

Attendance Network Meetings

December 2025

Updates

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Accountability



Integrity



Empowerment



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Working Together to Improve School Attendance

Relevance to the One Plan



Strengthens Local Collaboration

Supports joined-up working through Family Hubs and integrated services at the locality level



Aligned with Core Priorities

Reflects the One Plan focus on early help, inclusion, and reducing inequalities



Enables Shared Accountability

Provides a framework for cross-sector collaboration and coordinated action

Gloucestershire Multi-Agency Attendance Strategy: *Support First: Relationships and Communication*

- Build trust with families
- Strengthen school culture around attendance
- Improve communication across stakeholders
- Provide Targeted Support via Inclusion Officers and Network Meetings

Gloucestershire Multi-Agency Attendance Strategy: *Health and Schools*

✗ Lack of clarity over roles and responsibilities

✗ Variation in language

✗ Unclear pathways for support

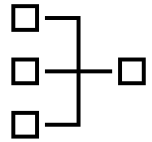


✓ Clarify roles and responsibilities

✓ Promote shared language

✓ Ensure pathways are clearer and simplified

Gloucestershire Multi-Agency Attendance Strategy



Systems and Data



Targeted Multi-Agency Support



Workforce Development

Living our values every day



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Indicative Attendance Baseline Improvement Expectations (ABIE)

(Pronounced Ay-Be)

Purpose

ABIE Initiative Overview

ABIE sets minimum school attendance improvement expectations across England to restore or exceed pre-pandemic levels.

Indicative and Formal Targets

Targets are indicative for 2025/26 and become formal from 2026/27, encouraging schools to exceed minimum expectations.

Purpose and Impact

Ensuring regular attendance improves educational outcomes and reduces persistent absence for every child.

Data-Driven Consistency

DfE uses clear benchmarks to create system-wide consistency and promote proactive school leadership engagement.

How Targets Are Set

AI-Powered Target Calculation

Targets are computed through AI models considering each school's unique context and factors.

Contextual Factors Included

Geographical location, pupil needs, and deprivation levels influence target setting.

Benchmarking with Similar Schools

Attendance data is compared with similar schools to maintain realistic and achievable goals.

Tailored, Data-Driven Insights

AI ensures actionable targets, avoiding generic goals by providing tailored insights.



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Indicative Attendance Baseline Improvement Expectations (ABIE)

Reporting & Accountability

Internal Benchmarks

ABIEs serve as internal benchmarks to guide school improvement and support identification. They are not shared with Ofsted or published externally.

Non-Punitive Monitoring

Attendance progress is monitored thoughtfully, focusing on support rather than punishment.

Consideration of Local Factors

Local circumstances and unexpected events are acknowledged in attendance assessments.

Collaborative Improvement

The approach fosters collaboration to create a constructive environment for improving attendance.

Support Available

Targeted Support Networks

Schools underperforming on ABIE targets will receive help from Attendance and Behaviour Hubs providing direct one to one support

Regional Improvement Teams

RISE teams offer regional assistance to improve school performance through tailored strategies

Peer learning and Best Practices

ABIE reports identify high-performing schools for peer learning and sharing of effective methods

Targeting Support Meetings

Your Inclusion Officer will discuss your ABIE with you, along with your own data and give advice and guidance

Indicative Attendance Baseline Improvement Expectations (ABIE)

Key Features

Test-and-Learn Approach

ABIE framework uses a test-and-learn method for continuous improvements based on feedback and outcomes in 2025/26.

Early Gains Focus

Schools prioritize early attendance improvements to avoid mid-year declines in student presence.

Barrier Reduction Measures

Initiative includes free breakfast clubs, mental health support, and toolkits to address attendance barriers effectively.

Managing Transition Periods

Best practice toolkits help manage critical transitions like Key Stage 3 to sustain attendance improvements.

Next Steps

Review ABIE Reports

School leaders should start by reviewing their ABIE data from Similar Schools Comparison Report for informed decision-making.

Develop Targeted Strategies

Develop strategies to meet or exceed expectations using resources like Attendance Hubs and RISE teams effectively.

Engage with High-Performing Schools

Collaborate with high-performing schools to share best practices and strengthen improvement efforts.

Sustain Attendance Gains

Take proactive steps to maintain attendance improvements and contribute to national recovery goals

Useful links relating to View Your Education Data

- **Access your similar schools' comparison report**
- To access your report:
- Go to <https://viewyourdata.education.gov.uk/>
- Sign in with your DfE Sign-in details
- Click 'Monitor your school attendance'
- Click 'Similar schools comparison reports'
- Click 'Your similar schools comparison reports'

- [Share your daily school attendance data - GOV.UK](#)
- [Access your school attendance data - GOV.UK](#)
- [View your education data](#)
- [Monitor your school attendance: user guide - GOV.UK](#)
- [Monitor your school attendance - discover similar schools comparison report](#)

Ofsted's Schools Inspection Framework November 2025

1. Attendance as a Cultural Indicator

Attendance is no longer judged by raw figures alone. Inspectors ask:

- “What does it feel like to be a pupil in this school?”

Attendance is treated as a proxy for inclusion and support, not just compliance.

Inspectors will probe:

- Why pupils attend or don't attend.
- How the school addresses barriers (SEND, mental health, EBSA, family issues).
- Whether attendance systems reflect a **whole-school responsibility**, not just an attendance officer.

2. Combined Evaluation Area: Attendance & Behaviour

Attendance and behaviour are now assessed together because they are interlinked.

Schools must show:

- Clear expectations and consistent routines.
- Early intervention for both attendance and behaviour issues.
- Inclusive approaches that support vulnerable groups.

Ofsted's Schools Inspection Framework November 2025

3. Leadership & Systems

Inspectors expect evidence that leaders:

- Monitor emerging patterns and trends.
- Review interventions and evaluate impact.
- Train staff on attendance practice.
- Treat attendance as a **safeguarding concern**.
- Work with governors/trustees for accountability.
- Provide reasonable adjustments for pupils with SEND or health needs.

4. Evidence Inspectors Will Gather

Data triangulation: attendance figures, pupil voice, lesson observations.

Policies and practice: written attendance policy, escalation processes.

Impact: how interventions improve attendance for vulnerable cohorts.

Collaboration: work with families and external agencies to remove barriers.

Ofsted's Schools Inspection Framework November 2025

5. Grading Expectations

Attendance is judged on a **five-point scale**:

- **Exceptional**: consistently high attendance, proactive engagement, transformative impact.
- **Strong Standard**: embedded, highly effective systems.
- **Expected Standard**: meets statutory and professional guidance.
- **Needs Attention**: weaknesses or inconsistencies affecting pupils.
- **Urgent Improvement**: systemic failure or very high persistent absence.

Key Practical Actions for Schools

- Embed attendance in **school culture and safeguarding systems**.
- Move beyond spreadsheets—show understanding of **barriers and solutions**.
- Train staff for **early identification and intervention**.
- Document and evaluate impact of strategies.
- Ensure governors understand attendance expectations.

Managing winter illness in your setting (DfE)

As we move further into the term, we want to remind all settings of the key guidance available to help manage seasonal illnesses and keep pupils and staff well.

- [Education Hub Blog](#): Reducing the spread of illness this winter: Seven steps to healthier schools and higher school attendance – please share this blog with parents and staff.
- [NHS Guidance for Parents](#): Is my child too ill for school? – a useful resource to help parents decide when children should stay at home.
- [Preventing and Controlling Infections Guidance](#): Includes advice on vaccination, ventilation, and good respiratory hygiene.
- [A–Z of managing Infectious Diseases](#): Practical guidance on managing specific illnesses.

By following and sharing these resources, settings can support healthier school environments and help maintain high attendance as far as possible throughout the winter months.

Useful links

[Education Secretary sets roadmap to improve attendance levels - GOV.UK](#)

[Pupil attendance in schools - GOV.UK](#) (updated fortnightly)

[Pupil experiences in school: academic year 2024 to 2025](#)

[RISE attendance and behaviour hubs programme - GOV.UK](#)

Attendance questions – if you can't find the answer here:

[Attendance](#)

Contact your Inclusion Officer directly or call 01452 427274 or email attendance@gloucestershire.gov.uk

If your school needs specific advice and guidance on legal aspects then book onto [Attendance Connections](#) which takes place fortnightly