## **Attendance & Exclusions**

#### **Education For Life Scrutiny Committee**

Tuesday 12<sup>th</sup> January 2016

Jackie Garland, Service Manager – Social Inclusion



### Attendance & Exclusions

- Improving attendance and reducing exclusions continue to be priorities for the LA and are targets in all key plans
- The LA works with schools and other partners to ensure a robust approach towards the reduction of exclusions and increase in attendance rates
- Inspections

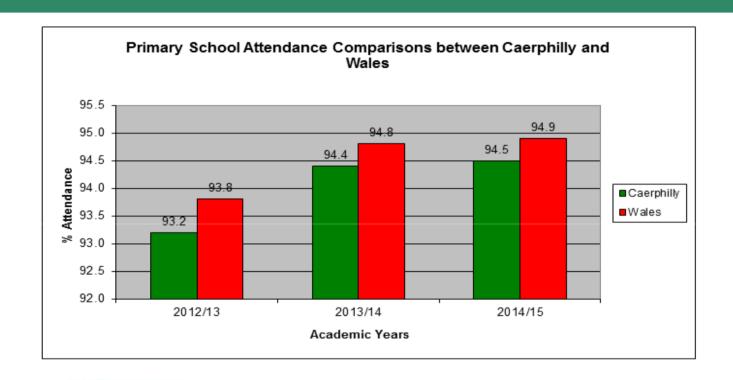


## Attendance in Primary Schools

- Improvement of 0.1% from 94.4% in 2013/14 to 94.5% in 2014/15
- 41 of the 75 primary schools show improved attendance from the previous year
- 7 schools report attendance of 96% and above
- 25 of the 75 primary schools matched or exceeded the LA target of 94.9%



## Attendance in Primary Schools





## National Data – Primary Schools

- 15 out of the 22 LAs are recorded as having improved primary school attendance for 2014/15 compared with 22 in 2012/13
- Caerphilly was ranked joint 19<sup>th</sup> with Blaenau Gwent and Newport
- Caution to be exercised when interpreting the positions of LAs

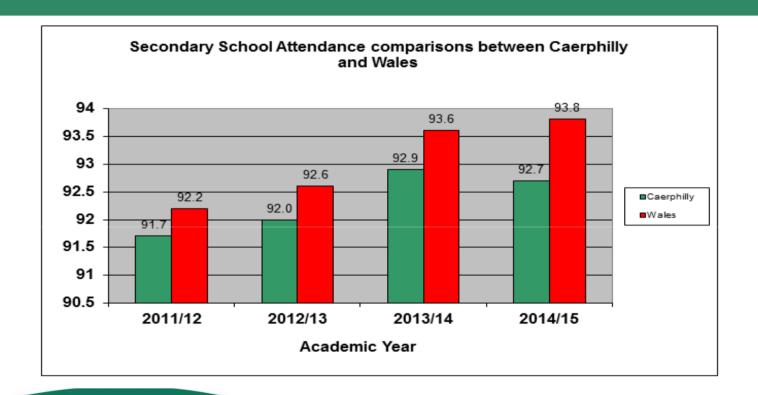


## Attendance in Secondary Schools

- Decrease of 0.2% from 92.9% in 2013/14 to 92.7% in 2014/15
- 6 out of 14 secondary schools show improved attendance from the previous year
- 4 schools matched or exceeded the LA attendance target of 93.1%



## Attendance in Secondary Schools





## National Data- Secondary Schools

- 18 out of the 22 LAs in Wales are recorded as having improved secondary school attendance for 2014/15 compared with 21 in 2013/14
- Caerphilly was ranked 22nd



## Attendance - Moving Forward

Collaborative work between the LA, schools and the EAS will drive improvements in attendance rates across schools within the LA



### Exclusions

- LA officers monitor exclusions on a monthly basis and contact schools to clarify any issues identified
- Targeted interventions are agreed between the LA and the Education Achievement Service. The impact of this accelerated approach has been significant so far with regard to some of the exclusion indicators

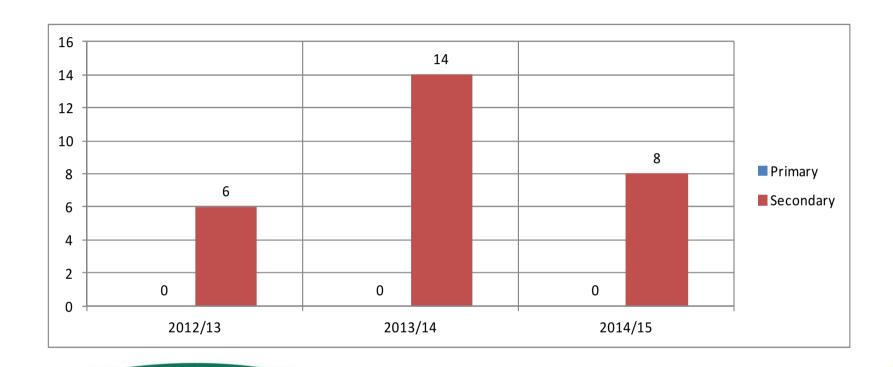


## Permanent Exclusions in Primary and Secondary Schools and EOTAS Provisions

- There have been no permanent exclusions issued in primary schools for 4 consecutive years
- The number of permanent exclusions issued in secondary schools decreased from 14 in 2012/13 to 8 in 2014/15
- There have been no permanent exclusions from the EOTAS provisions



## Permanent Exclusions in Primary and Secondary Schools





### Fixed Term Exclusions

#### There have been decreases in the following exclusion indicators:

- The number of days lost due to fixed term exclusions in primary schools (6 days or more);
- The number of days lost due to fixed term exclusions in secondary schools (6 days or more);
- The number of fixed term exclusions from EOTAS providers
- The number of days lost due to exclusions from EOTAS providers (5.5 days and fewer)
- The number of pupils issued with fixed term exclusions from EOTAS providers



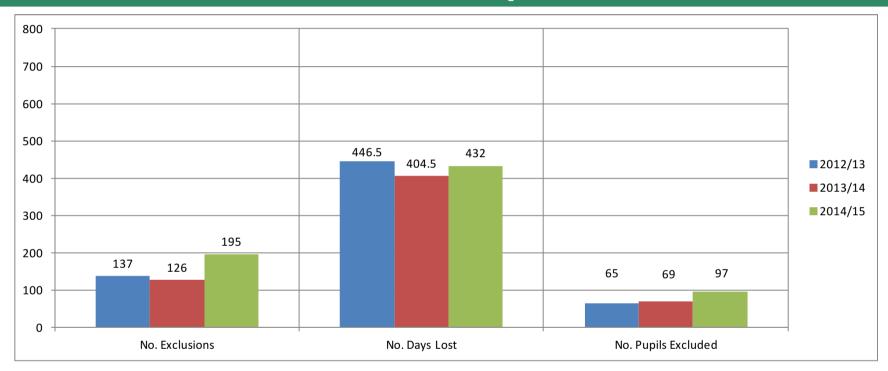
### Fixed Term Exclusions

#### There have been increases in the following exclusion indicators:

- The overall number of fixed term exclusions in primary and secondary schools;
- The overall number of days lost due to fixed term exclusions in primary and secondary schools
- The numbers of pupils receiving fixed term exclusions in primary and secondary schools;
- The number of fixed term exclusions of 5.5 days or less at both primary and secondary schools
- The number of days lost due to fixed term exclusions of 5.5 days or less in both primary and secondary schools

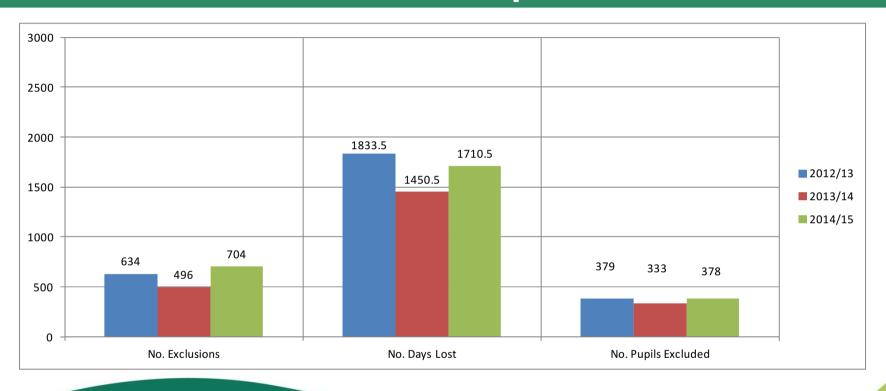


# Exclusions in Primary Schools – 3Year Comparison





# Exclusions in Secondary Schools – 3 Year Comparison





## Fixed Term Exclusions and Gender

- There is a strong correlation between exclusions and gender.
- This is more pronounced in primary schools than in secondary schools.



## Fixed Term Exclusions and Gender

#### **Primary**

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	130	94.9	430	96.3	113	89.7	384	94.9	166	85.1	88.5	20.5
Female	7	5.1	16.5	3.7	13	10.3	20.5	5.1	29	14.9	343.5	79.5

#### **Secondary**

	2012/13				2013/14				2014/15			
	No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost		No. Fixed Term Exclusions Issued		No. Of Days Lost	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Male	484	76.3	1489	81.2	351	70.8	958	66	512	72.7	1325.5	77.5
Female	150	23.7	344.5	18.8	145	29.2	492.5	34	192	27.3	385	22.5



# 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.



## Exclusions - Moving Forward

The implementation of the Behaviour Strategy will drive reductions in exclusions.

Focussed intervention to reduce the number of fixed term exclusions and the number of days lost due to fixed term exclusions in primary and secondary schools and EOTAS provisions.



## Heolddu Comprehensive School Attendance

#### **Education For Life Scrutiny Committee**

**Tuesday 12th January 2016** 

Headteacher: Matthew Sims, B.A., M.A., NPQH



## The Challenge

Academic Year	Present	Authorised Absences	Unauthorised Absences
2014/15	90.4%	5.3%	4.3%
2013/14	92.7%	5.9%	1.4%



## The Strategies

- Appointment of Family Liaison/Attendance Officer
- Ensure processes are more robust
- Targeted support for specific groups of learners
- Inter-form attendance league
- Recognition, rewards & sanctions



## Thank you

