff and governors are not active in promoting attendance or are unaware of targets set. No effective use of target funding for attendance. No link exists between staff responsible for safeguarding children and attendance.

No effective practice exists which communicates the importance of good attendance to the whole school community. Little or poor attempts are made to raise profile.

Overall Attendance Standards Status	#N/A

Traffic Light Classification of Attendance Standards

General description of overall analysis

GREEN

Green : For a school to be "green" most of the processes assessed should be demonstrating good practice in a sufficiently rigorous manner to bring about the required reduction in persistent absence and improvement in overall attendance.

Although not every process assessed needs to be rated green, there must be effective working practices in place for those that are not, with achievable plans to make the required improvements.

AMBER

Amber: For a school to be "amber" there has to be confidence that the right processes are in place in the majority of areas, although there may be room for improvement.

It should be expected that there will be a positive impact on attendance and a reduction of levels of persistent absence, although there is less confidence that all attendance targets will be achieved or exceeded. There should be no fundamental issues critical to shifting attendance that are not being addressed effectively.

RED

Red: For a school to be "red" there are serious concerns about the way in which the school is addressing attendance within the standards identified. This is likely to impede progress in reducing persistent absence levels or improving overall pupil attendance.

Priorities should be identified and actioned to put in place strategies for improvement and change current policies and procedures.