

Whole Family Approach to Improving School Attendance

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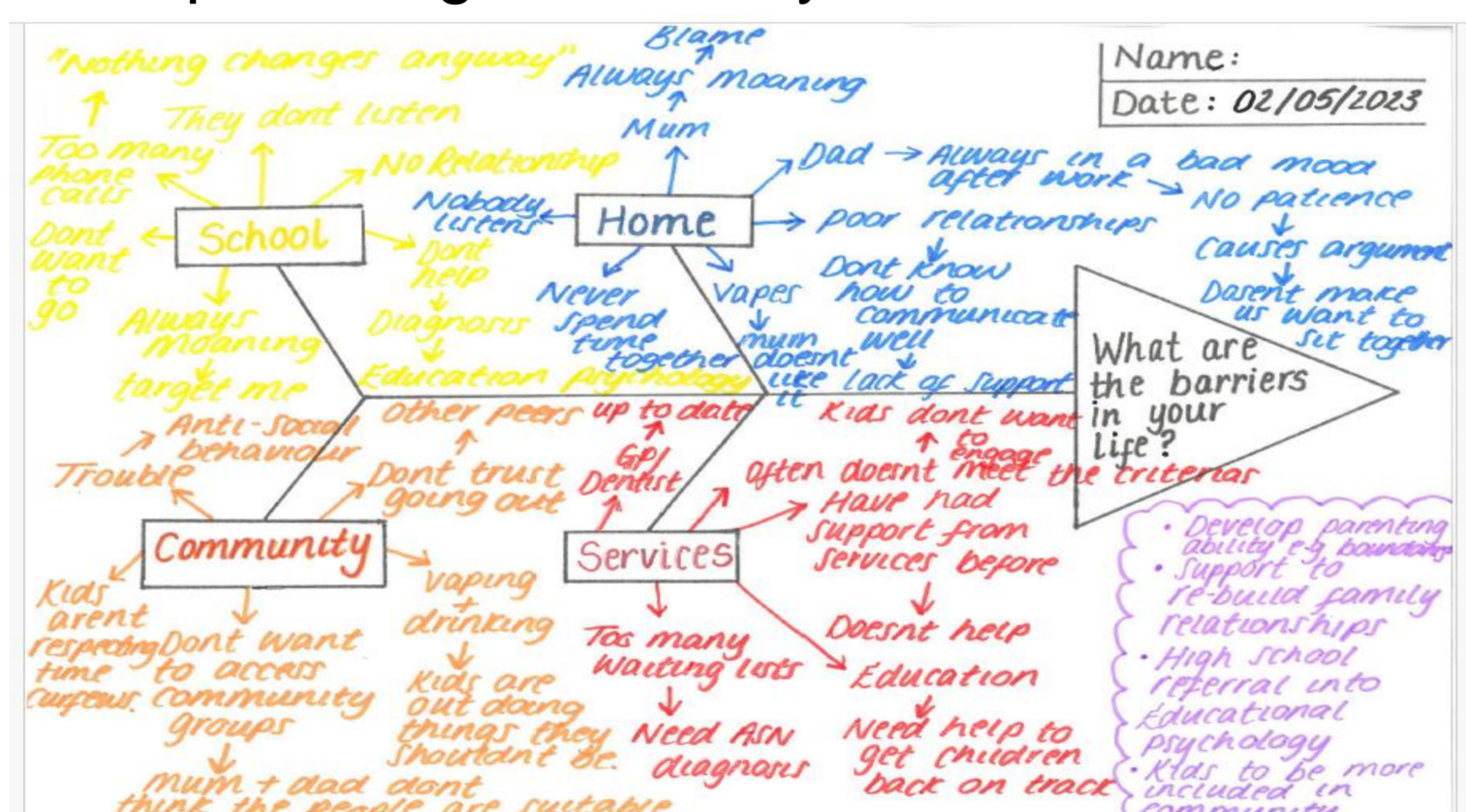


Stretch Aim: By June 2023, S2 attendance will exceed 90% (baseline 84.54%).

Improvement Aim Pupil A: By June 2023, Pupil A's weekly attendance will be above 90% (baseline Aug-Dec 22: 74.7%).

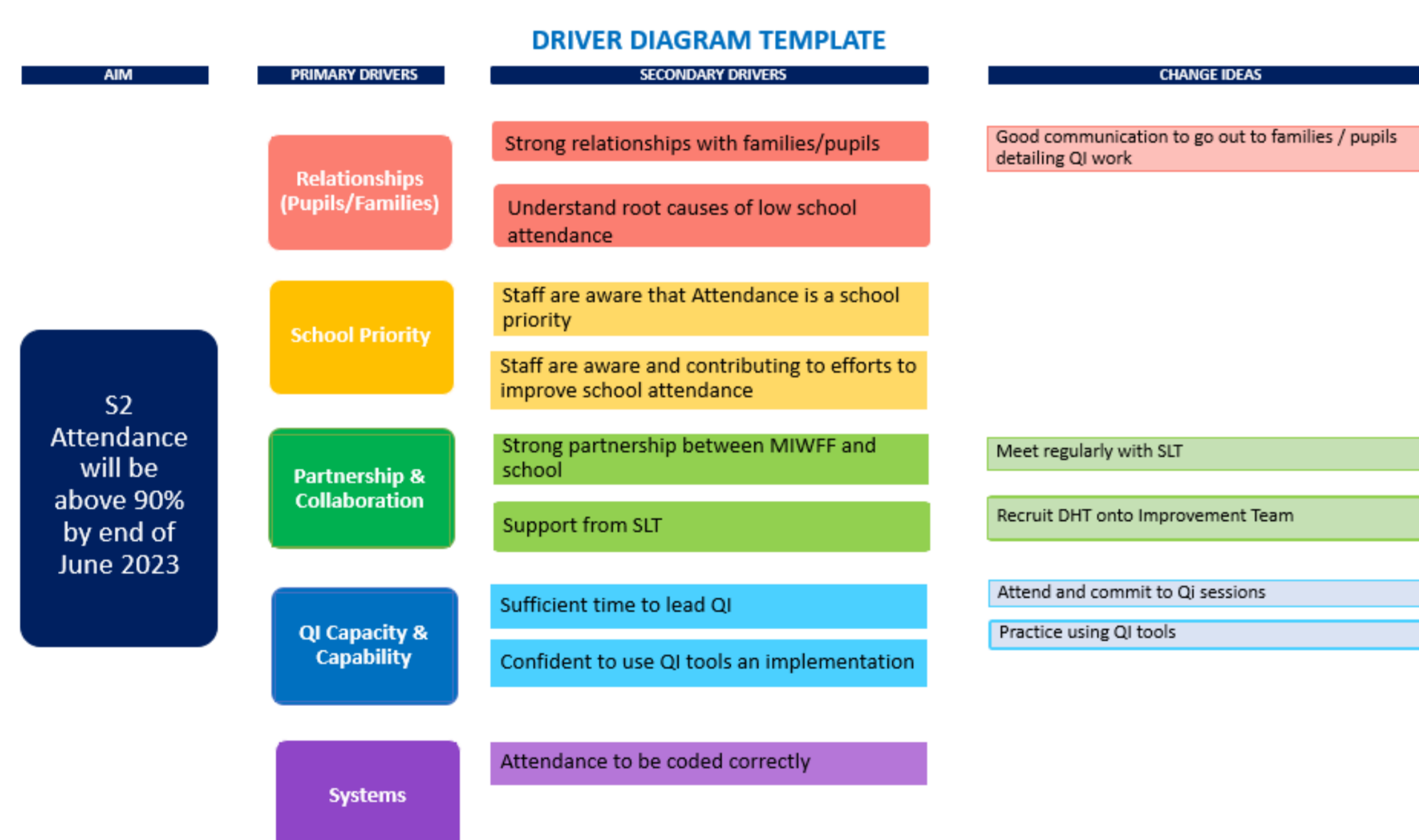
Method

- Established a multiagency Improvement Team including staff from St Andrew's RC HS (PT, Family Worker & Administrator) and Making It Work For Families (MIWFF) Team Leader, Adult Worker, YP Worker and Family Learning Coordinator.
- Attended Fife QI Whole Family Approach to Improving School Attendance (Cohort 1).
- By analysing school attendance data, we decided to focus on S2 as there were high levels of non authorised attendance and an opportunity for improvement.
- Three individuals (S2 pupils) were considered for referral to MIWFF (one family refused, one did not meet referral criteria and one family agreed to support).
- Fishbone was facilitated with whole family to establish root if low school attendance. Family relationships emerged as a key focus area.



Process Change

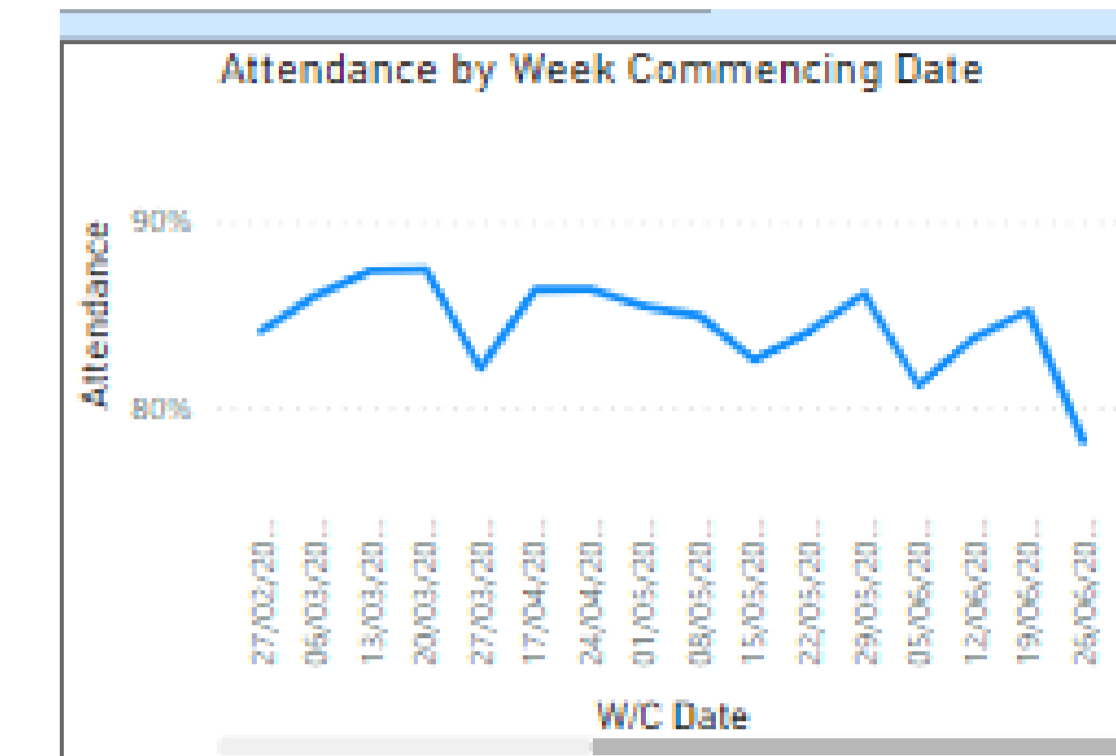
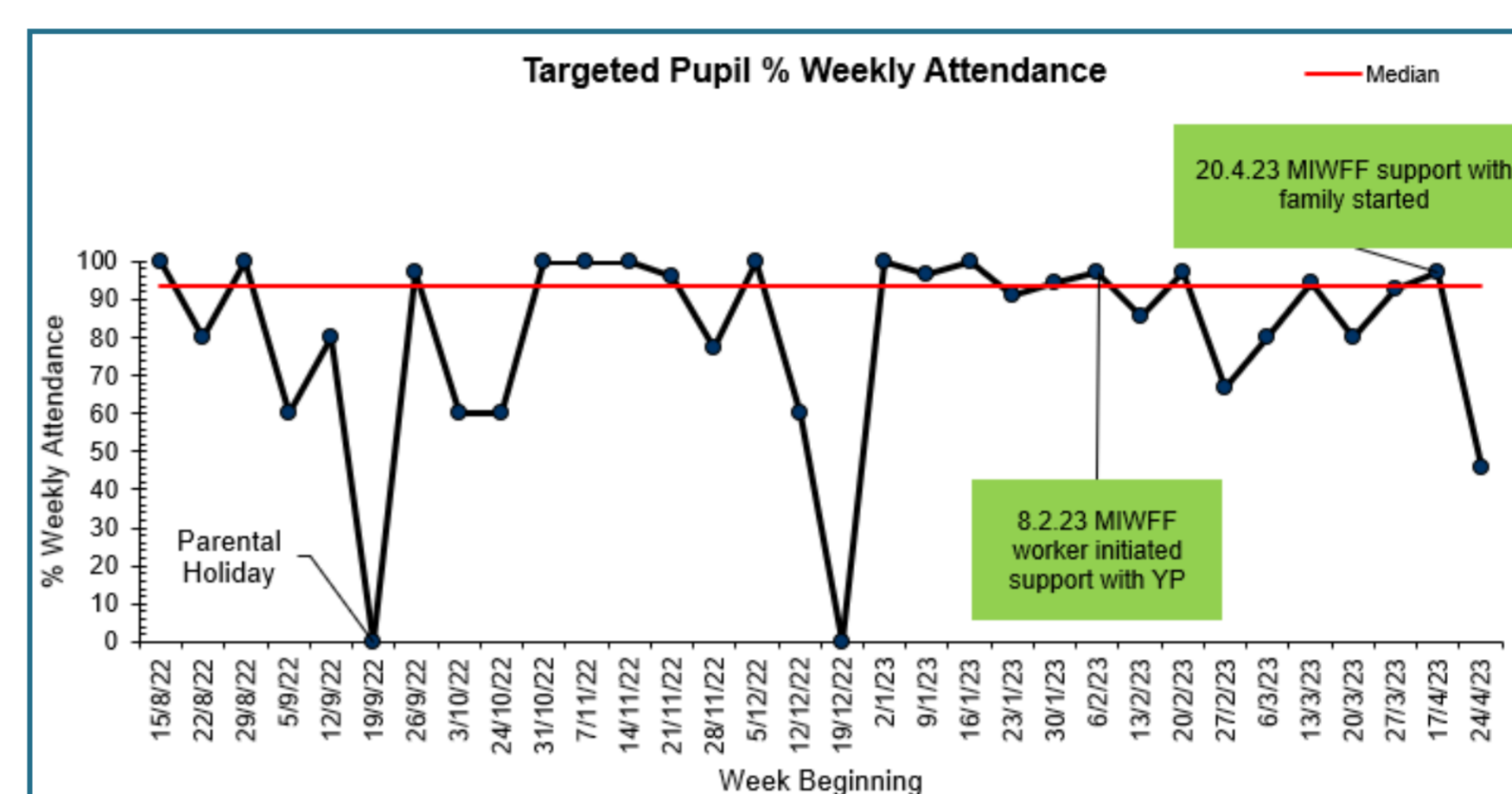
We developed a theory of change to inform our improvement work!



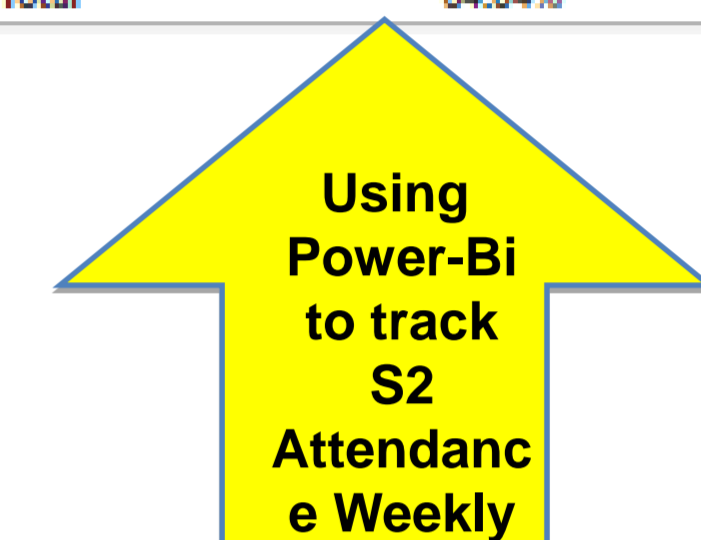
Implement

8/2/23 MIWFF YP Worker met up with young person on a fortnightly basis (approx. 30mins) in school. These catch ups moved to walking sessions. A referral was submitted to Educational Psychology Service. The YP, MIWFF YP worker and PT held a conversation to discuss SHANARRI indicators and establish what support was needed. YP was encouraged to share 'what mattered to them'.
20/04/23 Family Learning Coordinator met with whole family weekly within the home (1.5 hours). The focus was on family relationships and understanding each others emotions. Family Learning Coordinator held regular telephone check ins with parent.

Results



W/C Date	Week No.	Attendance
05/12/2022	17	86.61%
12/12/2022	18	77.82%
19/12/2022	19	78.01%
02/01/2023	21	81.03%
09/01/2023	22	83.07%
16/01/2023	23	91.49%
23/01/2023	24	91.93%
30/01/2023	25	90.64%
06/02/2023	26	86.43%
Total		84.64%



Conclusions

Despite not reaching our stretch/improvement aims, this work has provided rich learning to build upon. Family did not hold a relationship with school and this improved following MIWFF support. Parent welcomed Education Psychology referral this improved their willingness to engage with school staff. In hindsight, YP was appropriate for a Clued-Up outreach referral MIWFF. Family agreed that they no longer required MIWFF support, and the case closed.

YP was disinterested in school. They felt unheard and misunderstood.

Parent and YP has established an improved relationship with school.

We hadn't worked with the school before. We are still building relationships and connections. We are trying to raise awareness of the MIWFF service and what we can offer. It is taking time for us to establish appropriate referrals (MIWFF Worker)

Key Learning Points

It takes time to create the conditions for strong and effective partnership working!
 At the onset of the QI programme, school staff did not appreciate the commitment required.
 The Improvement Team would have benefited from a school senior leader. Change in staff roles had an impact on the Improvement Team.
 Importance of being able to apply QI tools.
 From a secondary school perspective Terms 1 & 2 would have been easier to get improvement work up and running.
 Wide school catchment presented implications for MIWFF referrals.

Next steps

Continue to build relationships between MIWFF and school.
 Establish a new QI project focused on a family/pupil that meets MIWFF criteria.