



Glasgow City Council

Education, Skills and Early Years City Policy Committee

Report by Executive Director of Education Services

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**Report on Attendance and Exclusions
Comparison of Data - August 2018 to June 2019**

Purpose of Report:

To provide Committee with the information on Attendance and Exclusions for the academic year 2018/19

Recommendations:

The Committee is asked to consider the contents of this report.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No

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1. Introduction

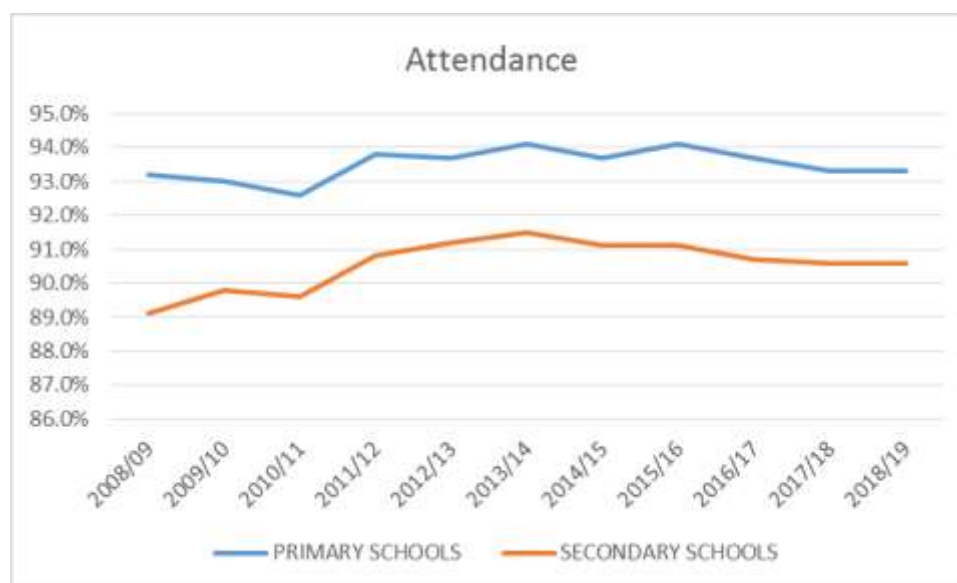
- 1.1 The 2018/19 results have been calculated using information collected in the summer of 2019 from all primary, secondary and ASL schools in Glasgow. For Glasgow City, the information was extracted from SEEMIS management information system.
- 1.2 Percentages for authorised and unauthorised absence relate to the total number of possible attendances — typically, 380 half-day sessions during the school year.

2. Attendance

	2014/15	2015/16	2016/17	2017/18	2018/19
PRIMARY SCHOOLS (41,509 pupils*)	93.9%	94.1%	93.7%	93.3%	93.3%
SECONDARY SCHOOLS (26,036 pupils*)	91.1%	91.1%	90.8%	90.6%	90.6%

*September 2018 census

- 2.1 Attendance has remained at the same rate as 2017/18. We will continue to work with our schools and with Parent Councils and Forums to improve attendance.



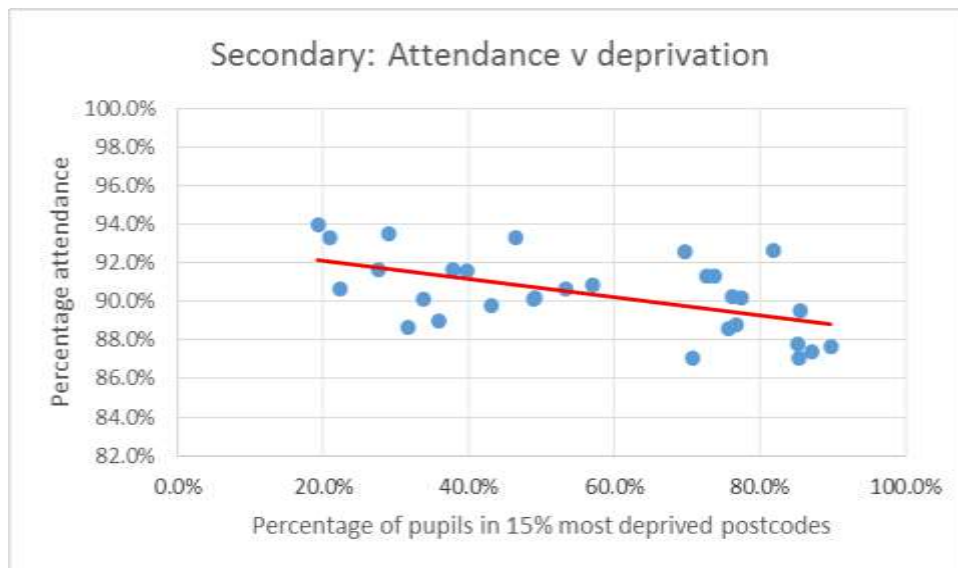
- 2.2 National attendance statistics are published every two years. The last statistics were published in March 2018 and were based on 2016/17 figures. Primary school attendance ranged from 93.7% (Glasgow) to 96.5% (East Renfrewshire)

with an average of 94.9%. Secondary attendance ranged from 88.3% (West Dunbartonshire) to 93.9% (East Renfrewshire) with an average of 91.2%.

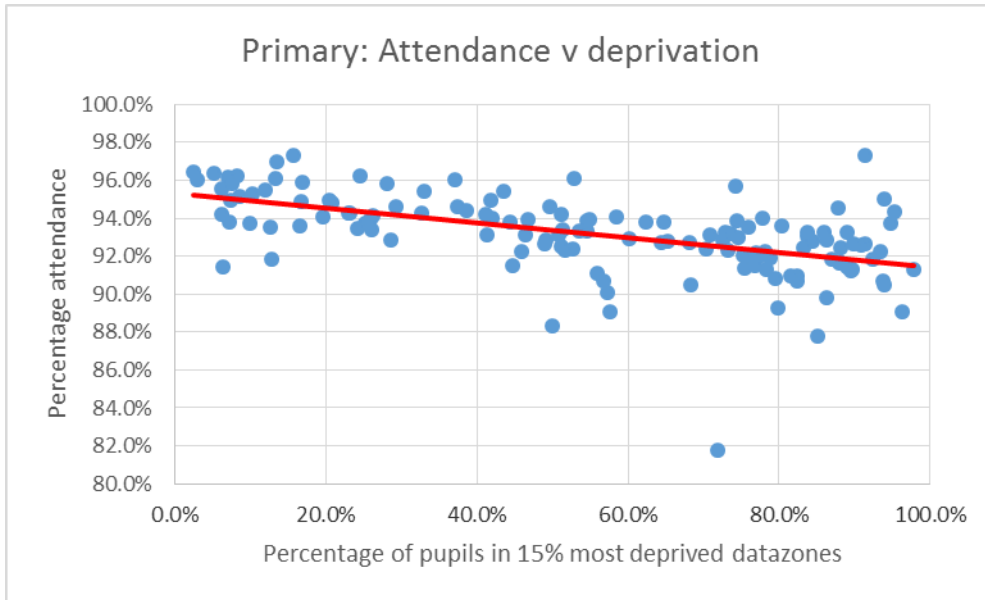
2.3 Attendance in our schools is relatively closely packed.

Primary spread (138 schools)	2016/17	2017/18	2018/19
Outlier (lowest)	84.0%	83.7%	81.9%
lowest	86.9%	88.3%	87.8%
highest	97.3%	97.0%	97.3%
Secondary spread (30 schools)	2016/17	2017/18	2018/19
lowest	86.5%	85.6%	87.0%
highest	95.7%	94.8%	94.0%

2.4 The graph below shows attendance figures for 2018/19 in the 30 secondary schools plotted against the percentage of pupils in the 15% most deprived postcodes in each of the schools. The regression line shows a negative correlation, albeit not very strong. That is, broadly the higher the percentage of pupils coming from the most deprived postcodes the lower the attendance.

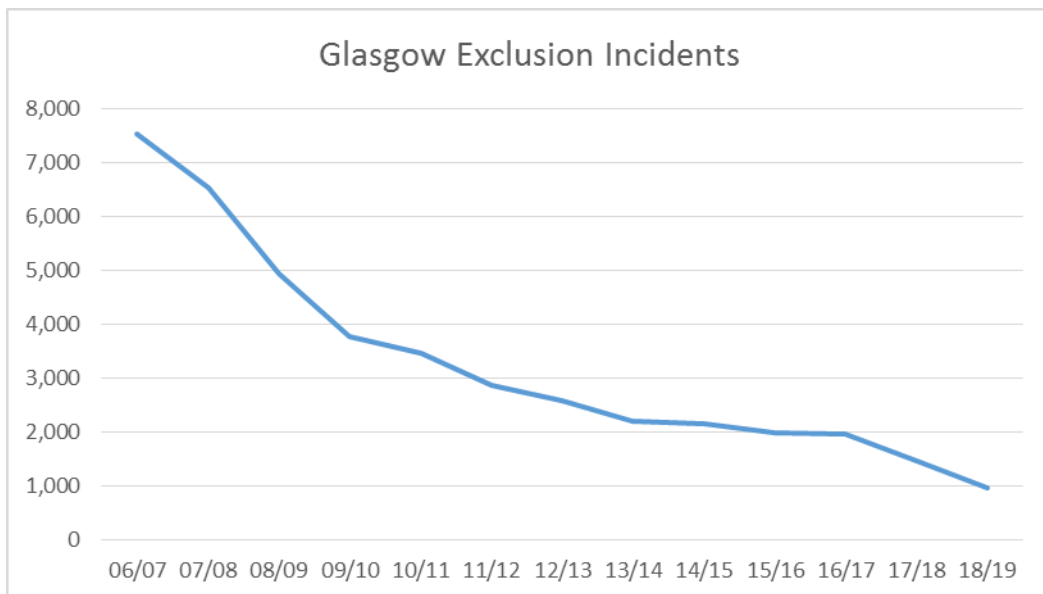


2.5 The graph below shows the attendance figures for 2018/19 in the 138 primary schools plotted against the percentage of pupils in the 15% most deprived postcodes in each of the schools. Similar to the position with the secondary schools, there is a negative correlation, albeit not a very strong one. Again, this means that there is some evidence that deprivation impacts on attendance levels.



3. Exclusions

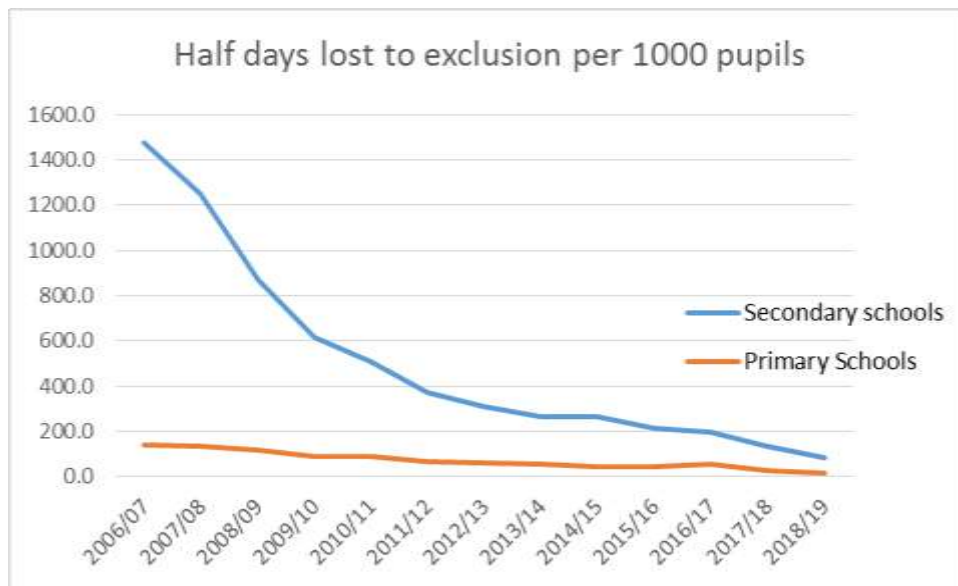
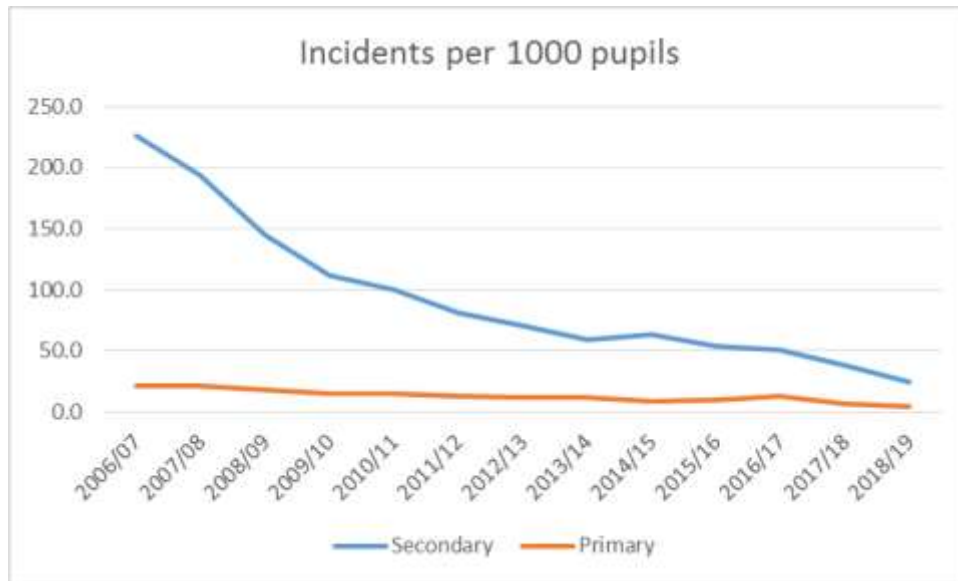
- 3.1 Overall exclusions are continuing to decrease. There was a significant 34% decrease in exclusions across all sectors from the previous year. There has been a further 40% reduction in the number of half days lost to exclusion from 2017/18 to 2018/19.
- 3.2 Since 2006/07 when exclusions peaked, there has been an 87% reduction overall.



- 3.3 Exclusions are measured both in terms of the number of incidents which resulted in an exclusion and also in the number of half days lost to exclusion. It

is also easier to compare through considering the rate per 1000 pupils for both exclusion incidents and half days lost.

3.4 The graphs show exclusion incidents and openings lost to exclusion per 1000 pupils for primary and secondary pupils. The graphs show the dramatic decline in exclusions in secondary schools.



	Exclusion Openings Lost (Half days) Per 1000 Pupils					Exclusion Incidents Per 1000 Pupils				
	2014/15	2015/16	2016/17	2017/18	2018/19	2014/15	2015/16	2016/17	2017/18	2018/19
Glasgow										
Primary schools	45.5	42.7	56.5	28.5	17.2	9.2	9.7	12.8	7.0	4.7
Secondary schools	263.1	216.3	197.2	132.7	81.4	63.5	53.9	51.0	38.2	24.6

Exclusion incidents	3 year percentage	5 year percentage	10 year percentage
Primary	-51.5%	-59.1%	-74.7%
Secondary	-54.4%	-58.3%	-83.1%

Half days lost to exclusion	3 year percentage	5 year percentage	10 year percentage
Primary	-59.7%	-69.9%	-85.4%
Secondary	-62.4%	-69.0%	-90.7%

- 3.5 Nationally, data on exclusions is published every two years. Exclusions nationally have also reduced significantly. It is only exclusion incidents per 1000 pupils that is available to allow us to compare.

National	Exclusion Incidents per 1000 pupils		
	2012/13	2014/15	2016/17
Primary schools	10.4	9.0	11.0
Secondary schools	58.4	49.5	47.6

4 Children affected by exclusion

- 4.1 Overall, only 1% of all pupils in the city have been excluded. This is a reduction from the 2017/18 figure of 1.33%. Of the 41,470 primary pupils 145 or 0.35% were affected by exclusion. Of the 26,069 secondary pupils 473 or 1.81% were affected by exclusion.
- 4.2 Positively, 75% of all those affected by exclusion were excluded only once. This is an increase from 69.2% in 2017/18.
- 4.3 The greatest rate of decrease in the longer term has been in the secondary sector. A number of secondary schools have made considerable progress in reducing exclusions due to the use of positive behaviour approaches such as restorative justice techniques and nurture. These allow staff and young people

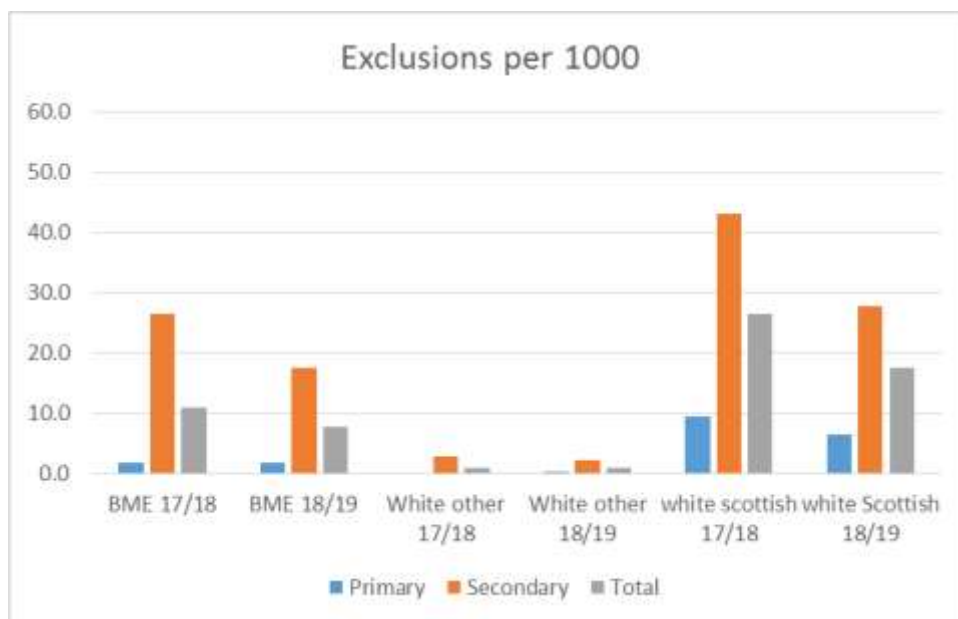
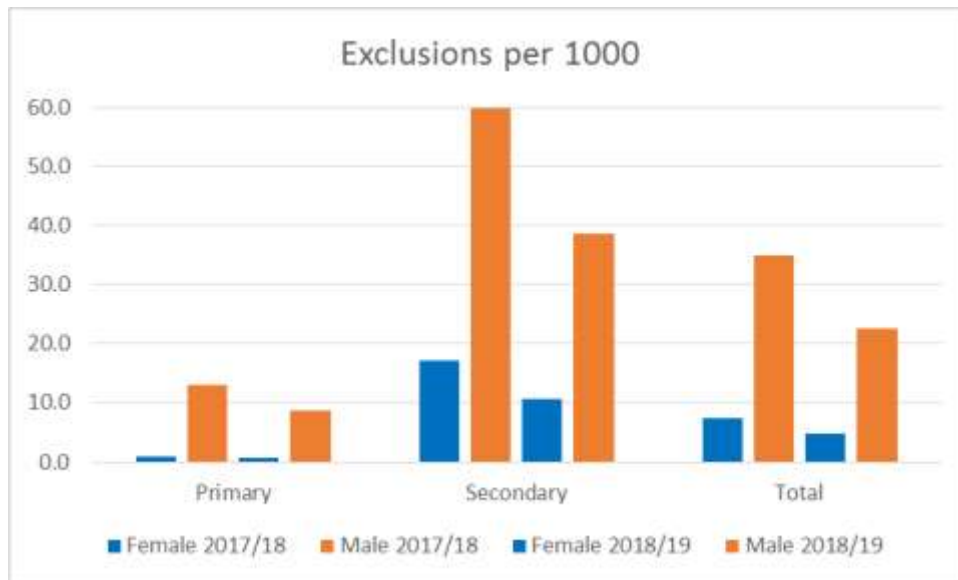
to explore the causes of poor behaviour as opposed to only focusing on the outcomes of the poor behaviour.

- 4.4 All schools are provided annually with individual school statistics for the last three years. This more detailed analysis forms part of each school's quality assurance procedures.
- 4.5 The process for exclusions is governed by Management Circular 8 (<http://www.goglasgow.org.uk/Link/ManagementCircular/>). This was comprehensively reviewed after a year-long period of consultation and engagement led by one of the City Principal Psychologists. It was published on the intranet in October 2018. The circular is now much more child-centred and in line with our aspiration to be a Nurturing City. It also links better to our staged intervention process as part of our police 'Every Child is Included and Supported' <http://www.goglasgow.org.uk/Pages/Show/521> or <https://glasgow.gov.uk/index.aspx?articleid=18941>
- 4.6 On a school by school basis, we need to continue to work with staff, parents and young people to explore the causes of exclusion and the ways in which we can avoid using exclusion. There are no right or wrong rules for exclusions. There will always be times when for the safety of the child themselves or for the safety of others that an exclusion needs to happen. However, exclusion should only be used when there are no other options and, wherever possible, restorative approaches should be used to allow children to understand why exclusion is being considered. Staff also need to be able to reflect on the causes of exclusion and consider if there was anything they could have done to avoid exclusion being considered.

5. Protected characteristics

- 5.1 An analysis by gender and by ethnicity has also been carried out for the last two years. This shows that for primary and secondary boys are excluded significantly more than girls and 'white Scottish or white other' are much more likely to be excluded than other ethnicities.

Sector	Female			Male		
	Total Pupils (as at Census 2018)	Total Incidents of Exclusion	Exclusion Incidents per 1000 pupils	Total Pupils (as at Census 2018)	Total Incidents of Exclusion	Exclusion Incidents per 1000 pupils
Primary	20,441	12	0.6	21,029	183	8.7
Secondary	13,069	139	10.6	13,000	503	38.7



6. Staff Attendance

6.1 Staff attendance is important for us to monitor as staff attendance has an impact on the continuity of children's learning.

	2014/15	2015/16	2016/17	2017/18	2018/19
Teacher	96.8%	96.7%	97.0%	96.7%	96.7%
Other Employee	94.9%	95.0%	94.8%	94.4%	94.4%
Education Total	96.1%	96.0%	96.0%	95.7%	95.6%
Council Total	95.5%	95.6%	95.2%	95.2%	94.6%*

*Council statistics impacted by return of Cordia staff to Council

- 6.2 The table shows that while attendance in Education has dipped slightly it has remained better than the Council as a whole. Teacher attendance is consistently high.
- 6.3 'Other employee' includes support staff in schools such as support for learning workers, child development officers and some staff in headquarters. Business support staff transferred over to Customer and Business Services and in 2014/15 – 2016/17 they were not included in this category.

7. Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Within existing resources. Teacher and child development officer absence impacts on the budget as they require to be replaced when absent.
<i>Legal:</i>	In line with the appropriate legislation
<i>Personnel:</i>	Not applicable
<i>Procurement:</i>	Not applicable

Council Strategic Plan: Excellent and Inclusive Education, 22

Equality Impacts:

<i>Does the proposal support the Council's Equality Outcomes 2017-22</i>	Yes – Outcome 7
<i>What are the potential equality impacts as a result of this report?</i>	As set out in section 5.
<i>Please highlight if the policy/proposal will help address socio economic disadvantage.</i>	

Sustainability Impacts:

<i>Environmental:</i>	Not applicable
<i>Social, including opportunities under</i>	Reduced exclusions can lead to better educational outcomes for all young people which

*Article 20 of the
European Public
Procurement
Directive;*

has the potential to create better communities.

Economic:

Reduced exclusions can lead to better educational outcomes for care experienced young people has the potential to improve the economy of the city.

**Privacy and Data
Protection impacts:**

Not Applicable

8. Recommendations

8.1 The Committee is asked to consider the contents of this report.