

Support to Self-Evaluate School Attendance

The self-evaluation checklist is an important instrument to designate areas for improvement within the school, assist in target setting and prioritizing implementation measures to improve attendance.

When completing the questionnaire, please tick the box that applies to your school.

Relevant comments can be added in the Comments section to justify your judgement.

School	
Pupil Numbers	
Staff Member completing the form	
Post	
School's Education Welfare Service	
Date	

Performance	Attendance		Free School Meals (FSM)	
School Year	Target %	Actual %	FSM %	Quartile
2013 -2014				
2014 - 2015				
2015 – 2016				

Strategic Management	Strength	Requires Attention	Weakness	Comments / Evidence
Do you have a nominated governor who has specific responsibility for attendance?				
Is a designated member of staff from the School's Senior Leadership Team/Senior Management Team responsible for attendance?				
Does the staff member who leads on attendance ensure that intervention and support requirements are identified at an early stage for pupils for whom there are attendance concerns?				
Has time and resources been allocated to deal with attendance?				
How well does the staff member who leads on attendance ensure that the policy principles are consistently implemented throughout the school?				
How well does the staff member who leads on attendance monitoring the accuracy of attendance, monitor the accuracy of the work of recording and registering attendance? Is this work regularly inspected?				
Does the staff member who leads on attendance, monitor, analyse and deal with the matters mentioned?				
Does the staff member who leads on attendance analyse and challenge levels of Authorized Absence?				
Does the staff member who leads on attendance analyse and challenge "N" unexplained given using Missing Marks?				
Does the staff member who leads ensure that all the relevant staff who have registration responsibilities, have received training and that their practices are monitored to ensure high standard practices?				
Are all staff who have registration responsibilities aware of the attendance codes?				
Can all staff members who have registration responsibilities, challenge "N" marks and Missing Marks?				

Have supply staff completed a familiarization period and are they prepared as regards attendance and registration practices?				
“Strategic Management” average score				

Your Attendance Policy	Strength	Requires Attention	Weakness	Comments / Evidence
Is the school’s policy current, of a high standard and is it regularly reviewed?				
Does the school’s attendance improvement policy/strategy note the staff’s functions and the procedures that should be followed?				
Does every staff member understand and know what the policy is and regularly implement it throughout the school?				
Is attendance fully integrated into other policy areas e.g. safeguarding?				
How clear are the policies and procedures for working with Parents/Guardians, Education Welfare Officer/Education Social Worker and outside agencies?				
Does the policy include the school’s policy on taking holidays during term time?				
Are the attendance policy and practices thoroughly monitored and is its impact evaluated? How is that done?				
Do governors supervise the monitoring process? Is the intervention’s effectiveness regularly monitored?				
“Your Attendance Policy” Average score				

Managing Attendance	Strength	Requires	Weakness	Comments / Evidence
Are regular meetings held with the Educational Welfare Service to designate and agree on pupil intervention/support?				
Are increasingly intensive interventions used and is the impact of such interventions known generally?				
Is there an effective pupil tracking method to identify any pupil whose attendance level is starting to fall? How is this method used?				
How effectively does the school ensure that it knows all the pupils whereabouts every day for protection purposes?				
Do school staff have differentiated responsibilities to deal with pupils whose attendance levels vary – i.e. Class Tutors deal with 92% and the Head of Year/Deputy Headteacher target 87 - 91 % etc?				
Does the school offer an appropriate balance for Parents/Guardians as regards support and challenge?				
Does the school have strategies in place to re-integrate pupils who return following long-term absence, including the entire designated staff? - i. e. School checklist, referral to the Education Welfare Service that may assist to limit absences on pupils records?				
Does the school receive appropriate support from outside agencies? Do outside agencies provide any support? Are there any gaps in the required support?				
Has the school adopted a rewarding good attendance procedure?				
Does the school and the secondary school collaborate and forge links as regards attendance?				
“Managing Attendance” Average Score				

Data gathering and Analysis	Strength	Requires	Weakness	Comments / Evidence
Do the Governors and the Senior Leadership Team/Senior Management Team regularly review attendance data and across specific groups?				
Are attendance related matters discussed weekly by the Senior Leadership Team/Senior Management Team, the governing body and school council?				
Is the school data analysed to provide information about explanations for absence, persistent absence profile, identify vulnerable groups and links with standards?				
Do you plan interventions based on these findings?				
Does the Senior Leadership Team/Senior Management Team review and solve code levels "N" Unexplained and Missing Marks?				
Do the Senior Leadership Team/Senior Management Team review and solve Unauthorized Absence levels?				
Do you investigate the correlation between exclusions and the impact on attendance?				
Do you analyse the absence patterns of primary school pupils who attend the school, and put preventative strategies in place beforehand to provide support in the bridging phase?				
"Data gathering and analysis" average score				

Communication	Strength	Requires	Weakness	Comments / Evidence

Are pupils aware of their individual attendance levels and the target they need to attain? How is this set and conveyed to pupils and their parents/guardians?				
Do you regularly remind pupils, parents /guardians of the importance of good attendance and the link between attendance and achievement, through newsletters, during parents evenings, home/school agreements etc?				
Does the school plan the work of promoting attendance throughout the year?				
Is there a system in place to reward good attendance?				
Are pupils consulted about the rewards to ensure that they are relevant and motivate them?				
“Communication” Average Score				