

The Westminster School

Attendance Report for the Academic Year 2015/16

'Regular attendance at school is crucial in raising standards of education and in ensuring every child can meet their full potential' Advice on Attendance, Dfe, July 2013

The School and Governing Board monitors student attendance on an ongoing termly and annual basis. This report helps to provide the School with quantified information that will assist the School and Governors in evaluating the effectiveness of the School's strategies and initiatives to improve attendance.

This reports looks at attendance figures for the 2015-16 academic year for The Westminster School, and also looks at improvements made in attendance percentages in the School over the past three academic years. This report provides a comprehensive analysis of the significant improvements in attendance figures at the Westminster School over the past three academic years. All information has been obtained through the School SIMS database (with exception of comparative data for Special Schools, National and the LA which is taken from Perspective).

It is worth highlighting that pupil numbers have increased by 24% over the last three academic years.

Academic Year	Pupil Numbers
2013-14	140*
2014-15	165*
2015-16	173*

*These figures represent the total number of students in School in June each year, which includes the Year 11 and Post 16 students who leave school at the end of June. This ensures that a comprehensive data set for all Key Stages can be analysed without being skewed by Key Stage 4 and 5 leavers.

Whole School Attendance Over the Past Three Academic Years

The figures below are based on the attendance of students attending The Westminster across each academic year. This means that the attendance of students who joined or left The Westminster School partway through the academic year is included in these figures. However, including these students in this data increases the total number of students across each academic year.

	2013-2014	2014-2015	2015-16
Attendance	88%	88.6%	91.4%
Authorised Absence	8.5%	7.5%	6.7%
Unauthorised Absence	3.5%	3.9%	1.9%

The figures above clearly demonstrate a significant continued improvement in pupil attendance over the past 3 academic years; there has been a 3.4% increase in whole School attendance across the period covered in this report.

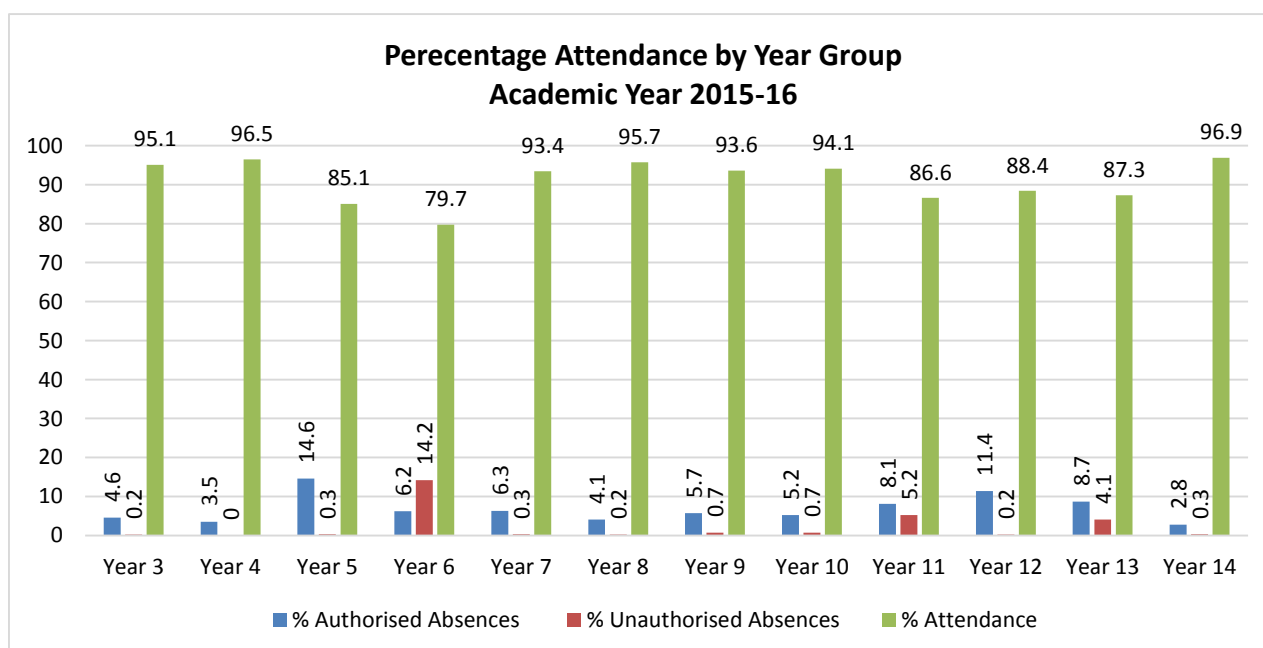
There has also been a marked reduction in unauthorised absence across the past 3 academic years, down from 3.5% in 2013-14 to 1.9% in 2015/16.

Attendance for the Academic Year 2015-16

Actual attendance figures compared to our targets for 2015/16 are as follows:

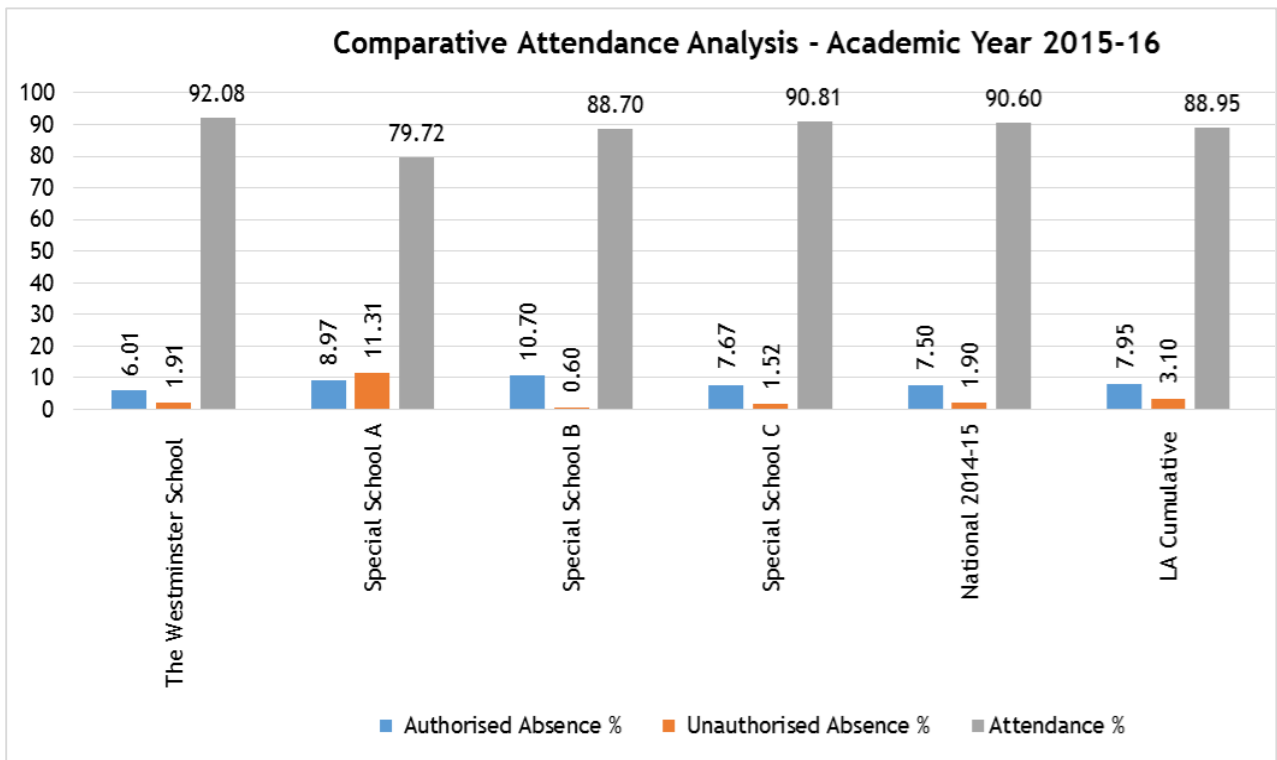
	Targets set for the Academic Year 2015/16	Actual Figures Year 2015/16
Attendance	92.50%	91.50%
Authorised Absence	4.5%	6.60%
Unauthorised Absence	3.1%	1.90%

Attendance in 2015-16 by year group is as follows.



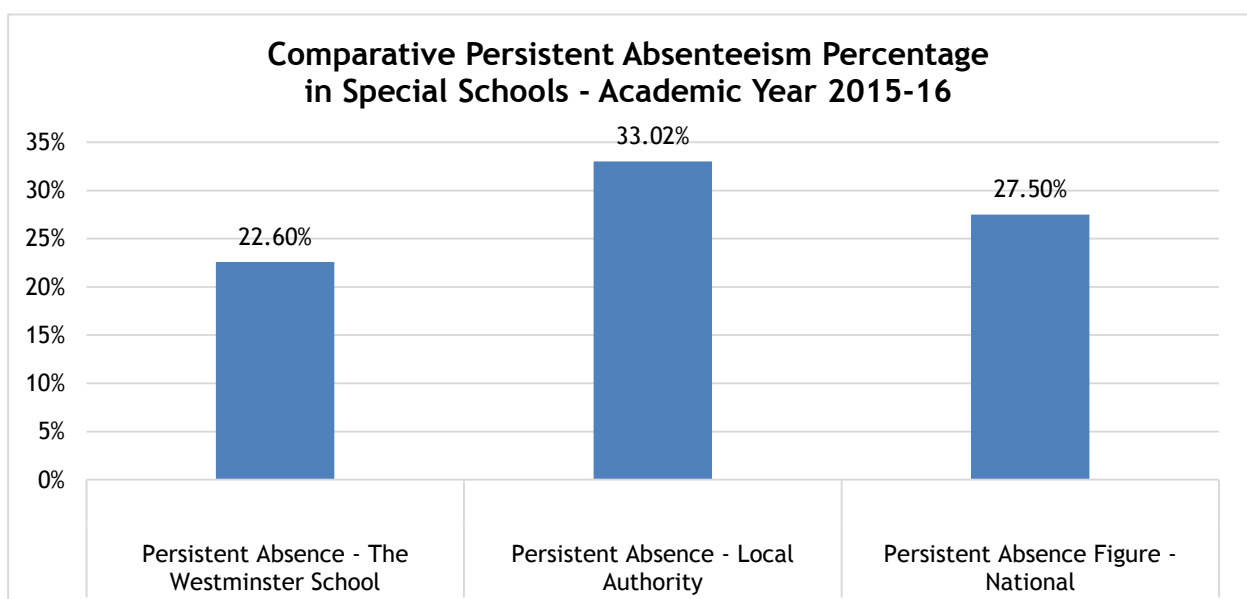
The graph highlights that attendance in some year groups in Key Stage 2 and Key Stage 5 is somewhat lower than in other Key Stages. Attendance will now be closely monitored in these Key Stages and strategies identified and implemented to improve attendance rates amongst these cohorts.

Comparative Attendance Analysis



This graph compares the attendance figures at The Westminster School against the 3 other Special Schools in Sandwell, the national figure and Local Authority cumulative figures.

Persistent Absence

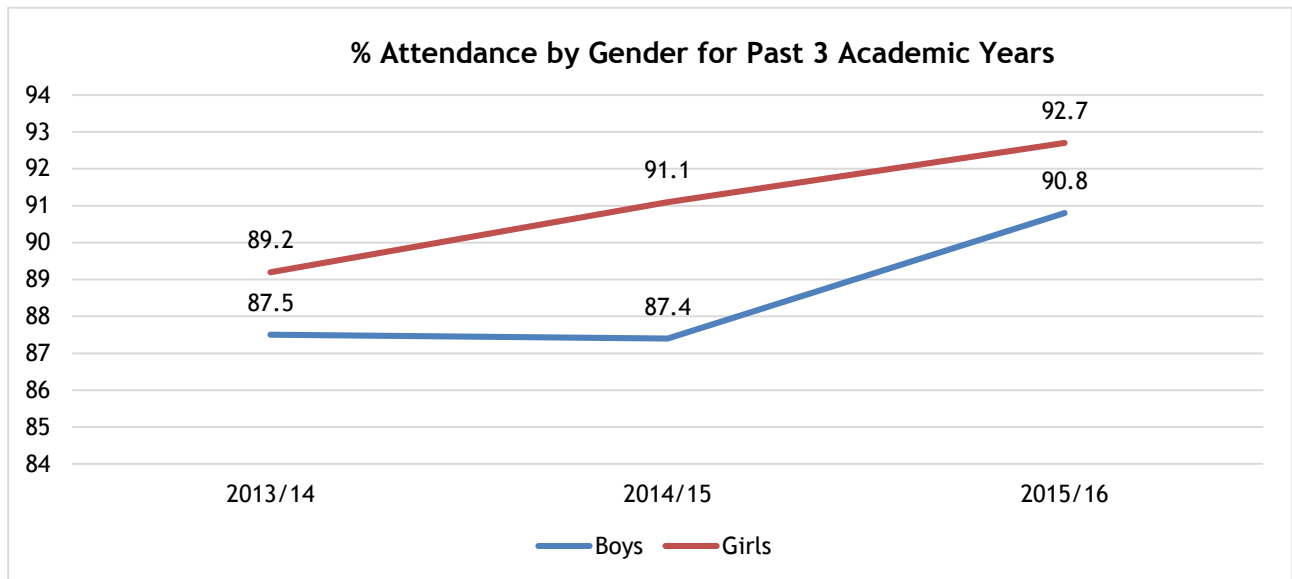


Other Areas to Note for 2015/16

- 9 students achieved 100% attendance - 4.9% of students.
- 92 students achieved 95% attendance or above - 50.8% of students.
- 124 students achieved higher than the School target of 92.5% - 68.5% of students.

Attendance Analysis over the Past 3 Academic Years

Attendance by Gender

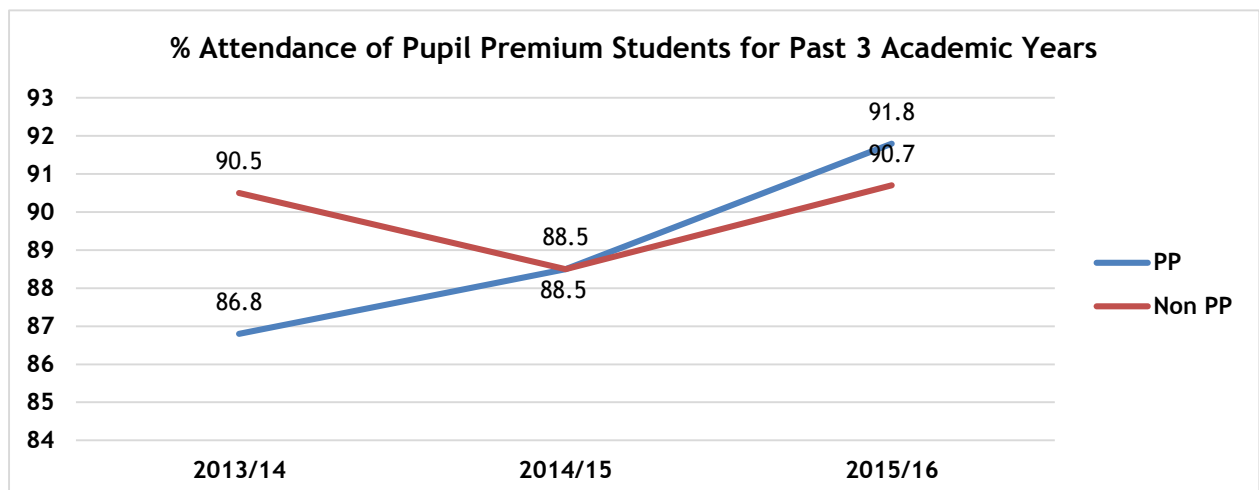


Points to note:

Increase of 3.3% for Boys over the past 3 academic years, and a reduction of 1.7% in unauthorised absence.

Increase of 3.5% for girls over the past 3 academic years, and a reduction of 1.5% in unauthorised absence.

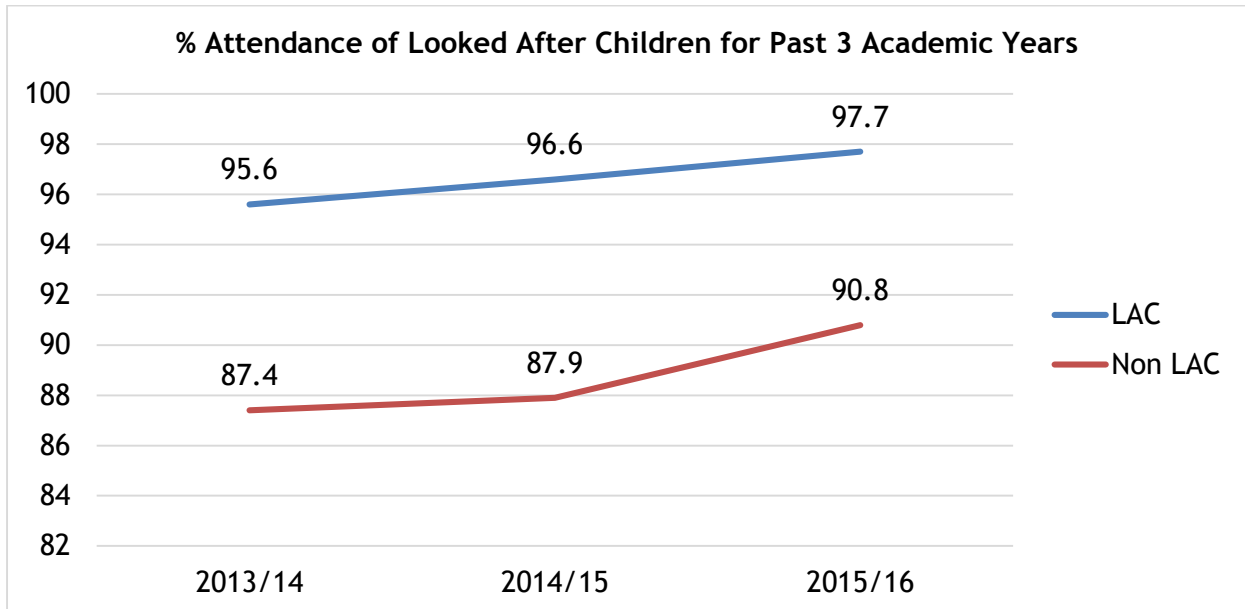
Comparative Attendance of Pupil Premium Students against Non Pupil Premium Students



Points to note:

An increase of 5% attendance for students eligible for Pupil Premium from 86.8% in 2013/14 to 91.8% in 2015/16

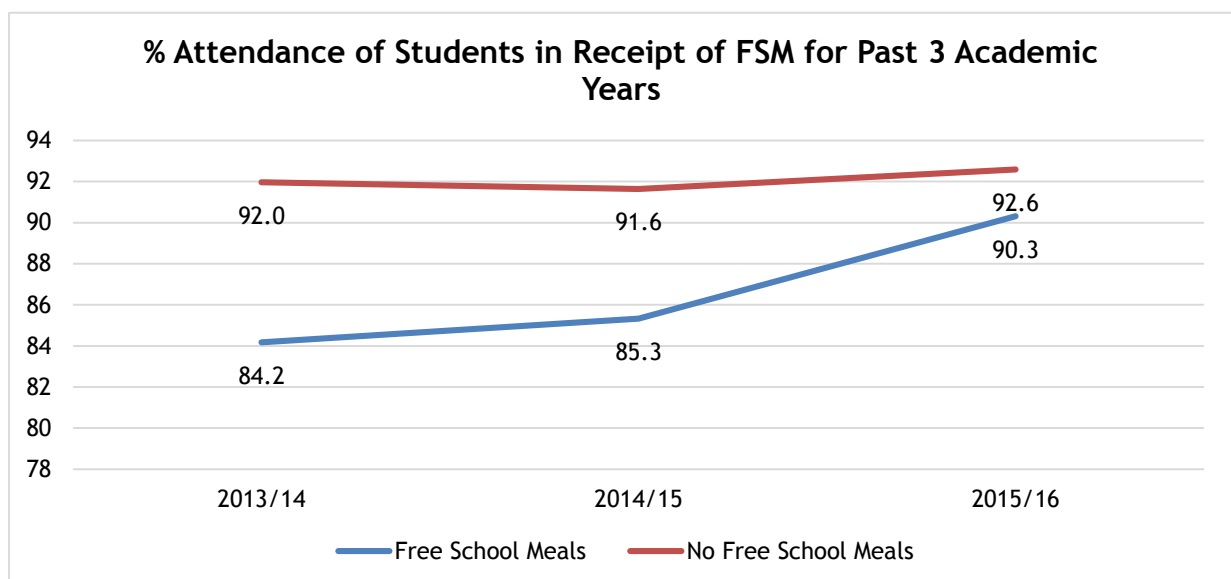
Comparative Attendance of LAC (Looked after Children) Students against Non LAC Students



Points to note:

An increase of 2.1% over the past 3 academic years for students who are LAC; 95.6% in 2013/14 to 97.7% in 2015/16.

Comparative Attendance of Students in Receipt of FSM (Free School Meals) against Students Not in Receipt of FSM



Points to Note:

An increase of 6.1% in attendance for the past 3 academic years for students who are eligible for Free School Meals. (84.2% in 2013/14 to 90.3% in 2015/16)

Strategies in 2015/16 That Have Been Implemented To Improve Attendance

- Re-launch of 'Super-Here-O' initiative for all students and staff.
- Letters outlining attendance targets for 2016/17 and last academic year attendance target achieved sent to parents/carers.
- Quickly identifying potential poor attendees for this academic year and implementing strategies to support these students.
- Weekly whole School attendance displayed on the 'Westminster School Information' Board.
- School working to engage with families to ensure that students return to School after going to medical appointments etc.
- Continue monitoring attendance at alternative providers and work experience.
- Working with external agencies to support students with attendance issues eg Krunch.
- Individual curriculum pathways for identified students.
- Students achieving attendance of 95% and over in an academic year are awarded special medals, certificates and prizes at The Pride of Westminster Awards in November each year.

Case Studies

Year 11 Male Student with Complex Autism

The School has made a considerable breakthrough with a student in Year 11. Over the last two academic years parents had experienced difficulties in getting their child into School on time, if at all. On occasions, the student arrived at School at 2.00pm. The School has implemented a range of strategies including classroom support for the student and regular liaison with Social Services which has led to a marked improvement in the student's punctuality and attendance. The student has also engaged more fully both at School and at college which has resulted in improvements in his communication and social skills. Significantly, the student successfully attended a three day residential at the Frank Chapman Centre. His attendance in 2015/16 increased 26.8% on 2014/15 (63.3% in 2014/15 to 90.5% in 2015/16).

Year 9 Female Student

This student had some particularly challenging behavioural difficulties both in and out of School during Year 8 in 2014/15. The School's Family Support Worker identified that there were issues in her home environment that may be contributing to this challenging behaviour and her attendance. This was 67.1% in 2014/15, which was clearly within the threshold of persistent absenteeism. During the academic year 2015/16 when she was in Year 9, the student was moved into Local Authority Care. The School implemented strategies to support the student during this time and these have led to improvements in her behaviour in School and in her attendance which increased 29.7% to 96.8% in 2015/16.

Next Steps

- Closely monitor attendance in identified areas -Key Stage 2 and Key Stage 5.
- Continue to monitor attendance weekly and ensure attendance team meet regularly.
- Identify students who may potentially have attendance issues in 2016/17, including students transitioning from primary school.
- Promote the importance of attendance through the role of the Form Tutor.

**Ben Taylor - Assistant Head Teacher for 14-19
September 2016**