

Step 1

Decide on 'who' needs to be involved in the self-evaluation and create an Attendance Team. This is likely to include member(s) of Senior Leadership Team and relevant school or EYC staff e.g. Nurture Teacher, Autism Advisor, Support for Learning, Guidance Teacher, subject Principal Teacher, class teacher etc. In some circumstances, this team may also include professionals from out with the educational establishment e.g., Home-link Officer, Educational Psychologist, QIO.

Step 2

Gather relevant data and information. For example, this will include the school SEEMIS report and could also include SHINE data, EDC Wellbeing tracker and any other relevant sources. It is important to consider data for particularly vulnerable groups e.g., care-experienced children and young people, ASN learners and children and young people in SIMD 1 and 2, as well as whole school level data.

Step 3

Initial self-evaluation should be completed using the Forth Valley West Lothian toolkit. This takes 1-3 hours and can be completed in sections. Consideration should be given to the evidence and examples of what 'red, amber and green' would look like. Note that the wording says, 'all staff' but in line with HGIOS this can be interpreted as 'almost all'. It is expected that not all areas will be green or amber and some areas may require authority level or multi-agency work.

Step 4

From the self-evaluation, the Attendance Team should identify areas of focus. Some actions may be short-term, while others may require longer time scales to implement or align with other initiatives. Outline actions to be taken, by whom, the expected timescale and any data/information that can help evaluate the change. Suggested format for this is linked below.

Step 5

The Attendance Team enact actions and meet as needed. After 6 months to a year, revisit the self-evaluation and review progress. This should highlight any improvement and areas which need continued focus. Repeat this process as required.

Establishment Attendance Working Group or Team Planning Record - Example

Action	Who is responsible	By When	Measures/How will we know?	Review Comment February 2024
Ethos- revisit nurture principle 'transitions' to ensure a positive return for pupils who have been absent/late	DHT- to be cascaded to all staff including subject teachers, SLAs and clerical staff	August in-service	Guidance teacher will check in with persistent late comers and collect views through wellbeing assessment.	
Policy- review school policy and threshold guidance	Working group and cascade to clerical and guidance staff	April 2024	Policy updated and staff implementing measures	

Establishment Attendance Working Group or Team Planning Record – Template

Action	Who is responsible	By When	Measures/How will we know?	Review Comment February 2024