

# Attendance & Exclusions

## Education For Life Scrutiny Committee

Tuesday 10<sup>th</sup> January 2017

**Sarah Ellis, Principal Educational Psychologist & Statutory  
Assessment Manager**

**Jackie Garland, Service Manager – Social Inclusion**

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# Attendance & Exclusions

- The LA works with schools, parents, SEWC, the EAS and other partners to ensure that a robust approach towards the increase in attendance and the reduction of exclusions is taken
- Improving attendance and reducing exclusions are urgent priorities within the Directorate and have continued to be a focus in all key plans
- LA officers in consultation with the EAS monitor attendance and exclusions on a monthly basis and contact schools to clarify any issues identified

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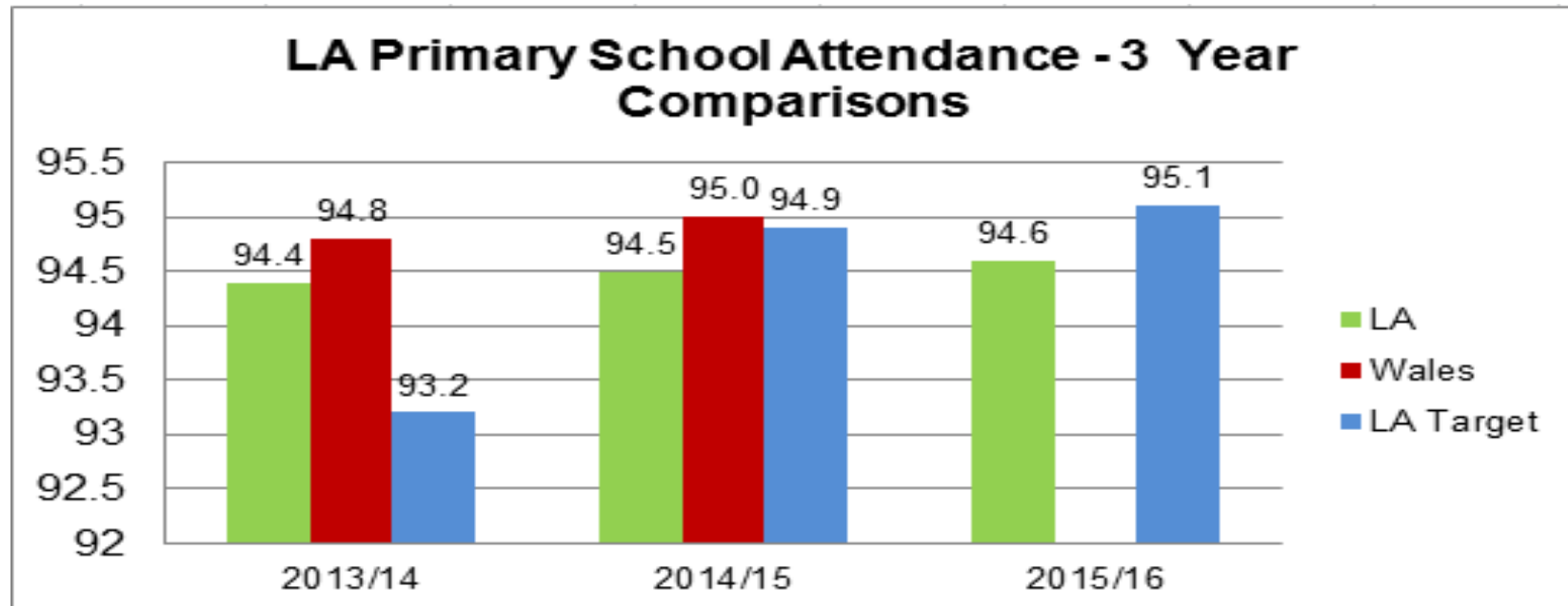
# Attendance in Primary Schools

- Improvement of 0.1% from 94.5% in 2014/15 to 94.6% in 2015/16
- 38 of the 75 primary schools show improved attendance from the previous year
- 29 schools report attendance of 95% and above
- 26 of the 75 primary schools matched or exceeded the LA target of 95.1%
- National data not available at time of writing report

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# Attendance in Primary Schools



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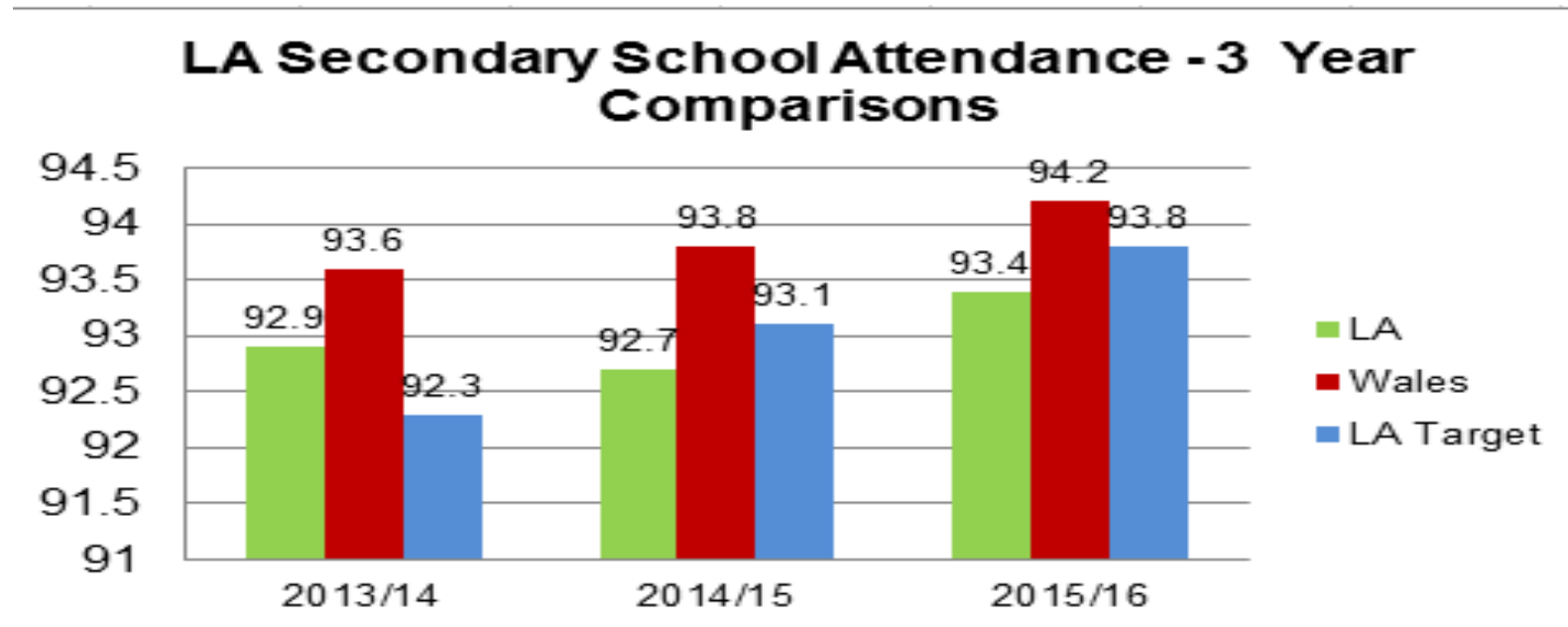
# Attendance in Secondary Schools

- Increase of 0.7% from 92.7% in 2014/15 to 93.4% in 2015/16
- 11 out of 14 secondary schools show improved attendance from the previous year
- 3 schools exceeded the LA attendance target of 93.8%

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# Attendance in Secondary Schools



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# National Data- Secondary Schools

- 20 out of the 22 Local Authorities in Wales are recorded as having improved secondary school attendance for 2015/16 compared with 18 in 2014 / 15
- Caerphilly was ranked joint 19<sup>th</sup> in comparison with 22<sup>nd</sup> in 2014/15.

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# Permanent Exclusions in Schools

- There have been no permanent exclusions issued in primary schools for 5 consecutive years
- The number of permanent exclusions issued in secondary schools increased from 8 in 2014/15 to 14 in 2015/16

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# Exclusions - Summary of Decreases

## Academic Year 2015/16 Compared with Academic Year 2014/15

- The number of fixed term exclusions over 5 days in primary schools
- The number of days lost over 5 days in primary schools
- The overall number of fixed term exclusions in secondary schools
- The number of pupils receiving fixed term exclusions in secondary schools
- The number of fixed term exclusions of 5 days or less in secondary schools
- The number of days lost of 5 days or less in secondary schools

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# Exclusions - Summary of Increases

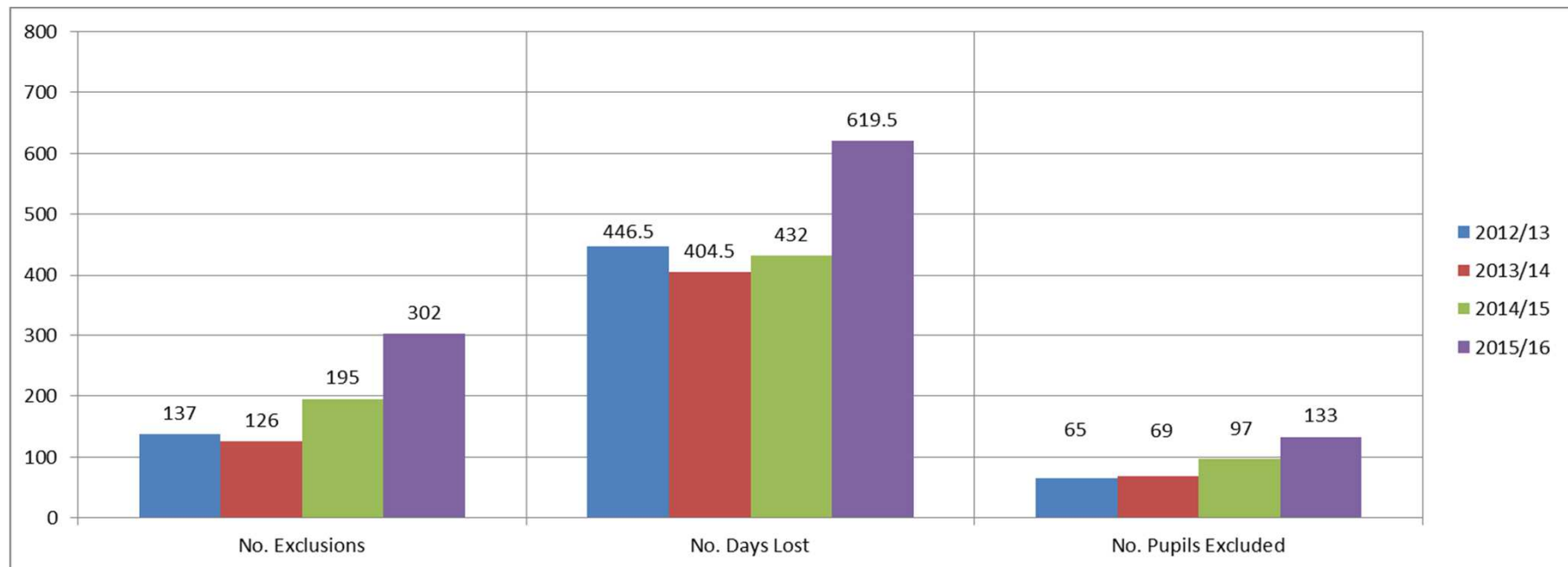
## Academic Year 2015/16 Compared with Academic Year 2014/15

- The overall number of fixed term exclusions in primary schools
- The overall number of days lost due to fixed term exclusions in primary and secondary schools
- The number of pupils receiving exclusions in primary schools
- The number of fixed term exclusions over 5 days in secondary schools
- The number of days lost over 5 days in secondary schools

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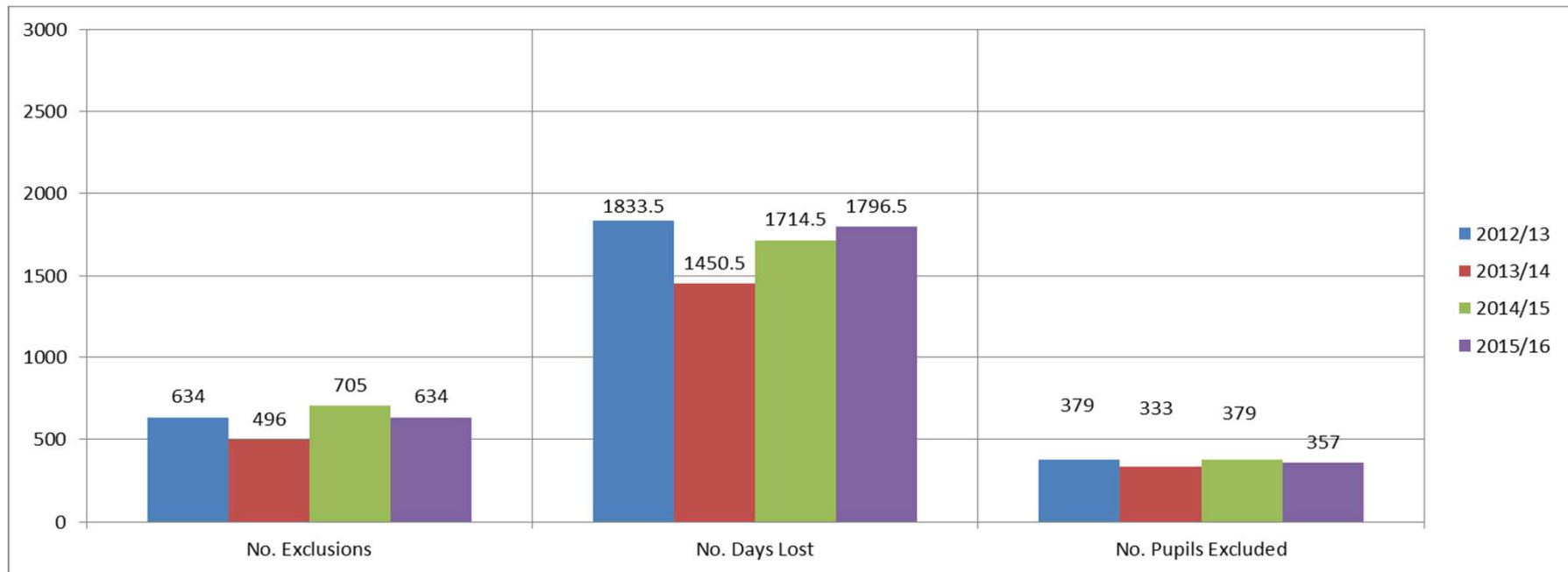


# Exclusions in Primary Schools 3 Year Comparison



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# Exclusions in Secondary Schools 3 Year Comparison



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# Fixed Term Exclusions and Gender

- There is a strong correlation between exclusions and gender
- More exclusions are issued to boys than girls
- This is more pronounced in primary schools than in secondary schools

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# Fixed Term Exclusions and Vulnerable Groups

There is a correlation between exclusions in primary schools and FSM entitlement

There are fewer exclusions issued to children who are Looked After and those who have Statements of SEN compared with those who are not in these vulnerable groups.

# De-escalation and Behaviour Management

- The LA promotes Team Teach as an effective model
- There has been a downward trend in the number of incidents of physical intervention in schools and specialists resource bases since 2011/12
- There are robust monitoring arrangements in place with regard to the scrutiny of the physical intervention forms
- The LA exercises it's duty of care in relation to pupils and staff members

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# Moving Forward

- The implementation of the Revised Behaviour Strategy and the embedding of the outcomes from the ALN working groups across schools will be formally evaluated in the spring term of 2017
- Progress in relation to attendance and exclusions will be driven by:
  - Collaborative work between the LA, schools, parents, SEWC and the EAS
  - The development of Learning Pathway Centres

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Thank you



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