



Lime Wood Primary School



ATTENDANCE MATTERS

An information book for parent, carers
and visitors



TEAMWORK



CURIOSITY



RESPECT



PRIDE



KINDNESS



Woodland
Academy Trust

Our Vision

‘To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing - to find the champion in everyone’

We strongly believe that in order to secure our vision attendance and punctuality is vital in ensuring that our young people are never held back from achieving excellence.

We believe outcomes in all aspects of education are directly affected by attendance and we will continue to strive together to achieve our school attendance target of no less than 97%.

Our own vision sits alongside our Trust mission: ignite the spark, reveal the champion. We are an inclusive and ambitious school, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.

Our Attendance Principles

- We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.
- The school policy is translated into practice through the processes and systems we follow.
- The escalated approach supports children at each stage, parents who do not engage with support understand why, at times, we must follow this process.
- All staff will receive attendance training to support the whole school approach, so that they understand their role in improving attendance.
- Certain staff are identified to engage in specialist training to continue to support families and children who work with external partners.
- We use data information to support children, this allows us to understand the groups, and individuals, who require specific programmes of intervention.
- Reviewing each programme allows us to understand the effectiveness of support and change what is not working.
- Finally, we train and support all staff to understand the ‘root cause’ of concerns.
- Staff use the wider curriculum to allow all children to feel valued and accept themselves.
- We celebrate attendance success and ensure children returning from long absence receive a planned transition.



Attendance Ladder

What does my child's attendance mean?

EQUATES TO:

4 school days missed

7 school days missed

10 school days missed

11 school days missed

20 school days missed

29 school days missed

100%

98%

96%

95%

94%

90%

85%

Perfect!

Impressive

Good

Almost there

Need to improve

Concerning

Very concerning



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Lime Wood
Primary School



Who can help?



Miss Ingrams - Headteacher & SENDCo
Attendance Officer



Mrs Cunningham -
Attendance Administration



Miss Crookes -
Receptionist

At Lime Wood Primary, we work closely with families to provide advice and support on attendance and punctuality as well as reach out to families to support them in identifying the reasons behind their child's absences. For children with lower than expected attendance, Miss Ingrams meets with them in order to review attendance and work collaboratively to make improvements through setting manageable and personalised attendance goals; which are designed to be achievable, such as attending school for specific, manageable periods. Upon meeting their attendance goals, children are rewarded with incentives.

Miss Ingrams is available to meet with parents through drop ins, contacting the school office or informally on the playground in the mornings and afternoons. She undertakes various training programmes, including DfE webinars, online developmental training, and training sessions on our MIS system, Arbor. This ensures she is well-equipped with the latest knowledge and skills to effectively support our attendance improvement initiatives.

Who do we work with?

Lime Wood Primary Schools works in close collaboration with the Bexley Educational Welfare Service (EWS) to proactively address and improve student attendance. This partnership, alongside personalised support and rewarding strategies, aims to ensure a positive impact on attendance and punctuality.

The school also works with the school nursing team, where we can signpost parents to come in for a meeting to help remove any barriers relating to medical needs.

Additionally, we coordinate with Bexley Children's Services, sharing information with professionals to further support our students and families.

Each term, we share our attendance data with our Local Academy Committee, comparing it to national data. This helps us monitor our progress and ensure our attendance strategies are effective.



Why does Attendance matter?



Parents/Carers are legally responsible for ensuring your child receives a full-time education between the ages of 5 and 16 years old.

It is important to set the expectation of good attendance and punctuality right from the beginning of school so that children can develop good routines and habits.

Good attendance at school is essential to your child's wellbeing and helps to develop:

- Friendships
- Life skills
- Social and communication skills Cultural awareness
- Self-esteem & confidence

Research shows that regular absence from school is often the greatest single cause of poor achievement and performance.

If your child does not go to school without good reason this is an offence and may result in referral to the Educational Welfare Service, the issue of fines and Penalty Notices, or even prosecution.



How are children involved?



Attendance Ambassadors

As the school grows, and our children reach KS2, we aim to introduce Attendance Ambassador roles which we believe are integral to promoting leadership and responsibility among students, while also fostering essential skills such as communication, organisation, and debating. Each class will have two Attendance Ambassadors.

Here's an outline of the roles and responsibilities that will come with the role:

Objectives:

- **Promote Leadership:** Enable pupils to develop leadership skills by taking on significant responsibilities.
- **Enhance Skills:** Foster valuable skills such as communication, organisation, and debating through their roles.
- **Support Peers:** Provide peer support to enhance the overall school environment and promote a sense of community.
- **Improve Attendance:** Work towards improving attendance rates across the school through various initiatives and celebrations.
- **Obtain Pupil Voice:** Gather and incorporate student feedback to continuously improve attendance policies and practices.

Key Responsibilities:

- Serve as role models and leaders within the school community.
- Represent their peers in matters related to school attendance.
- Wear attendance ambassador badges to be easily identifiable.
- Uphold the values and responsibilities associated with the ambassador role.
- Offer support to peers who have been absent, helping them reintegrate smoothly into school life.
- Provide encouragement and motivation to maintain good attendance.
- Attend and actively participate in meetings focused on improving attendance.
- Contribute ideas and suggestions for celebrating attendance and enhancing school attendance expectation.
- Help organise and participate in events that celebrate students achieving 96%-100% attendance.
- Present attendance certificates to their peers, acknowledging their commitment to regular attendance.
- Inform teachers and students about attendance achievements and initiatives.

By implementing the Attendance Ambassador programme, the school aims to create a supportive and motivating environment that encourages regular attendance and recognises the efforts of students who maintain excellent attendance records and children with improved attendance.



What framework do we follow?

The Five Foundations of Effective Attendance Practice Framework

Our school adopts The Five Foundations Framework to improve attendance and persistent absence.

The framework is modelled on the work of Professor Katherine Weare and the emphasis is on developing a school culture and climate which builds a sense of connectedness and belonging to ensure all children can attend school and thrive.

The approach ensures we prioritise building solid working relationships with children/parents prior to any escalation. The staged approach we use ensures we identify triggers early that can lead to poor attendance issues such as mental health issues, lack of trust, communication and relationship breakdowns and the possible lack of networking opportunities both internal (in-school) and external (external agencies).

We have a Trust Attendance Policy which shares the expectations for each school at a minimum.

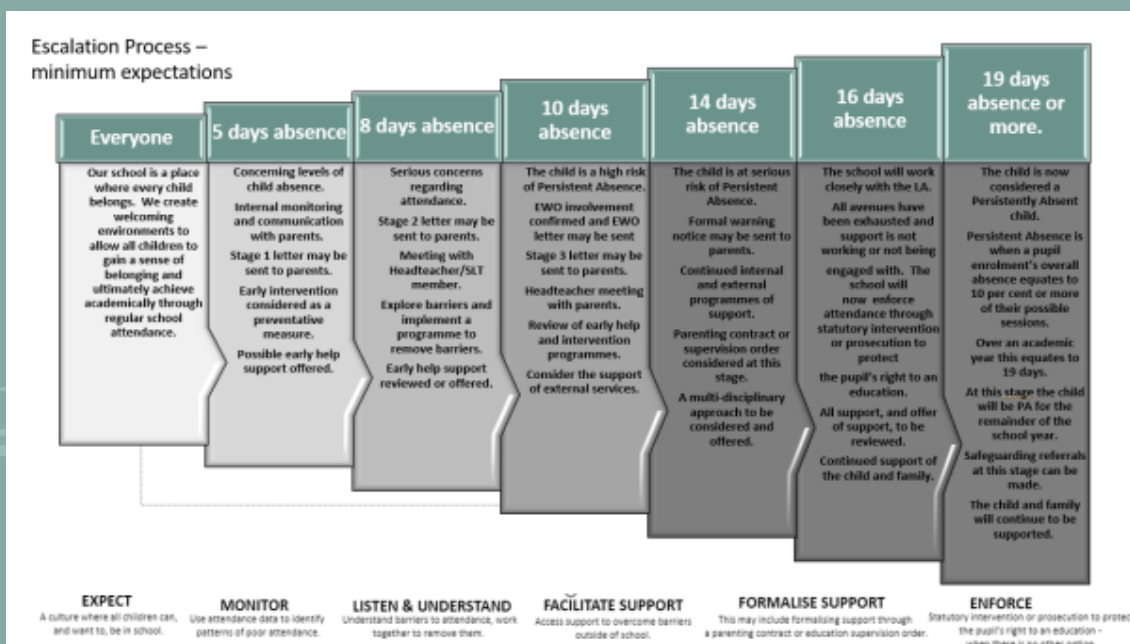
Aims of the strategy

- Increase school attendance and reduce persistent absence to meet set targets.
- Ensure attendance is well managed within the school, with the appropriate level of resources allocated.
- Enable the school to make informed use of attendance data to target interventions appropriately.

Objectives

- Create an ethos within the school in which good attendance is recognised as the norm and every child/young person aims for excellent attendance.
- Make attendance and punctuality a priority.
- Set focused targets to improve individual attendance and whole school attendance levels.
- Embed the framework which defines agreed roles and responsibilities.
- Record and monitor attendance and absenteeism and apply appropriate strategies to minimise absenteeism.
- Develop a systematic approach to gathering and analysing relevant attendance data.
- Provide support, advice and guidance to; parents, children and young people and develop mutual cooperation between home and the school.

Our Escalation Process:



How do we analyse data?

Each term, we conduct a data drill to gather attendance data across all demographic backgrounds. We compare this data to previous half terms to evaluate the effectiveness of our strategies. Additionally, we identify three focus areas, providing reasons for students in each category and detailing the support being provided to their families. This process helps us continually refine our approach to improving attendance.

School data is reviewed by senior members of staff, and, when necessary shared with the whole school team. Staff and parents are kept informed on class data through weekly staff memos, and parent newsletters.

Pupil and Parent Voice

We welcome all feedback and use it to inform our pupil and parent voice initiatives.

We continually strive to enhance our strategies based on the feedback we receive, ensuring that every child can benefit from a positive and supportive school environment.

Please let us know your thoughts.

