



The Westminster School

Attendance Report for the Academic Year 2013-14

Attendance Figures (From Perspectives Solutions – Published October 2014)

Attendance Figures	Targets set for the Academic Year 2013/14	Actual Figures for 2013/14
Whole School		
Attendance	92%	88.65%
Authorised Absence	4.5%	8.24%
Unauthorised Absence	3%	3.12%

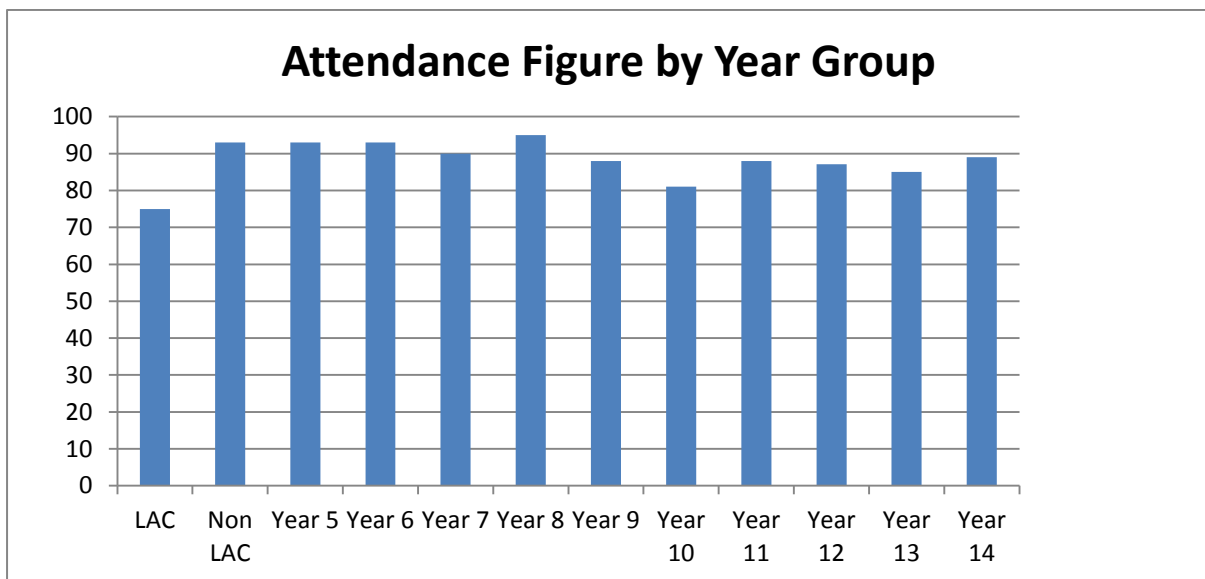
Westminster Attendance Data against National Data for Special Schools

Attendance Figures	Westminster School	National Special Schools	Difference
Attendance	88.65%	87.70%	0.95%
Persistent Absence	17.83%	22.30%	4.47%

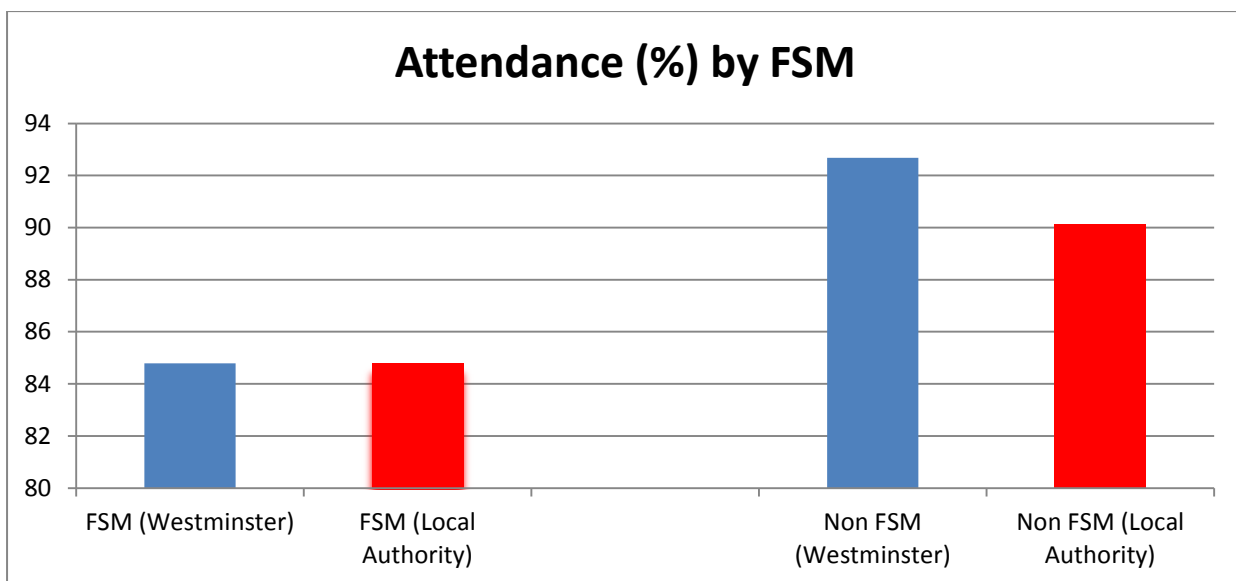
Key

	Above national average
	Below national average

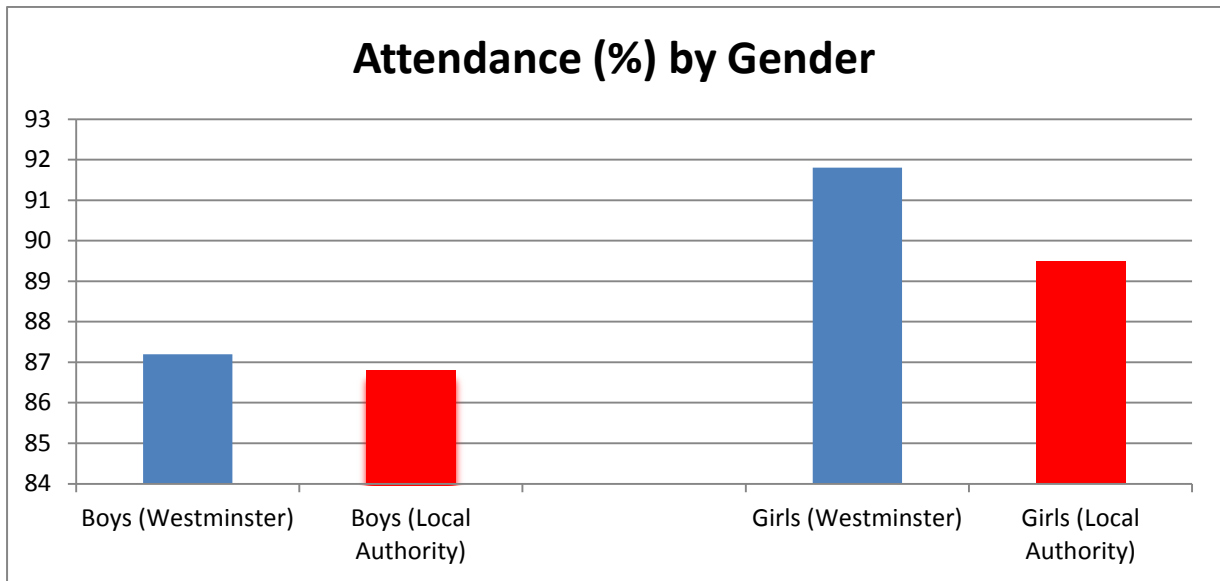
Breakdown of Attendance by Year Group



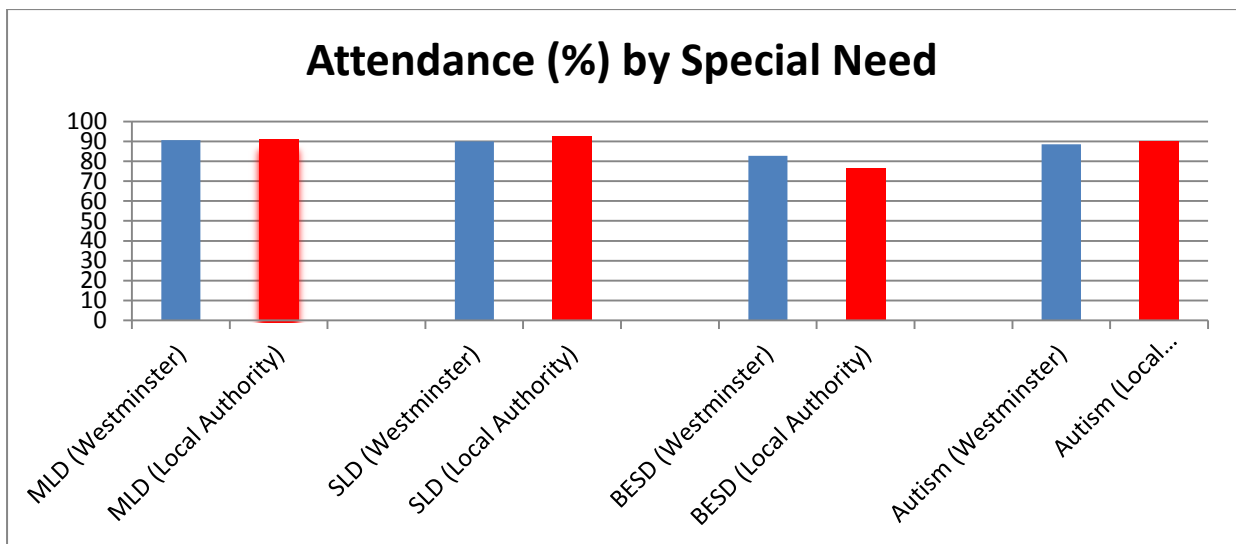
Breakdown by FSM (Free School Meals)



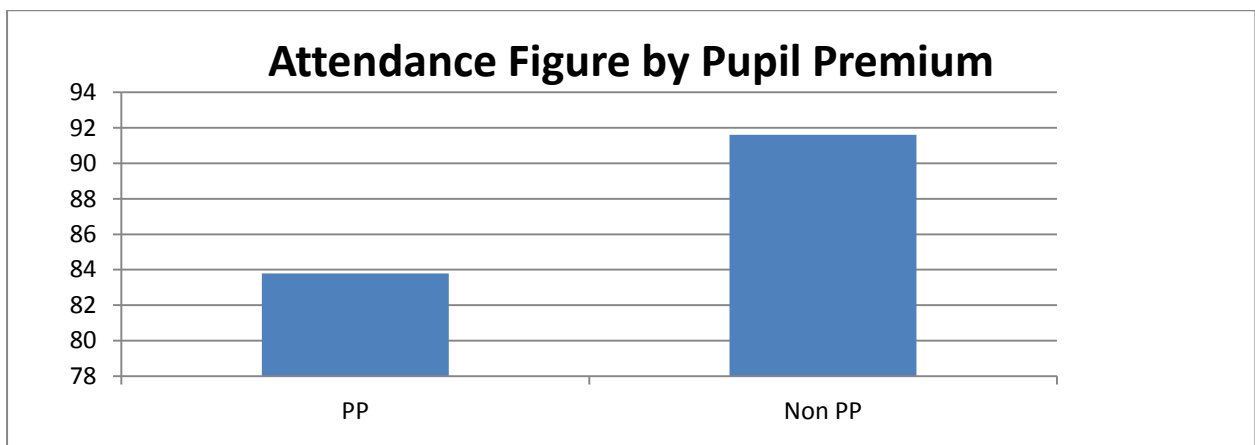
Attendance by Gender



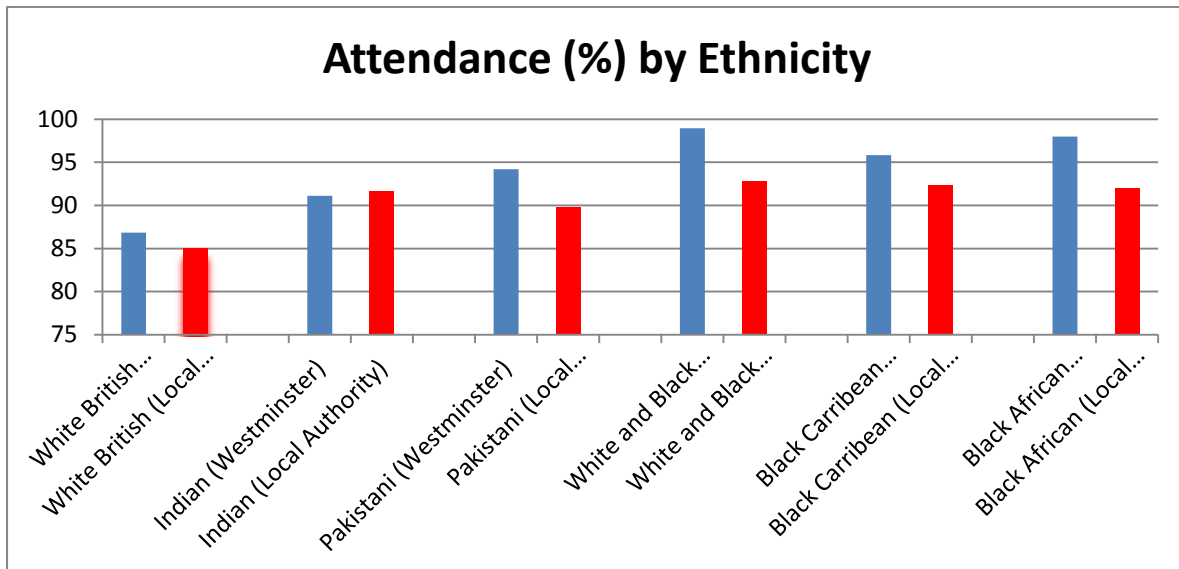
Attendance by Special Need



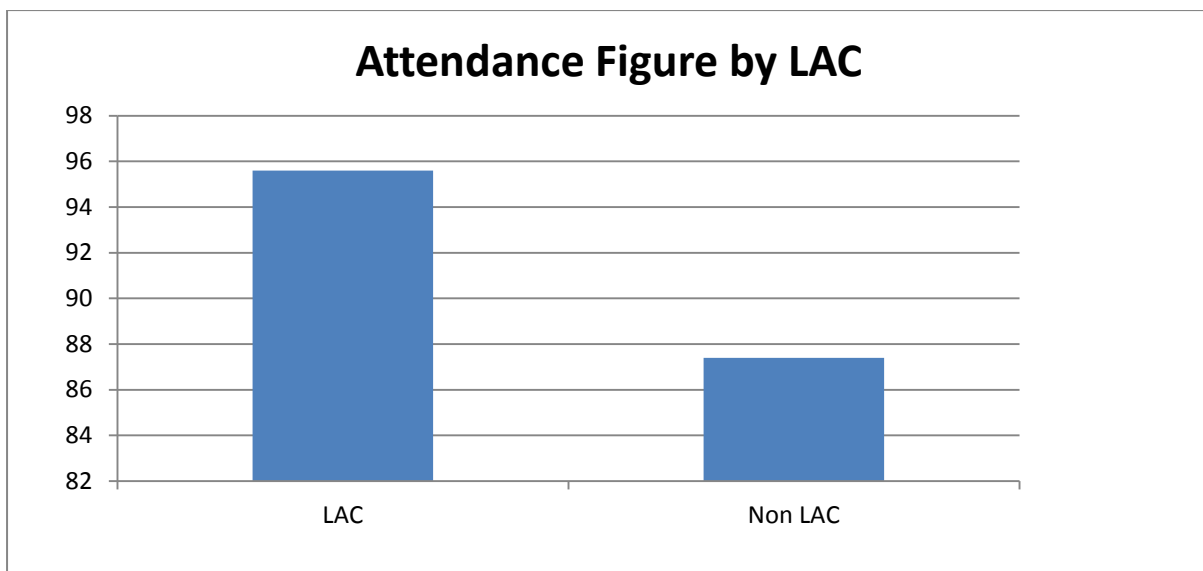
Attendance by Pupil Premium



Attendance by Ethnicity



Attendance by LAC Status



Key Findings from Attendance Data (Graphs above)

The attendance figures are above the local authority figures in the following areas:

- Pupils who do not receive free school meals
- Boys and Girls
- Pupils with moderate learning difficulties and challenging behaviour (BESD)
- All ethnicities with exception of Indian pupils

Evaluation of Attendance Data in Comparison with Local Data

(Data taken from Perspective Angel Solutions – Document- Attendance Profile Cross Key Stage 2013-14 1-6 Cumulative Specials HT1-6)

<u>Type of School</u>	<u>Authorised Absence</u>	<u>Unauthorised Absence</u>	<u>Overall Attendance</u>
School A	14.28%	11.12%	74.61%
The Westminster School	8.24%	3.12%	88.65%
School C	8.67%	1.37%	89.96%
School D	8.07%	0.63%	91.30%
Sandwell Local Authority	9.22%	3.25%	87.53%

School A,C and D denote special schools in Sandwell LA

Areas to Highlight

- 2 pupils have achieved 100% attendance from September 2013- July 2014
- 58 pupils have achieved 95% or above attendance from September 2013-July 2014
- 90 pupils achieved 92% or higher (school target) from September 2013 – July 2014 – This includes pupils who joined the school mid - year.
- 2 pupils were referred to the Attendance Officer in regards to long term and short term absence.
- Without considering pupils who have had persistent poor attendance the overall figure would be 92.3%

Case Study

Year 10 Girl – A pupil had great difficulty with transitioning from key stage 3 into 4. As a result her attendance at school was very poor, 26% for the first term. With close work with parents by the family support worker and identified support staff to support this pupil when she was in school her attendance for the second term increased by 70% to 96%. As a result her overall attendance for the year improved to 74% for the year.

Year 7 pupil – A pupil who joined the school in year 7 from his primary school found the transition very difficult and for the first term his attendance was 17.39%. With work with the Education Pyschologist, close support from strong support staff, a range of rewards and a nurturing approach his attendance increased to 60% for the second term. With a continued improved attendance this pupil achieved 51% for the whole of the academic year, something that was certainly not expected by parents.

Year 7 Autistic pupil – A pupil joined us from his primary school in September where his attendance was 32%. Since joining us he has been given a personalised timetable with close support. As a result this pupil's attendance for the academic year was 75.3%.

Strategies to help improve attendance (2013/14)

- Continued work from the family support worker to work with families to devise strategies for getting pupils into school.

- Meetings with the attendance team have taken place on a weekly basis (Headteacher, AHT and Family Support Worker)
- Implementation of Quality Assurance Framework for alternative provision where attendance is monitored on a daily and weekly basis.
- Implementation of the Super – Here – O project where pupils have the opportunity to receive special powers by attending school. This has improved pupil motivation to come to school and has impacted on pupils who have the odd day off.
- Form tutors have been given the opportunity to reward 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.
- Implementation of a summer scheme to help pupils transition between schools or key stages following case studies mentioned above
- Close work with the Education Psychologist to help with transition and targeted pupils for poor attendance

Evaluation of Super Here O Project (Year 1)

- Since the launch of the Super Here O project in November 2013 the attendance figure for the whole school has steadily improved. From December to July the figure increased by over 1%.
- Pupils enjoyed receiving prizes and looked forward to the presentation each Monday morning
- Examples of pupils who have been determined to stay in school despite illness. 'I want to stay as I want to be the Super Here O'.
- Parents supported the pupils when they went to choose their prizes from Toys R Us at the end of each term. This experience was openly shared between parents at coffee mornings.

Next Steps and Future Action

- Identify strategies to help keep the Super Here O project high profile
- Continue to work with external agencies to improve attendance
- Use pupil premium funding to target pupils with poor attendance
- Continue to celebrate good attendance
- Family support worker to continue to develop their role in order to work even closer with families to support poor attendance.

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AHT 14-19

October 2014