

Improving School Attendance

Kirsty Simcock – DHT
Margaret Sharp- PT Guidance
Madras College

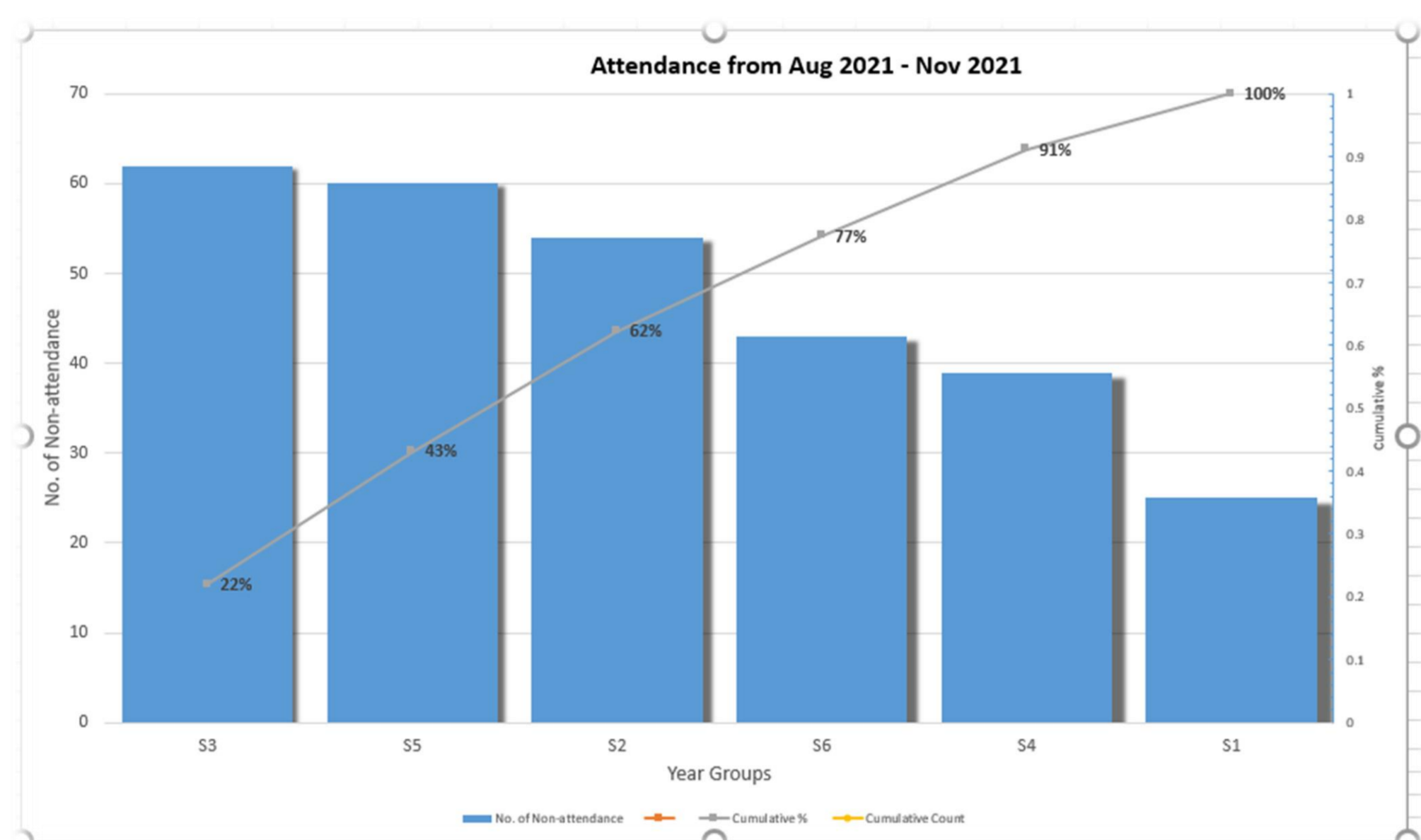


Aim 1: By May 2022 5 young people's* attendance will increase to between 79-89% (Baseline: Between 69-79%).

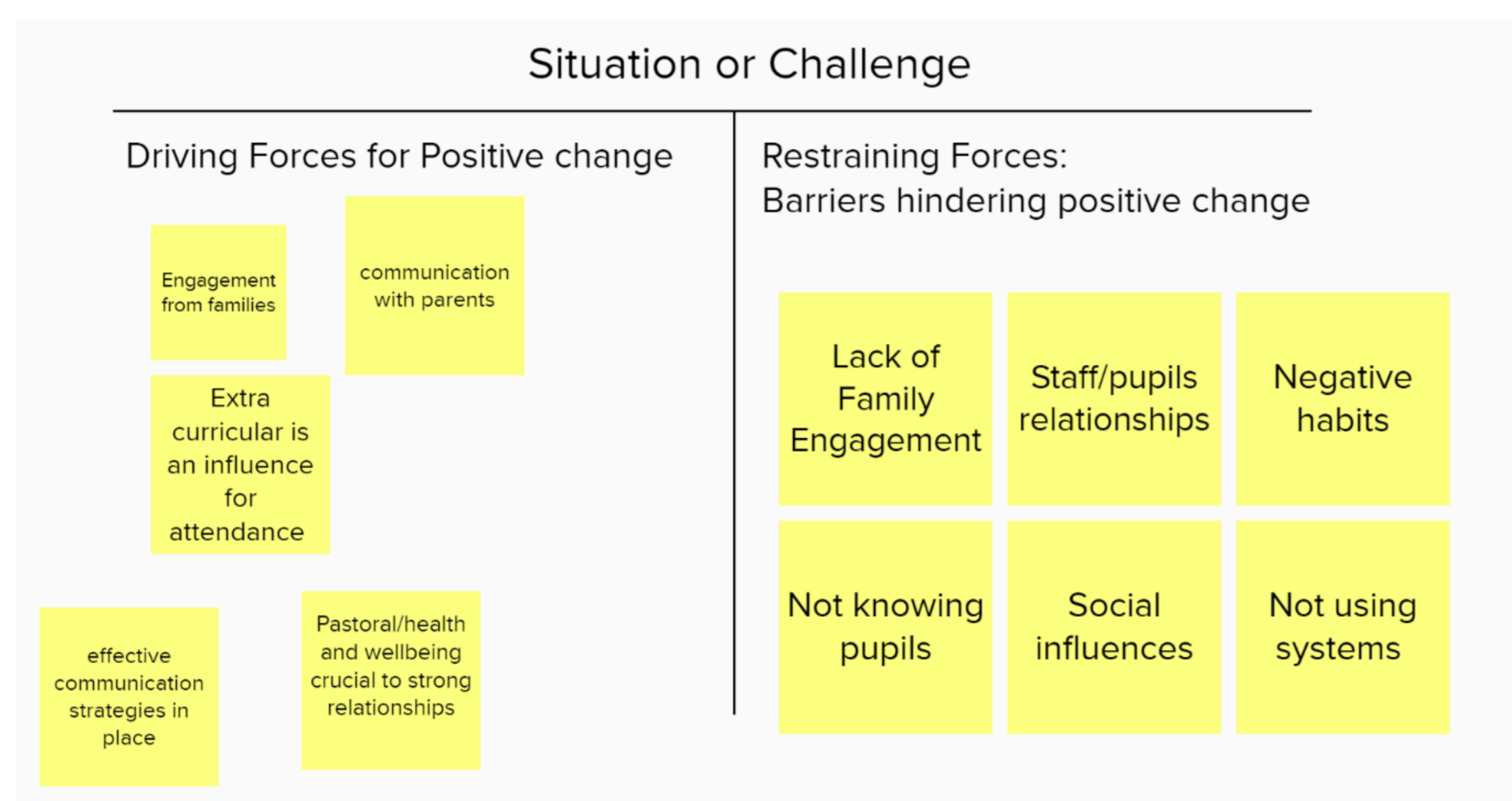
*All young people have identified Additional Support Needs (ASN)

Method

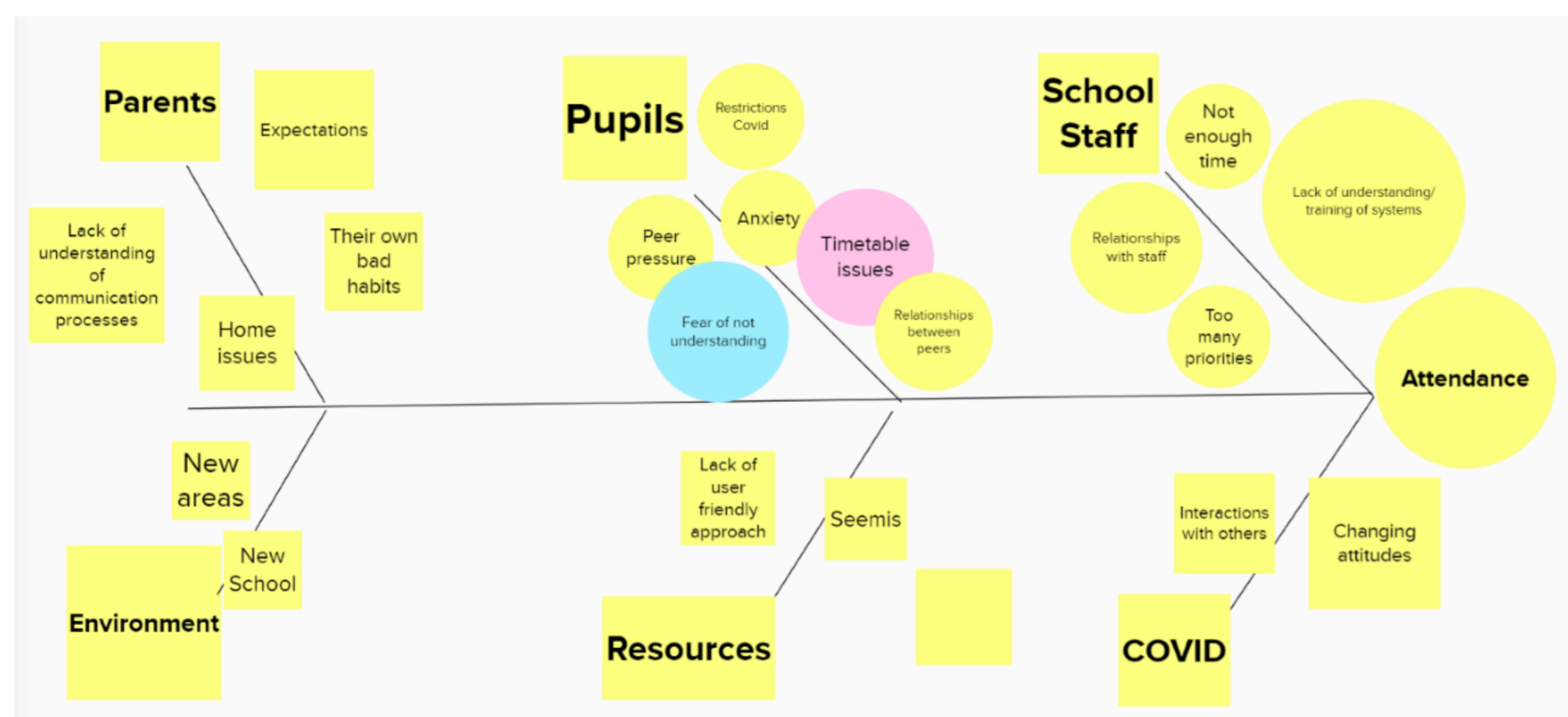
We wanted to look at pupils who were not able to engage fully with classes. Using information from a pareto chart we identified S3 as our target group. From this we chose a group of 5 pupils with ASN. We looked at SEEMiS and were able to see if there were any barriers within the school day.



Quality Improvement Tools enabled us to understand the barriers and roots causes that affect young people (YP), contributing to poor attendance and engagement.



A fishbone tool identified that home circumstances was a root cause for many of the YP, in response we worked with families to engage parents/carer and ensure pupils were supported from all areas.



Change Ideas

Introducing an Our Minds Matter PSO helped us understand the lack of/inconsistent attendance of the 5 YP on our ASN register.

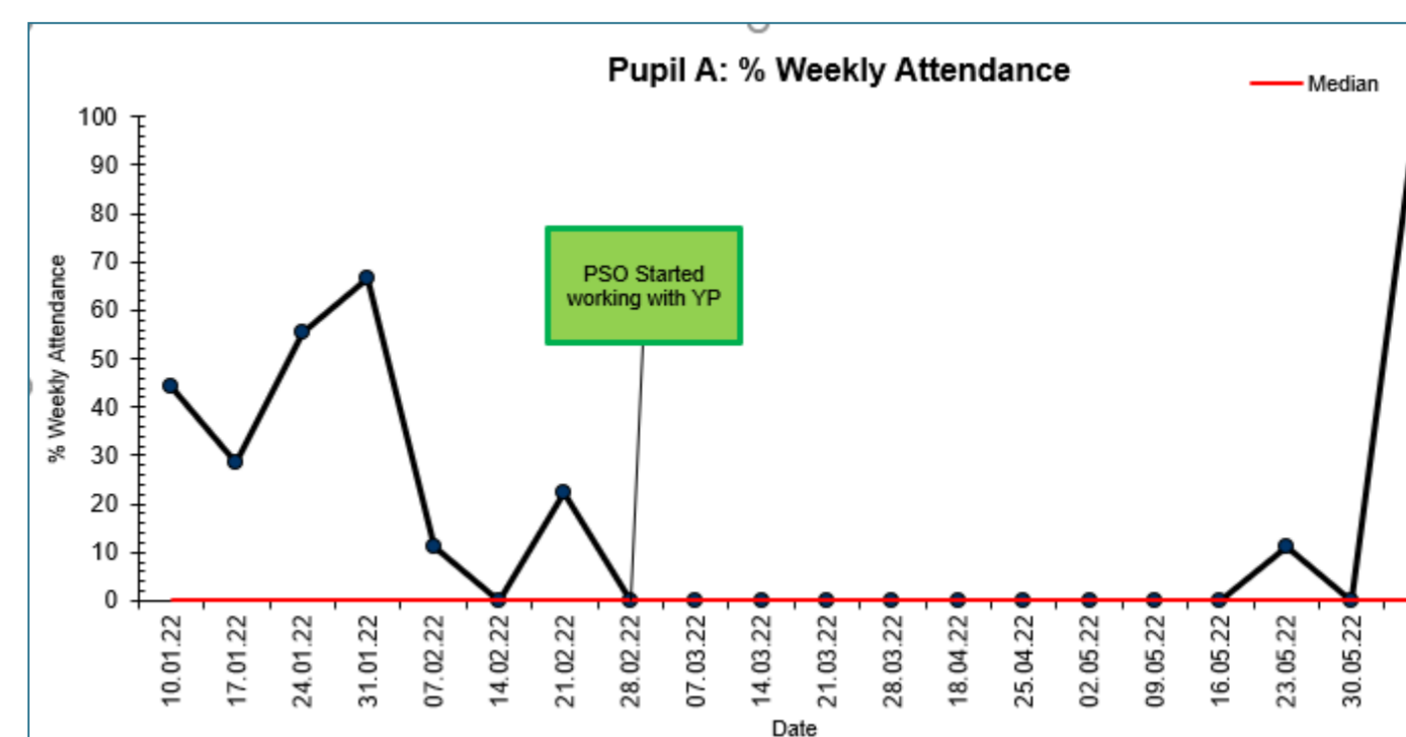
Fortnightly reviews of the identified cohort to ensure progress and implement any necessary changes.

Process measure – Attendance tracker has been created to check this weekly through year team meetings.

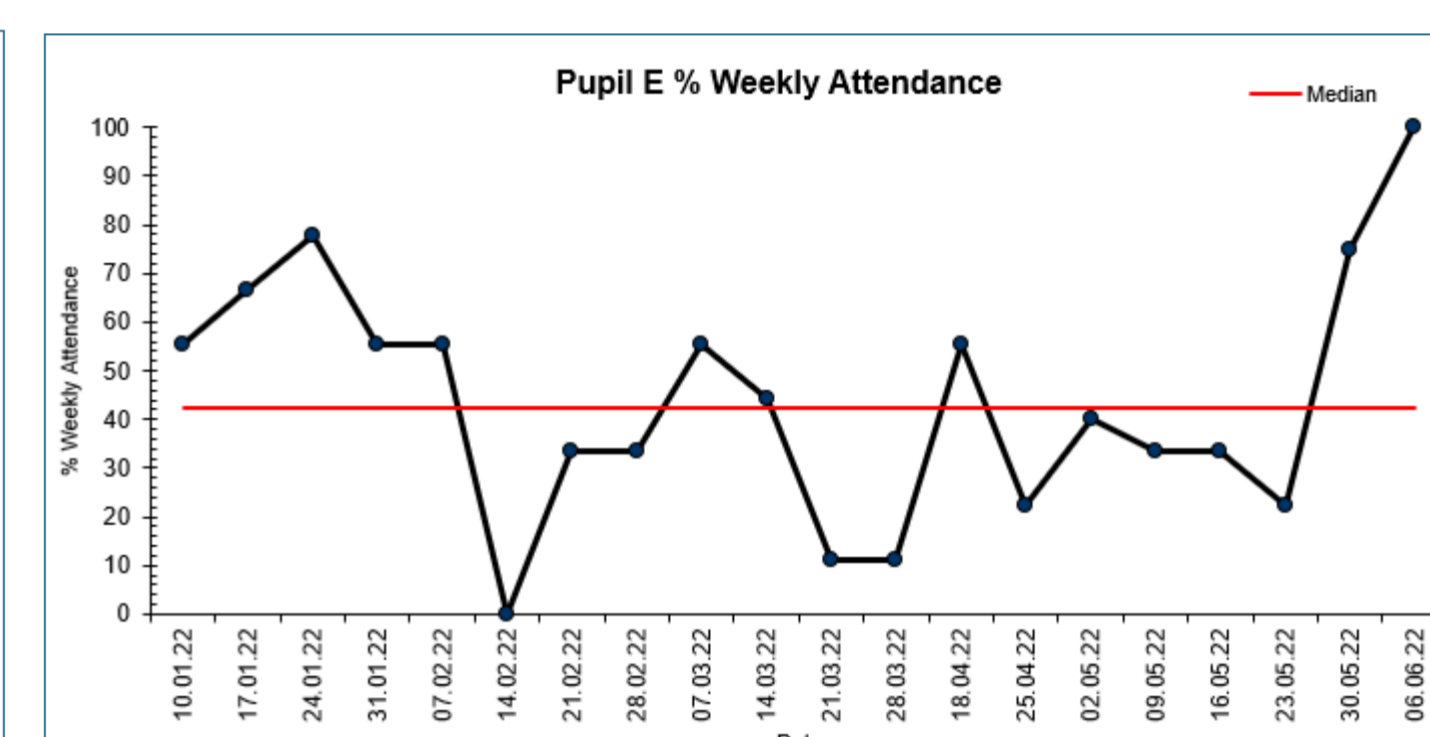
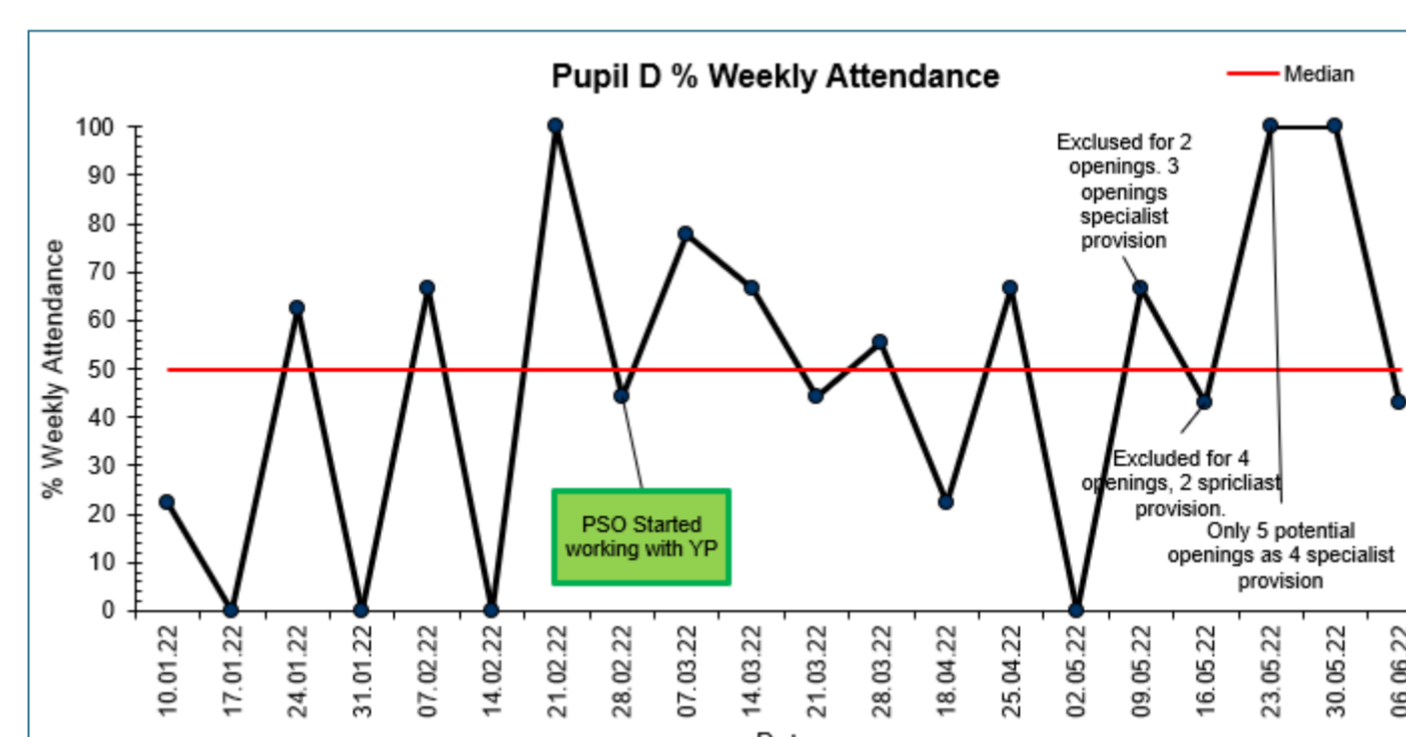
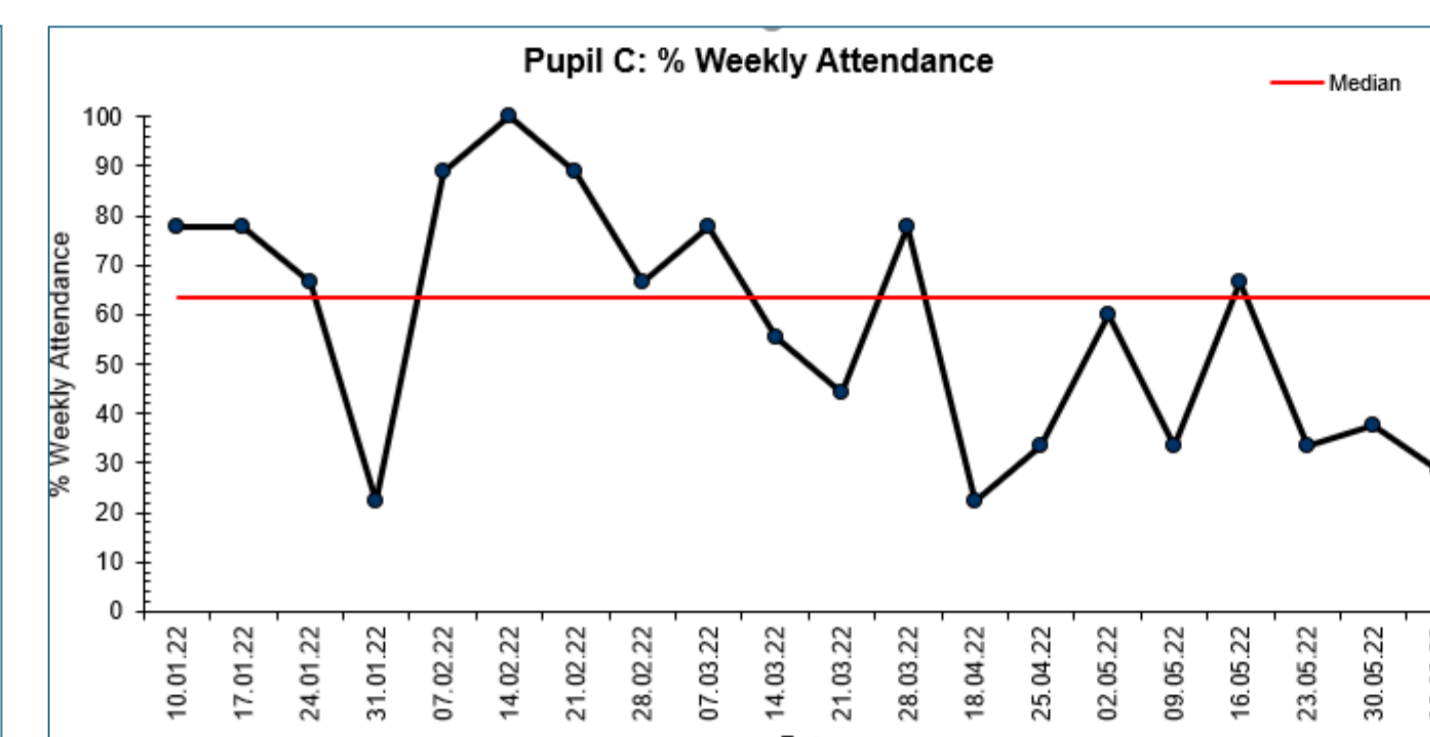
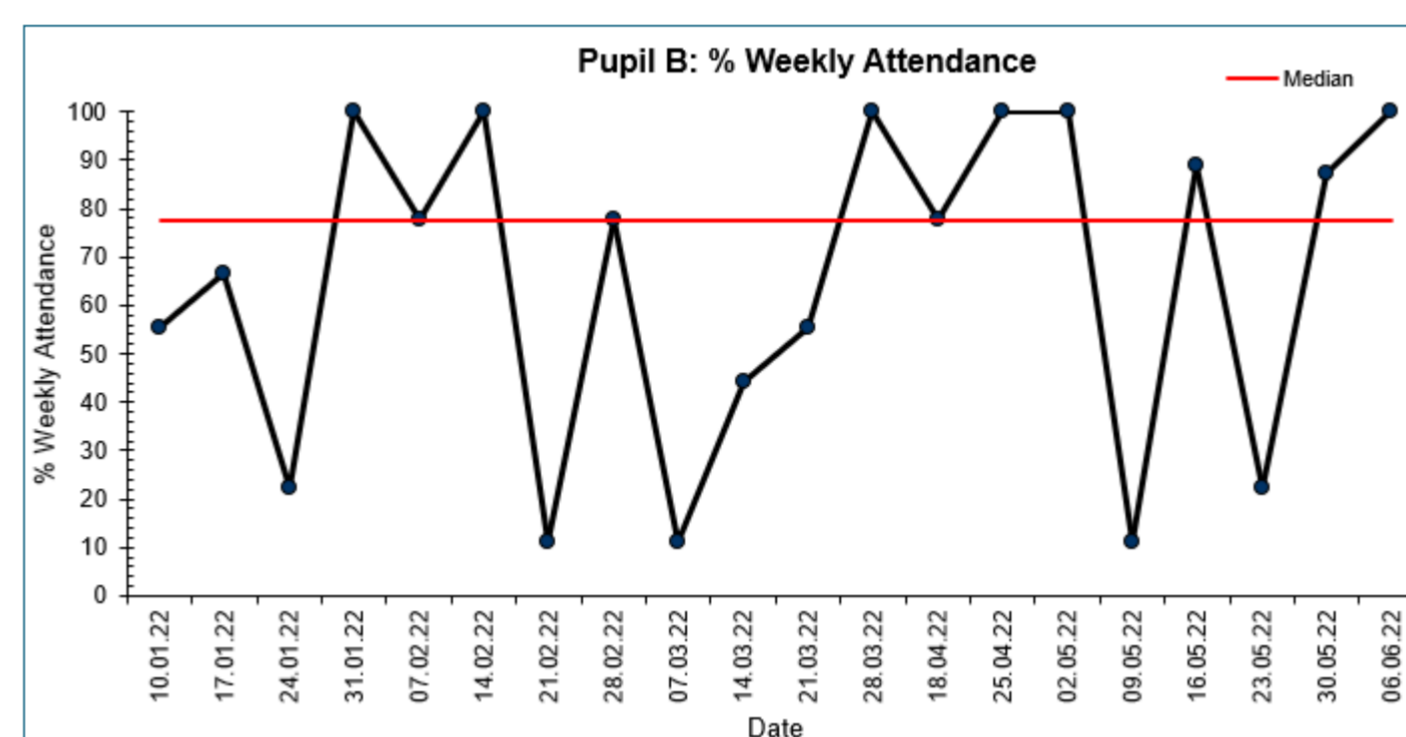
Next steps

- Attendance tracker to be used across year groups to identify those at risk.
- Continue to target key pupils who are below 75%.
- Use the tools to support other young people across the whole school.

Results



Although we have not yet achieved improvement. We are actively gathering and displaying pupils weekly attendance data and continuing to test change ideas using the Plan-Do-Study-Act cycle.



Pupil C - Attendance is stable but through this process they are now able to engage with departments rather than walking out. This is due to teachers having a better understanding due to our regular check in's.

Although the data for Pupil A shows a decline there has been other successes for this YP. A clearer understanding of his barriers as well as him building stronger relationships with both staff and pupils as he now feels understood and heard. Since the end of May he has started attending for afternoons only. We start S4 in a much stronger position.

Conclusions

- Identifying key people early on for the young people.
- All but one worked with our PSO who formed relationships with them and gained an understanding of any struggles.
- This was fed back to guidance teachers and plans were implemented.
- The PSO followed this up and worked with the YP on these plans.

Key Learning Points

Change doesn't need to be massive, small changes to individual pupils can have a significant impact on their attendance. The support individually creates trust and therefore increased confidence.

Achievements

- Young people feeling empowered to come and chat to us about why they are finding things difficult.
- Overall staff and pupils having more of a focus on the importance on attendance.
- Pupils are aware we are willing to work alongside them and feel supported with attendance rather than seeing it as a barrier. One pupil in particular who was completely refusing has successfully started coming in for afternoons because of trusted support.