

## Governor Monitoring Visit Record

<b>Date</b>	19.3.26	<b>Governors</b>	Maureen Spence
<b>Objectives</b>			
Update on procedures to support school attendance			
<b>Links with School Development Plan</b>			
Links to 5-Year Strategic Plan and Year 4 Horizon Implementation Plan			
<b>Background Preparation</b>			
<ul style="list-style-type: none"> <li>• DfE guidance Working Together to Improve School Attendance</li> <li>• Summary Table of Responsibilities for School Attendance</li> <li>• Images of Attendance Data</li> <li>• Previously shared information from GB meetings</li> <li>• Link Safeguarding Governors</li> </ul>			
<b>Current Landscape</b>			
<ul style="list-style-type: none"> <li>• Revised Ofsted Framework highlights and prioritises attendance as a discrete area for judgement, 'Attendance and Behaviour' and is evaluated as an indicator of inclusion, support and safety—not just a numerical measure</li> <li>• DfE provide live data via the View Your Education Data Dashboard to Ofsted Inspectors</li> <li>• DfE are providing mainstream schools with additional AI powered data reports to help identify and directly address attendance areas of improvement. These are not available for special schools</li> <li>• DfE has introduced and expanded the number of RISE Attendance &amp; Behaviour Hubs to provide support to schools and families in tackling absence- 90 Lead Schools, none of these are SEND and none are providing support to specialist schools</li> <li>• DfE rolling out free breakfast clubs at every state funded primary school. Not including Special schools</li> <li>• Emphasis remains on early intervention: Schools are required to take a proactive approach to attendance issues, understanding the underlying reasons for absence and demonstrating early, proactive intervention</li> <li>• Guidance stresses the importance of working closely with parents and carers to support children's attendance</li> <li>• Access to Mental Health Support Teams (from April 2026) for up to 60% of pupils in schools</li> </ul>			
<b>Scope of Visit</b>			
<ul style="list-style-type: none"> <li>• Awareness of landscape and challenges for school</li> <li>• School attendance data (Persistent Absentees, Part Time Timetables, Alternative provision, CME list, Pupil Premium cohort)</li> <li>• School monitoring systems</li> <li>• School initiatives and strategies- impact</li> </ul>			
<b>Governor observations and comments</b>			

Julie shared the updated Strategic Approach to Attendance document which combines the 6 areas outlined by the Education Endowment Fund alongside Cleaswell's strategic intent and key practice.

Attendance concerns are addressed promptly through a graduated, SEND-appropriate response.

- **Universal:** strong routines, inclusive curriculum, predictable environments
- **Targeted:** attendance plans, key adult support, adjustments to routines
- **Intensive:** multi-agency involvement, bespoke timetables, reintegration plans

Attendance percentages tracked weekly across the whole school and shared with phase leaders. Data used to:

- Identify emerging patterns / trends,
- Identify, monitor and support pupils
- Work in partnership with families through supportive joint actions rather than punitive measures
- Reward / celebrate improved & sustained attendance along with 100%

11 pupils on CME monitoring list, including:

- x7 part-time timetables, (reviewed half termly, planned re-integration into full-time education where possible)
- x3 non-attenders, (medically unfit, unable to meet need, change of placement required)
- x1 Alternative Provision. (emergency review to request change of placement due to changing needs / provision)

Governors maintain their role in overseeing the school's attendance policy, ensuring it aligns with the updated guidance, and holding the school leadership accountable for its implementation

They should be aware of the new Ofsted Inspection Framework

Governors should actively support the school in fostering a culture of good attendance and working in partnership with families

### **Impact/Next steps**

Impact is measured through:

- Improved engagement and sustained reintegration
- Reduction in persistent and severe absence over time
- Improved wellbeing and readiness to learn
- Positive family engagement and trust

Attendance percentages are considered **alongside individual context and progress.**

### **Items to be raised with the Full Governing Body (if any)**

### **Plans for follow-up visit**

**Summer 2026:**

**Date reviewed at FGB 24.3.26**