

The Westminster School



Attendance Report for the Academic Year 2014-15

Attendance Figures (From SIMS)

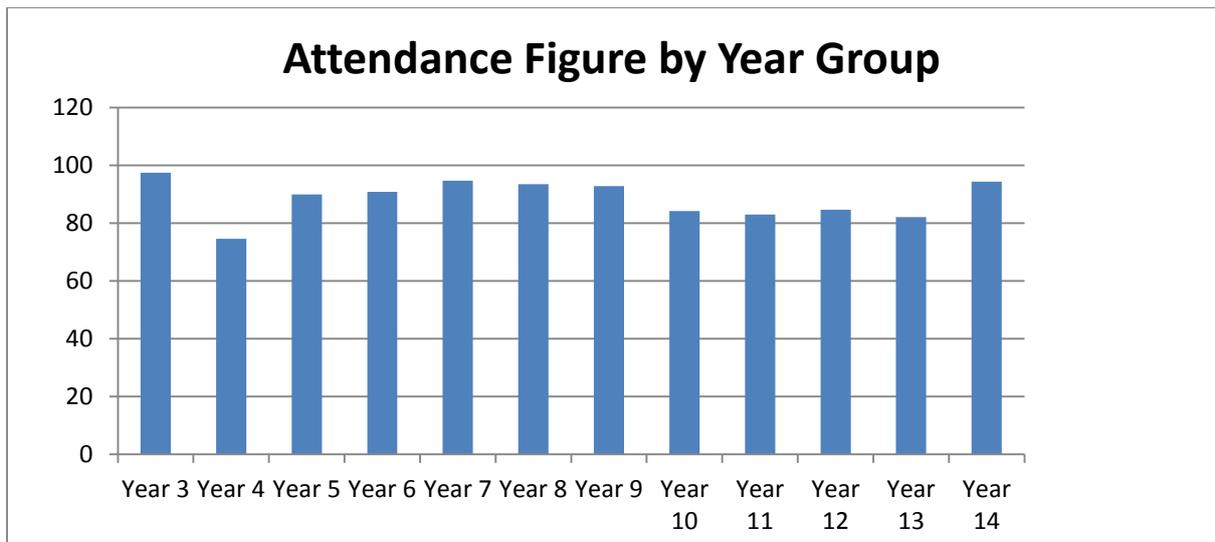
Attendance Figures	Targets set for the Academic Year 2014/15	Figures for 2014/15	Comparison to 2013/14
Whole School			
Attendance	92%	88.6%	88.65%
Authorised Absence	4.5%	7.5%	8.2%
Unauthorised Absence	3%	3.9%	3.2%

Westminster Attendance Data against LA Special Schools (Data obtained from Perspectives Solutions - note figures for HT 1-5 2014-15)

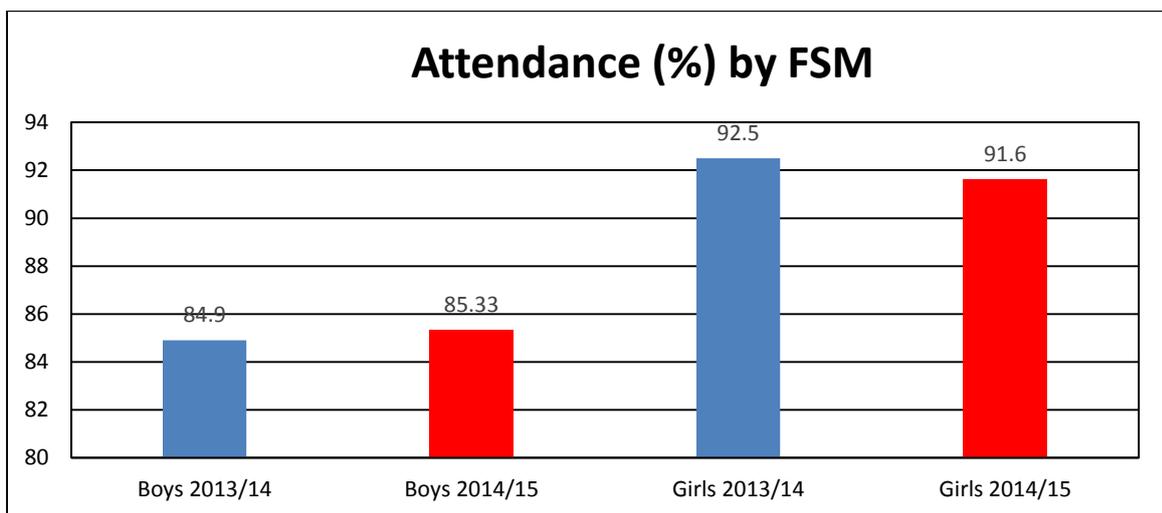
<u>Type of School</u>	<u>Persistent Absence 15%</u>	<u>Overall Attendance</u>
School A	45.31%	73.76%
The Westminster School	17.61%	89.4%
School C	26.92%	90.06%
School D	18.18%	89.74%
Sandwell Local Authority	14.60%	91%

\*\*\*School A,C and D denote special Schools in Sandwell LA\*\*\*

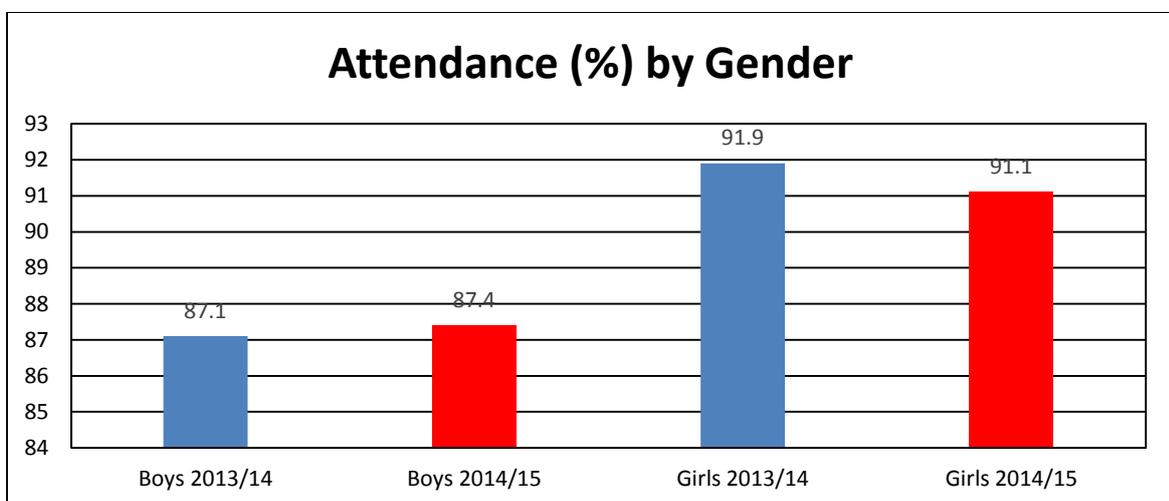
### Breakdown of Attendance by Year Group



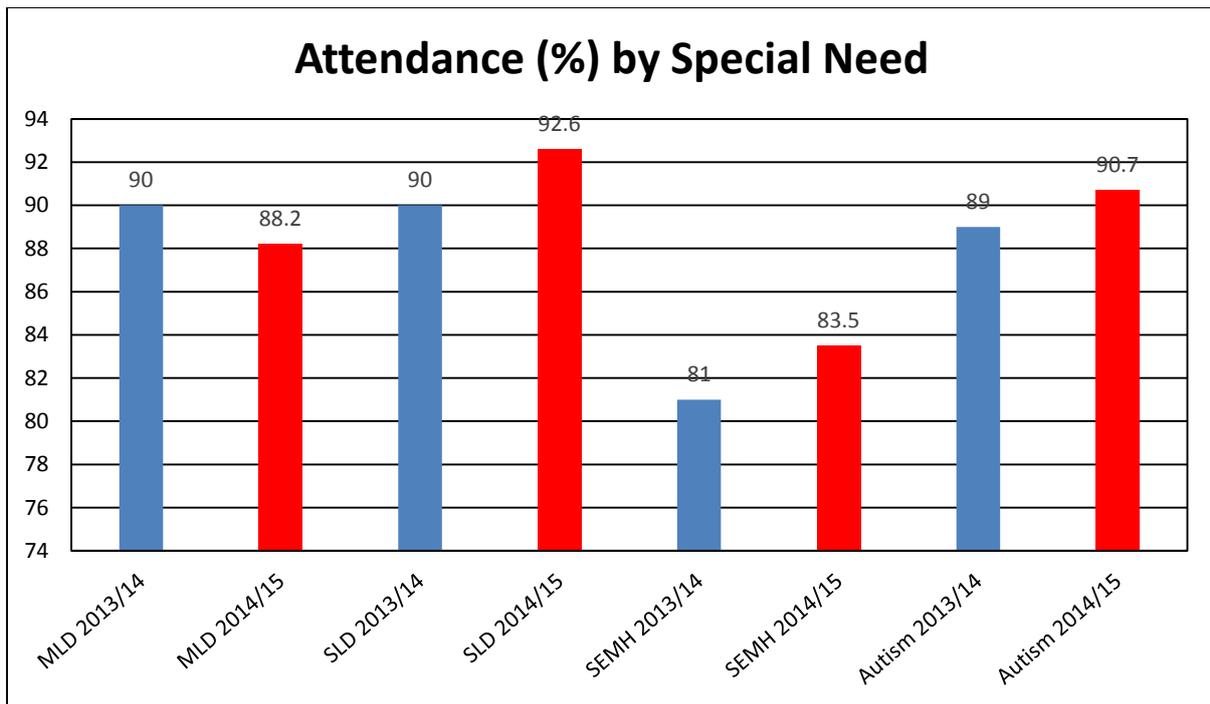
### Breakdown by FSM (Free School Meals)



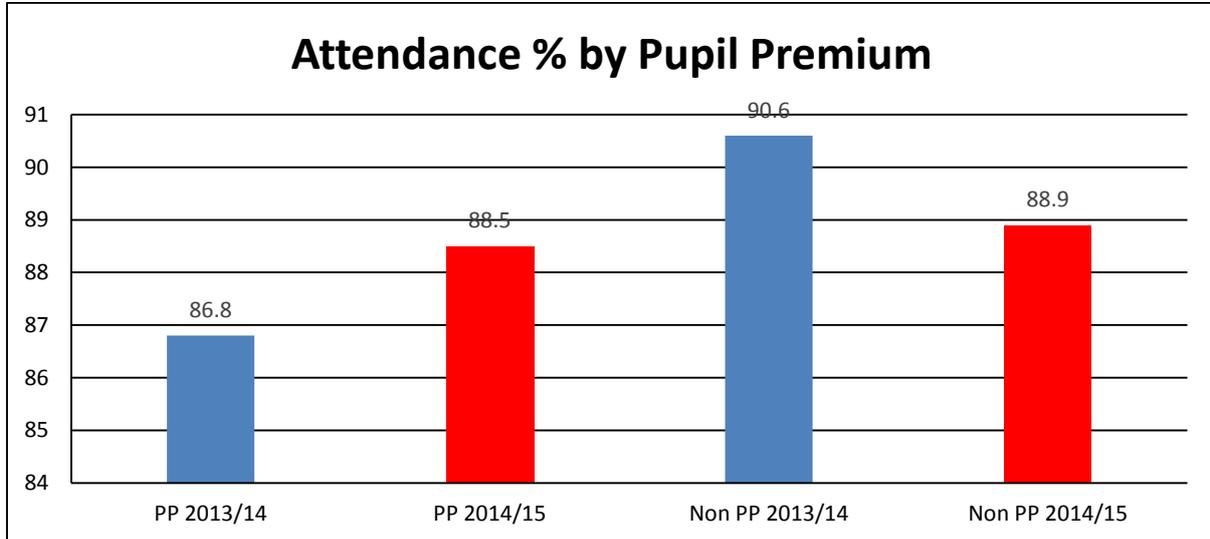
### Attendance by Gender



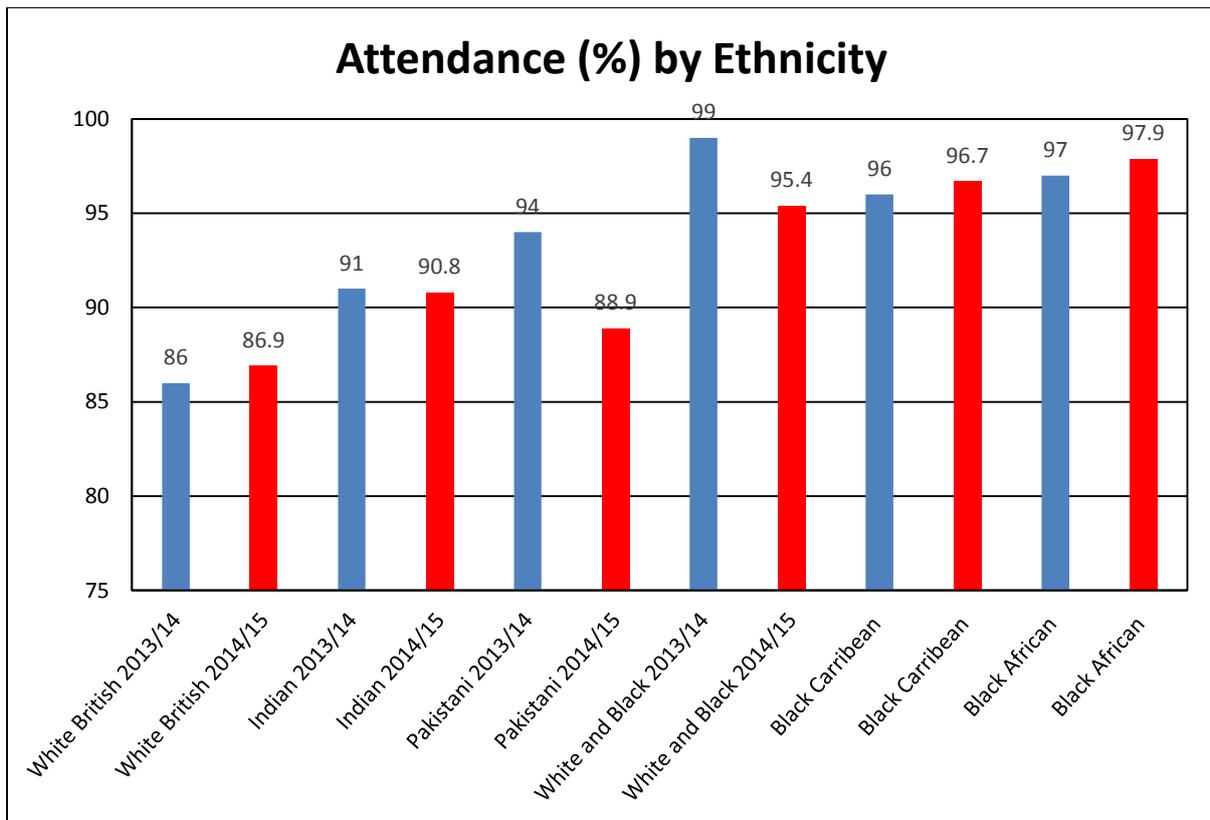
**Attendance by Special Need**



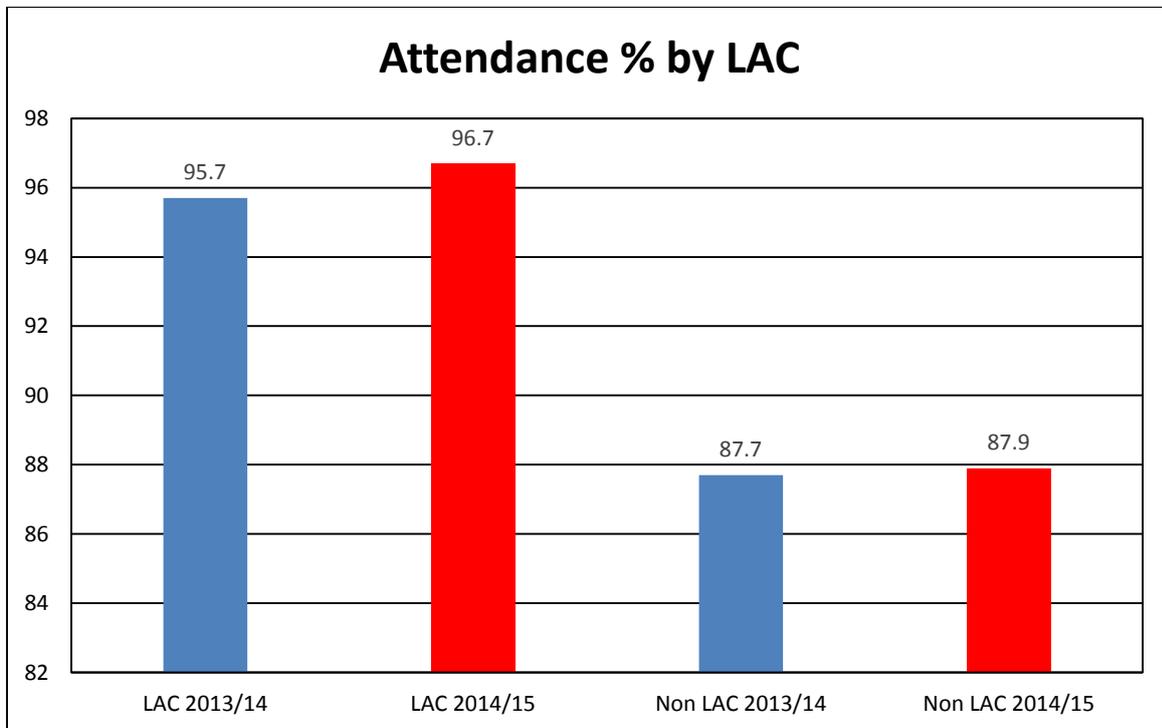
**Attendance by Pupil Premium**



**Attendance by Ethnicity**



**Attendance by LAC Status**



## Areas to Highlight

- 6 pupils have achieved 100% attendance from September 2014- July 2015 - an increase of 4 pupils from the previous academic year.
- 80 pupils (48%) achieved 95% attendance or above from September 2014-July 2015 - 58 pupils achieved this in the previous academic year.
- 107 (64%) pupils achieved 92% attendance or higher (School target) from September 2014 - July 2015 - This includes pupils who joined the School mid-year. This is an increase of 17 pupils from the previous academic year.
- 5 pupils suffered from medical complications resulting in a sustained period of absence. In this time the School worked closely with a hospital school and parents to ensure they still received an education for the period of time they were absent from School.

## Poor Attenders

The School quickly identified 11 pupils who were persistent poor attenders (below 60%). The School put in place the following strategies to support these pupils:

- Worked with external agencies to support their transition to Further Education (for example Options for Life and Connexions).
- Family support worker visited families on numerous occasions in order to support pupils back into education.
- Worked closely with the local authority attendance officer for advice and strategies to support pupils and their families. This included filing court papers for one pupil.
- One family was prosecuted for poor attendance and this resulted in a £75 fine.

**\*\*Without these pupils the attendance figure would have been 90.8%**

Other contributing factors that must be considered in this report were:

- Pupils moving out of borough and a 3 week period for transport disputes to be resolved by Walsall and Sandwell LA (2 pupils - siblings).
- Pupil moving out of the area and not having an education provider in their new destination.
- 1 pupil transitioned to a Special School out of borough mid-year. This successful transition also resulted in his parent becoming a volunteer at the School.

## The future is bright?

In the last academic year there were a total of 23 pupils whose attendance was under 80% and as a result had an impact on the overall attendance figure. Of these 23:

56% (13) of these pupils have now left the School and have moved into education or training.

13% (3) pupils who have medical complications are back in School.

Strategies are in place to support identified pupils who continue to have poor attendance - (See next steps).

Attendance for the first two weeks of the academic year (2015-2016) are as follows:

Week 1 - 92%

Week 2 - 90.7%

### **Case Studies**

- a) Year 8 Pupil - Early in the summer term the parent of a Year 8 pupil made us aware that due to an impending operation she would be unable to transport her daughter to School. After exhausting a range of methods, including contacting the local authority, she had no success. The School utilised pupil premium money to ensure that she had transport to and from School every day for a six week period.
- b) A Year 8 pupil who had great difficulty in transitioning from their primary School has flourished in the School, making progress and attending regularly. Support from the Education Psychologist and appropriate School support has resulted in this pupil being independent and engaging fully in his curriculum. For the academic year 2013/14 his attendance was 49.47% and for 2104/15 academic year there was a vast improvement as his attendance was 94.92%.
- c) A Year 11 pupil found the transition between Key Stages difficult. The pupil spent a lot of time out of the classroom and refusing to attend School. With appropriate support and close engagement with parents, the pupil's attendance improved by 27% over two academic years, with a final percentage attendance being 98.93%.
- d) Year 10 pupil - Through vigorous monitoring of attendance a pupil in year 10 continuously raised concerns. There were continual issues at home which led to the School raising safeguarding concerns. As a result of this support, the pupil became more settled and his attendance improved significantly over three terms:

Term 1 - 50.7%

Term 2 - 64.15%

Term 3 - 98.41%

### **Strategies to help improve attendance (2014/15)**

- Continued work from the family support worker to support families in getting pupils into School. This work has included no-notice visits to homes, liaison with social services and liaising with other Schools who have siblings attending.
- Meetings with the attendance team have taken place on a regular basis (Head Teacher, AHT and Family Support Worker).
- Continued Super-Here-O Project where prizes have been regularly updated. Pupils respond well to initiative both in assembly and in the class room.
- Form tutors have been given the opportunity to reward pupils for good attendance as an extension of the Super-Here-O Project.
- Attendance figures for pupils are displayed in form rooms and pupils are able to reflect on their attendance figure.
- Family Support Worker has worked closely with the Local Authority Attendance Officer for pupils who have had persistent poor attendance.
- Personalised attendance targets have been sent to all parents and carers with reminders sent throughout the year.

- Close work with the Education Psychologist to help with transition and targeted pupils for poor attendance. For example the Educational Psychologist has made home visits on behalf of the School.
- **Next Steps and Future Action**
- **Key Stage 2 Phase**
- Competition between KS2 classes for weekly attendance. Gold, silver and bronze trophies displayed on class doors and chart on display in open area.
- Celebratory certificates for half-termly full attendance.
- Parent meeting with AHT and EP to increase hours for those on a modified timetable (attend both am and pm lessons).
- Family Support Worker and class teacher working with parents and pupils to increase visits to new class and participate in lessons of their choosing.
- Identify potential attendance issues from feeder Schools by requesting attendance figures print out on transition visits/information request sheets.
- Vigorously monitor attendance in KS2 and AHT and Family Support Worker to liaise closely with families of those who regular having time off School.
- Increase attendance of part-time student from 44% to 60%.
- Increase KS2 attendance from 88.1% to 94%.
- Continuation of the Super-Here-O project and ensuring it is high profile with constant reminders of the rewards on offer. Listen to pupil voice and School Council on their thoughts to improving the project as a whole.
- Identify strategies to break down the barriers in communication with parents - for example EAL audits.
- Continue to work with external agencies to improve attendance - in particular focus on pupils who have poor attendance and are about to transition to the next phase in their education (i.e. Connexions).
- Use pupil premium funding to target pupils with poor attendance - see above case study.
- Continue to celebrate good attendance through increased Form Time - tutors will have more time with their form group and in this time will be expected to discuss issues related to behaviour, rewards and attendance.
- Monitor the impact of the persistent threshold figure increasing to 15%.
- Family Support Worker to continue to develop their role in order to work even closer with families to support poor attendance. The 'Changes' programme to be implemented in order to break down the barriers between School and parents in order to support their child when issues with attending School may become a problem.

B Taylor

AHT 14-19

September 2015