Attendance Network Meetings

March 2026

Information sharing

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Information Sharing

DfE workshops – use of data

How to use 'Monitor your school attendance' to support transition including Year 6 transition data download for secondary schools [Monitor your school attendance webinar – transition](#) (40 minute recording)

Discover similar schools comparison reports on Monitor your school attendance (ABIEs as discussed in December ANM) [Monitor your school attendance - discover similar schools comparison report](#) (45 minute recording)

More basic use of Monitor your school attendance tools [Introduction to the Monitor your school attendance tool](#) (40 minute recording)

Information Sharing

Ofsted updates

Excerpts from inspections from Gloucestershire schools under latest guidance:

Attendance and behaviour - Strong standard (Primary)

Leaders have worked tenaciously to bring about a positive change in attendance culture. Their strong relationships with families and clear communication about the importance of school and learning are helping pupils attend well. The school provides appropriate challenge and support when pupils' attendance falls short. Those responsible for governance provide robust challenge to leaders about attendance. Creative strategies, including working with other schools, help to remove barriers so that pupils feel an increased sense of belonging. Attendance data does not always reflect leaders' notable work because the number of pupils in each year group is small and many pupils join the school partway through the year. As a result of leaders' actions, the attendance of pupils who remain at the school over time has improved and is sustained.

Attendance and behaviour - Expected standard (Primary)

Leaders thoroughly analyse pupils' attendance patterns. They accurately identify barriers that prevent pupils from attending school regularly. Leaders and staff collaborate effectively with parents and carers and a wide range of external professionals to support pupils' attendance. Targeted work with families is improving pupils' attendance, including for disadvantaged pupils and those with special educational needs and/or disabilities. However, leaders recognise the need for continued engagement with parents and carers to secure the higher attendance of their children.

Information Sharing

Ofsted updates

Excerpts from inspections under the new standards from Gloucestershire schools:

Attendance and behaviour - Strong standard (Primary)

Attendance is a whole-school priority, underpinned by a strong culture of belonging for all pupils. Rigorous systems monitor attendance closely, enabling leaders to provide timely support and challenge. For example, the pastoral lead provides help for families when they need it. The school's work on attendance has had a significant impact over time. This is reflected in consistently high rates of attendance for all pupils.

Attendance and behaviour - Expected standard (Primary)

The school tracks pupils' attendance meticulously. This ensures that the consistently high attendance rates seen over time are being sustained for the majority. A very small number of pupils are persistently absent. In these cases, pupils' attendance is improving steadily, including for disadvantaged pupils and pupils with special educational needs and/or disabilities. As a result of the school's ongoing support, the small number of pupils who have historically arrived late for school are now attending on time or rapidly improving.

Information Sharing

Ofsted updates

Excerpts from inspections under the new standards from Gloucestershire schools:

Attendance and behaviour - Expected standard (Primary)

The school instils a culture of belonging. Pupils want to come to school and learn. The mantra of 'if a child is not here, then our school is not complete' guides the school's approach. Leaders are tenacious in addressing any attendance shortfalls among pupils. They proactively engage with parents to identify and overcome any barriers to pupils' attendance. As a result, attendance levels have risen sharply and are now above the national average.

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Information Sharing

Ofsted updates

Excerpts from inspections under the new standards from Gloucestershire schools:

Attendance and behaviour - Strong standard (Secondary Grammar)

Leaders' approaches to tracking and managing attendance are systematic. Pupils attend school well, and attendance data is high for all groups of pupils. When pupils struggle to maintain regular attendance, leaders provide sensitive adaptations and specialist support to help pupils improve their attendance. The school respects the individual needs of pupils without compromising the school's high expectations. As a result, pupils enjoy consistently positive experiences in lessons and during social times. They demonstrate high levels of commitment and motivation across school life.

Information Sharing

Gloucestershire's Multi-Agency School Attendance Strategy 2025-2028

- agreed at Cabinet in January – currently being published, just waiting for 24/25 data which will be available at the end of March
- health/schools workstream paused due to ICB capacity
- multi agency workstream going through the discovery phase – agencies involved:

Early years, Early Help and Targeted Support, Virtual School, Social Care, Multi agency Forum, NHS (Young Minds Matter), Children's Society, Safeguarding in Education, Schools, EHCP team, Education Inclusion Service, Youth Justice, The Rock, STEPS (GCC), Family Action, Children's Commissioning

Evaluation – please indicate if you would be interested in taking part in a short survey on attendance to help inform the multi agency workstream

July dates – all online – emphasis on mental health absences and EBSA – how to support pupils and families

Check Schoolsnet Bulletin board for all education updates

What actions can you take away?

- Review your **weekly attendance data routines**—does SLT lead the discussion?

- Are you using your **absence banding comparisons** from VYED? (20% of the school population in Gloucestershire sits in the 5 – 10% absence band = early intervention – nearly 19,000 pupils)

- Check **early intervention steps**—are they timely, relational, and collaborative?

- Ensure all staff understand attendance as a **safeguarding responsibility**

- Review how well you are supporting **SEND learners with unmet need**—does your provision reduce rather than create barriers?

Final reflection…..

'Our focus for the coming term is consistent early intervention, using data intelligently, and working as a multi-agency system to understand and remove barriers. Attendance is not just a number – it's reflection of how well the whole system is working for each child.'