Attendance SEF Framework Ofsted 2025/26

Judgement area & criteria	Evidence leaders should provide	RAG (tick one)	Attached Documents / Notes
Urgent Improvement Criteria: Attendance significantly below national averages. Persistent and significant absenteeism is prevalent. Systems for monitoring attendance ineffective. Leaders lack clarity on statutory duties; governors not providing oversight and challenge.	•Attendance well below national; widening gaps across groups •No/weak strategic plan; not time-bound or evaluated •Inaccurate registers; unexplained absence unresolved •Minimal casework; no evaluation of interventions •Limited engagement with parents/carers •Weak/no multi-agency partnership •Governors not challenging attendance data	☐ Red ☐ Amber ☐ Yellow ☐ Green ☐ Beyond	
Needs Attention Criteria: Leaders are familiar with attendance issues, but actions are inconsistent or recent. Although policies are in place, they have not been fully integrated. SEND/disadvantaged pupils show little sustained improvement.	•Analysis exists but not driving practice •Interventions inconsistent; no impact evaluation •Casework patchy across year groups •Parent engagement weak/inconsistent •Governor discussion with limited challenge •Staff lack confidence with systems/interventions	☐ Red ☐ Amber ☐ Yellow ☐ Green ☐ Beyond	

Expected Standard Criteria: Whole-school attendance improving towards/above national averages; persistent absence reducing. Policies consistently applied. Interventions prompt/proportionate. Leaders engage parents/agencies; governors check improvement.	•Accurate registers; prompt follow-up of absence •Banding analysis (95%+, 90–95%, 85–90%, <85%) by groups •Case studies of effective interventions •Parent communications logged and tracked •Multi-agency records (EWO, LA, CAMHS) with impact •Strategic plan reviewed by governors •Attendance culture visible (assemblies, tutor time)	☐ Red ☐ Amber ☐ Yellow ☐ Green ☐ Beyond	
Strong Standard Criteria: Attendance consistently above national averages across school and groups. Positive attendance culture embedded. Improvements sustained. Disadvantaged/SEND pupils improving rapidly.	•3-year trend data showing sustained improvement •Pupil/parent voice evidencing buy-in •Intervention evaluations with measurable impact •Staff confident and consistent with systems •Governors systematically monitoring/challenging data •Attendance embedded in PSHE, assemblies, curriculum	☐ Red ☐ Amber ☐ Yellow ☐ Green ☐ Beyond	
Exceptional Criteria: Attendance sector-leading, significantly above national averages, sustained long-term. Transformational impact on vulnerable groups. School supports system-wide improvement.	•3–5-year datasets showing outstanding outcomes •Transformational case studies for hard-to-reach pupils •External recognition (Attendance Hub, awards) •Testimonies from parents, pupils, staff •Sharing practice across MAT/local/national networks	☐ Red ☐ Amber ☐ Yellow ☐ Green ☐ Beyond	