Attendance Self-Evaluation Workbook

This workbook supports schools to evaluate attendance practice against the updated Ofsted framework (November 2025). Use RAG ratings, add evidence, and record next steps with owners and deadlines.

Strategic Leadership of Attendance

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Attendance and punctuality are prioritised at whole-school level.			
High expectations for attendance are clearly communicated to staff, pupils, and parents.			
Leaders have a clear, strategic plan for attendance improvement.			
Governors/trustees receive regular reports on attendance trends and interventions.			

Data and Systems

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Registers are accurate and monitored daily.			
First-day absence and follow-up processes are timely and effective.			
Leaders use detailed data analysis to identify trends, anticipate risks, and monitor groups.			
Attendance data informs targeted interventions and leadership decisions.			

Culture and Communication

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
School culture encourages pupils to want to attend (safe, respectful, positive).			
Attendance expectations are reinforced consistently across assemblies, newsletters, and policies.			

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Policies are applied fairly and consistently by all staff.			
Pupils and parents understand the importance of attendance.			

Vulnerable Groups

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Attendance strategies specifically address disadvantaged pupils, SEND, young carers, and those known to social care.			
Barriers to attendance are identified and reduced through reasonable adjustments.			
Leaders collaborate with health professionals and agencies for pupils with mental or physical health needs.			
Impact of interventions for vulnerable groups is monitored and evaluated.			

Multi-agency and Community Engagement

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Leaders work effectively with local authority services (EWO, social care, safeguarding).			
Partnerships with health professionals and community organisations are purposeful and timely.			
Parents are engaged positively in attendance improvement.			
Information-sharing and joint planning with external agencies is effective.			

Judgement Criteria

Criteria	Self-rating (R/A/G)	Evidence	Next Steps
Exceptional			
Strong standard			
Expected standard			
Needs attention			
Urgent improvement			

Prepared by: Colin Cattanach – 09 September 2025