

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Michele McClung Ext 73556****Report on Attendance 2020/21****Purpose of Report:**

To provide Committee with the information on attendance.

Recommendations:

The Committee is asked to consider the contents of this report noting that the data for 2019/20 and 2020/21 cannot be directly compared to previous years due to the school closures which took place in both years as a result of the pandemic.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

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1. Introduction

- 1.1 The 2020/21 results have been calculated using information collected in the summer of 2020 from all primary, secondary and ASL schools in Glasgow. For Glasgow City, the information was extracted from SEEMIS management information system.
- 1.2 Scotland's schools closed on 23rd March 2020 due to the global pandemic and did not open again to pupils until 12th August 2020. Schools were closed again from January 2021. They opened for P1 to P3 from 22nd February and from 15th March for P4 to P7. Secondary pupils were able to attend in small groups from 15th March. Full opening took place following the spring break.
- 1.3 Percentages for authorised and unauthorised absence relate to the total number of possible attendances — typically, 380 half-day sessions during a normal school year.

2 COVID-related absence 2020/21

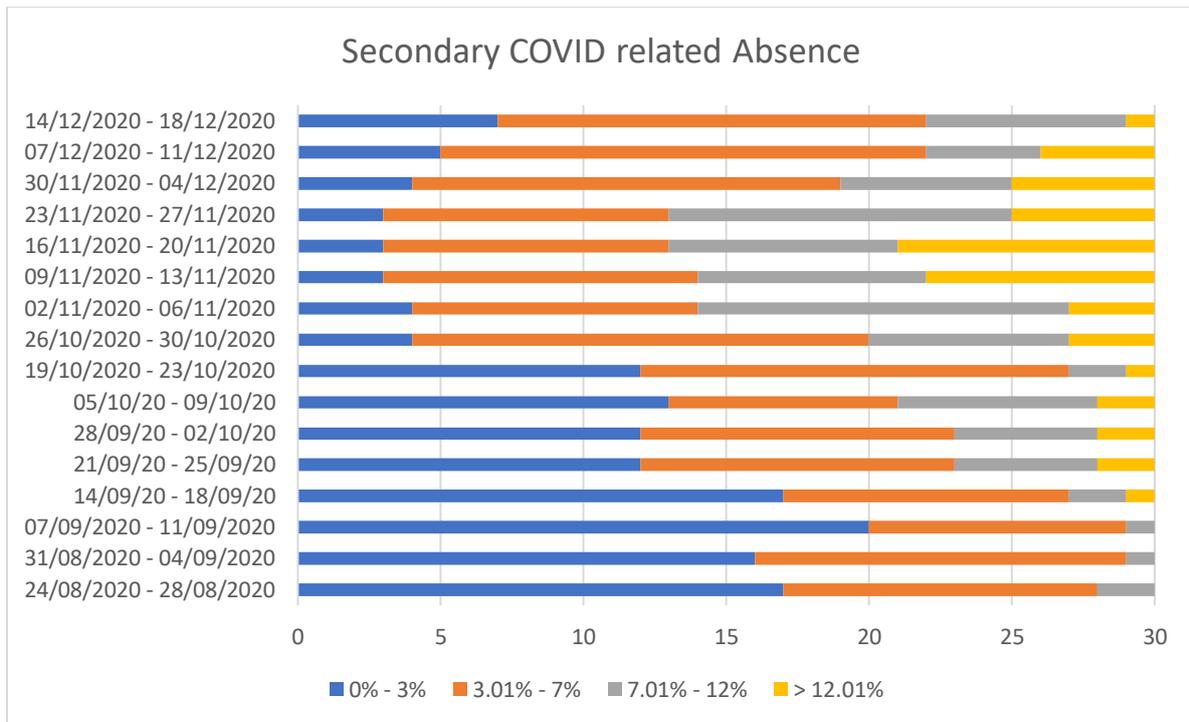
- 2.1 During 2020/21, attendance at schools was severely disrupted due to COVID. From August to December, schools returned full-time but pupils and staff were impacted by periods of self-isolation and, in some cases, testing positive for COVID which led to absences from school.
- 2.2 In January, we entered another lockdown. Primary 1 to 3 returned from 22nd February. Primary 4 to 7 returned from 15th March. From 22nd February 5-8% of secondary school pupils could return to school to undertake activities related to their qualifications. From 15th March pupils could return with physical distancing in place which meant that only relatively small numbers could attend.
- 2.3 SEEMIS is the schools' management information system. Additional codes were added to allow for the monitoring of COVID related absence.

Code	Description	Circumstances that this may be used in	Attendance/Absence Reason
COA	Attendance – Self Isolation – Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and can undertake learning at home. This includes those pupils who are asked to self-isolate, who are required to quarantine, and those who are asked to shield at level 4.	Attendance
CAA	Auth. Abs. – Self Isolation Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of self-isolation related to COVID-19 and is unable to undertake learning at home. This includes those pupils who are asked to self-isolate, who are	Other Authorised Absence

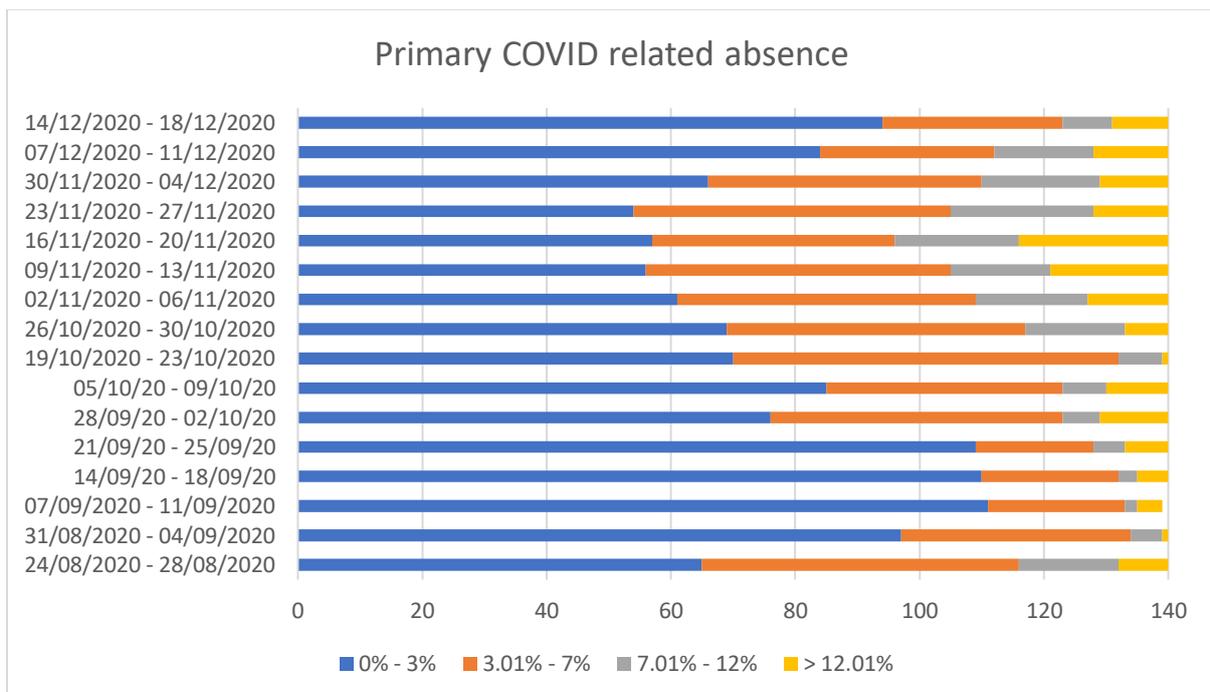
		required to quarantine, and those who are asked to shield at level 4.	
CAB	Sickness unable to home In Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and is unable to undertake learning at home.	Other Authorised Absence
COB	Sickness able to home In Coronavirus	Where a pupil is scheduled to be in school but cannot attend because of COVID-19 related sickness and can undertake learning at home.	Attendance
COH	Home Learning - Attendance	Where a pupil is scheduled to be undertaking home learning and is not known to be absent from this.	Attendance
CAH	Home Learning - Absence (Any Reported)	Where a pupil is scheduled to be undertaking home learning but is unable to undertake this. Covers all reasons for absence including sickness, family holidays etc.	Other Authorised Absence
CPI	Parent isolating against advice C. virus	Where a parent has chosen to keep their children away from school as a precautionary measure where there is no advice to take such measures.	Other Unauthorised Absence

2.4 As can be seen, some of the codes recorded a pupil as in attendance even though they were not physically in school, such as COA. It, therefore, made more sense to track COVID-related attendance/absence using these codes. The research team were asked to gather the numbers of pupils recorded using a COVID code.

2.5 In the graphs below, the number of schools with COVID-related absence has been gathered to observe how the pattern of attendance/absence has changed week by week. The bandings which have been chosen are arbitrary, i.e. different bandings could just as easily have been chosen. They have been chosen solely for the purpose of comparisons.



2.6 The above graph shows the 30 mainstream secondary schools. It can be seen that in November, secondary schools were significantly affected by COVID-related absence. However, from the last week of November and into December the position continued to improve with fewer secondary schools having COVID related absence of more than 7%.

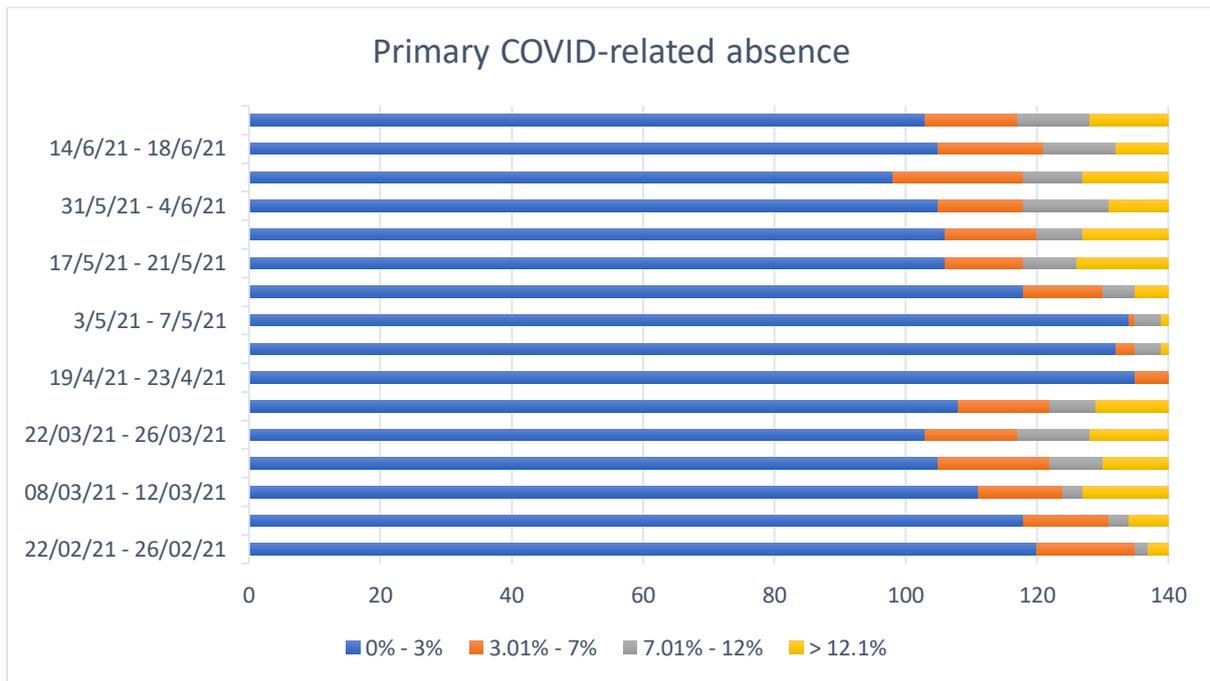


2.7 The above graph shows the spread of absence of the 140 mainstream primary schools. The graph shows that similar to the secondary schools, improvement is evident from the last week of November and into December. On w/c 7

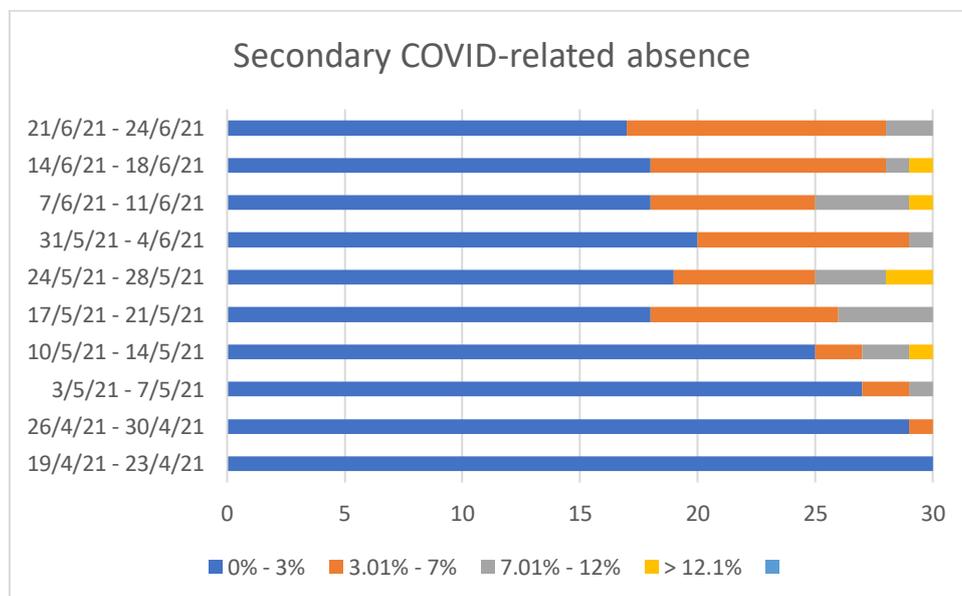
December 84 primary schools had less than 3% COVID-related absence and in w/c 14 December that had moved to 94 primary schools.

3 January to June 2021

3.1 The graph below is similar to the bar charts above. It shows that fewer primary schools were as affected by COVID-related absence as during the period August to December. Note that the first three weeks were P1 to P3 only.



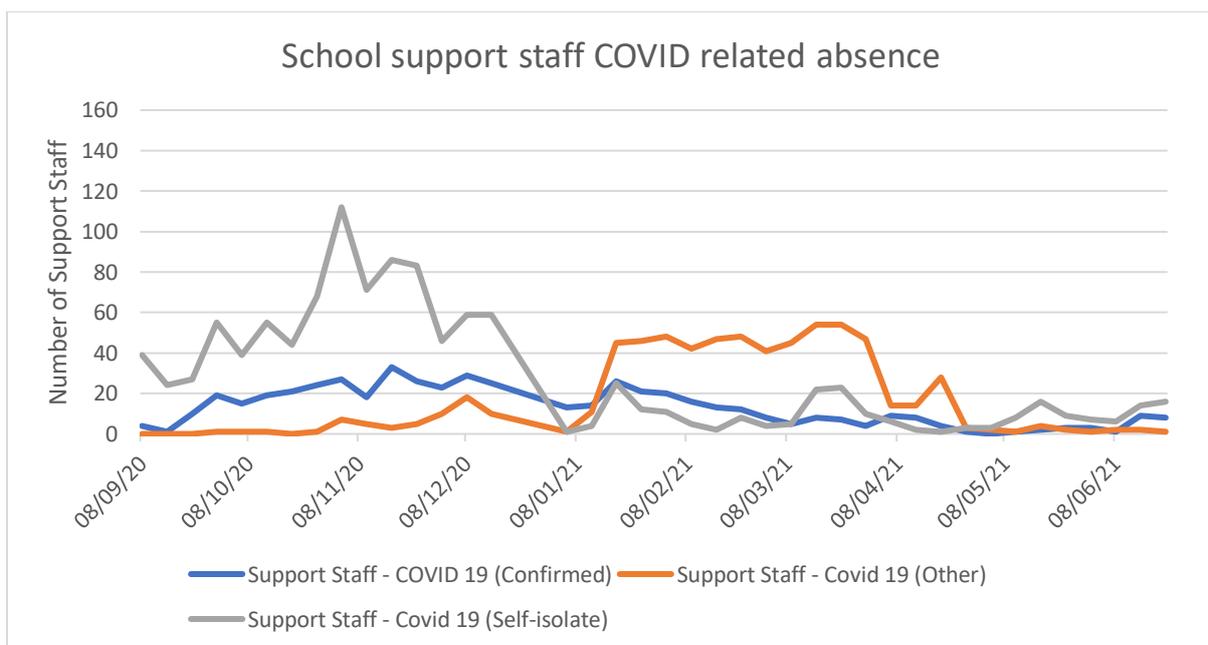
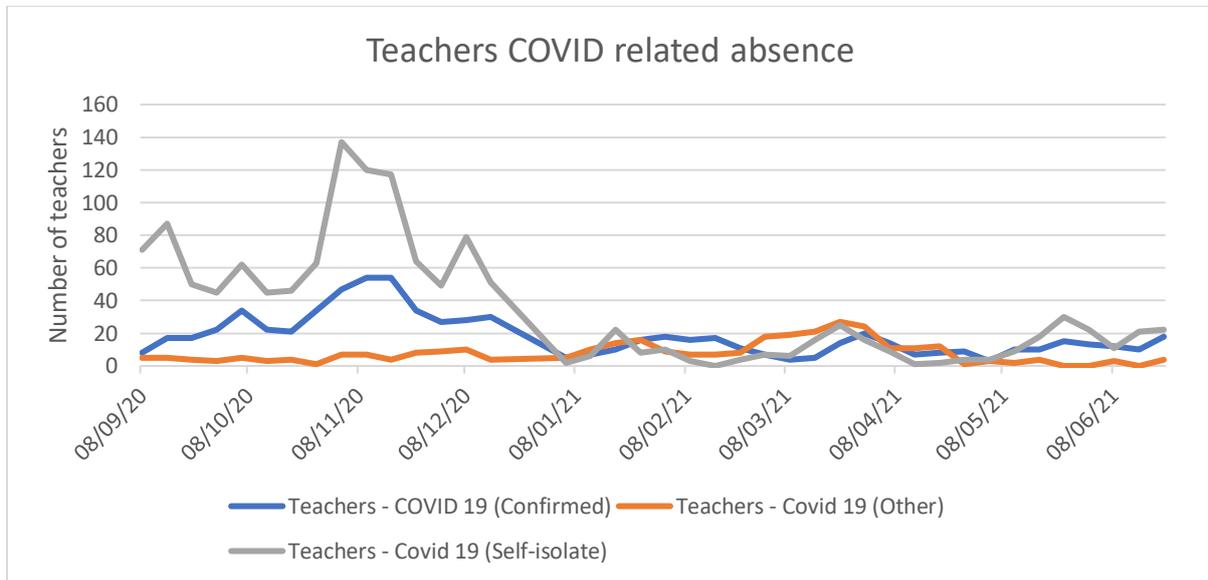
3.2 The secondary graph has only been included from after the spring break as secondary pupils were only attending part-time prior to the spring break.



4 Staff COVID-related absence

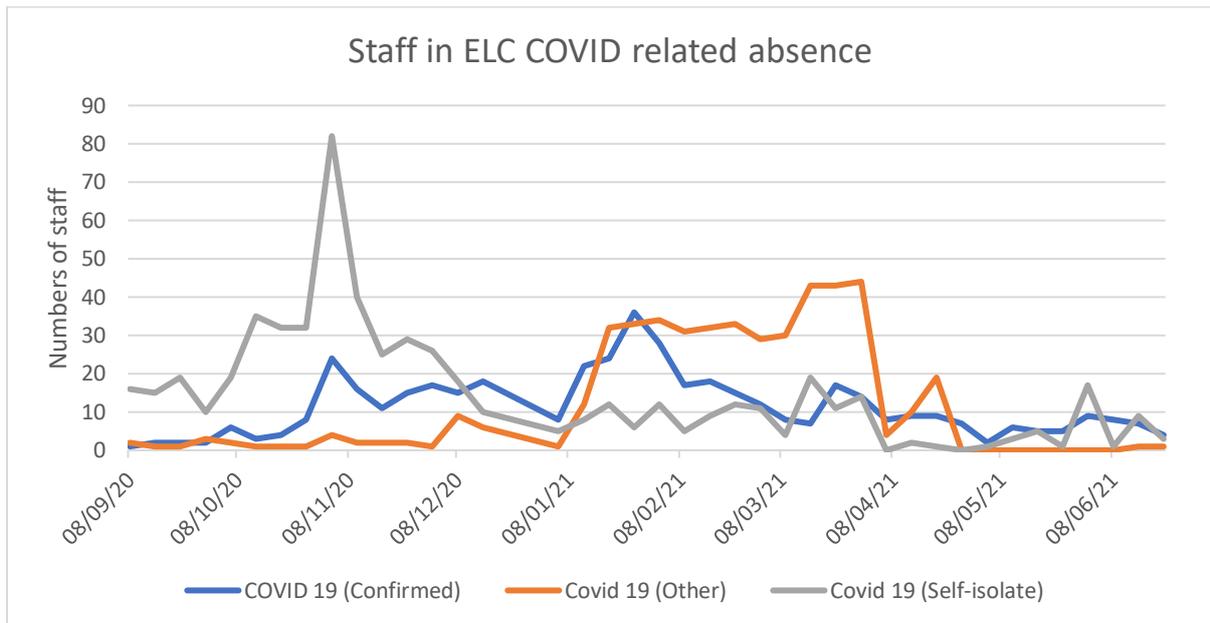
4.1 Education Services also tracked the COVID-related absence of staff. Note that this does not measure the length of the absence so given that COVID-related absences are at least 10 days (minimum length of time for a positive test) then staff will appear across two weeks of data. There are more than 6,000 teachers (headcount) and 3,000 (headcount) support staff in our schools.

4.2 The code COVID-19 other covers staff who were absent due to shielding.



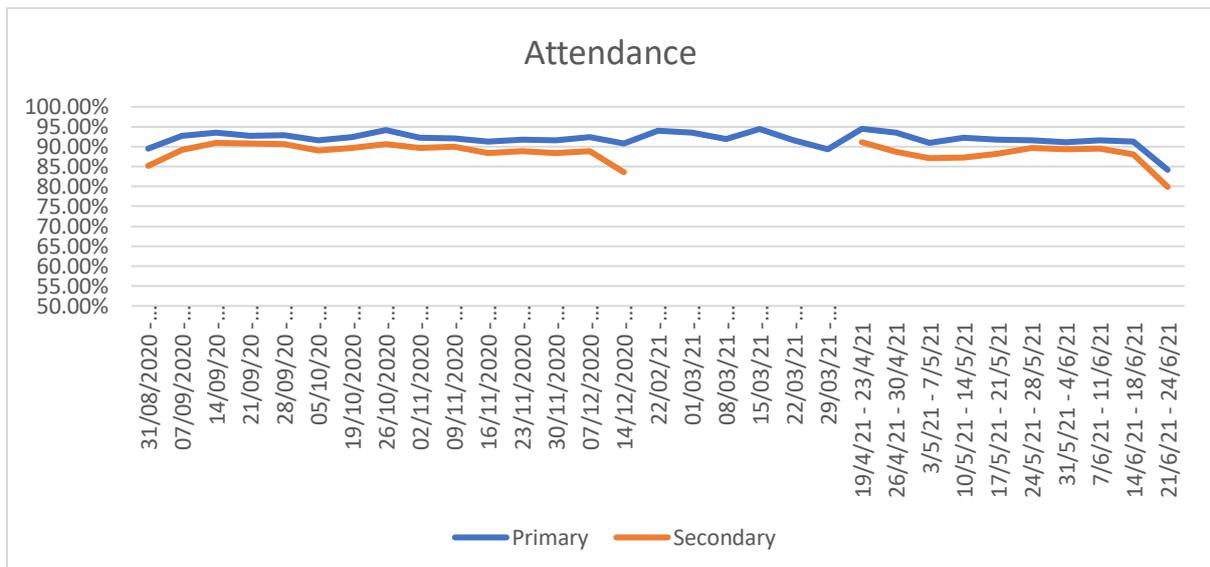
4.3 The graph below shows the numbers of staff in our nurseries with COVID related absence week by week. As with the graphs above, this does not measure the length of the absence. Given that COVID related absences are at least 10 days (minimum length of time for a positive test) then staff will appear

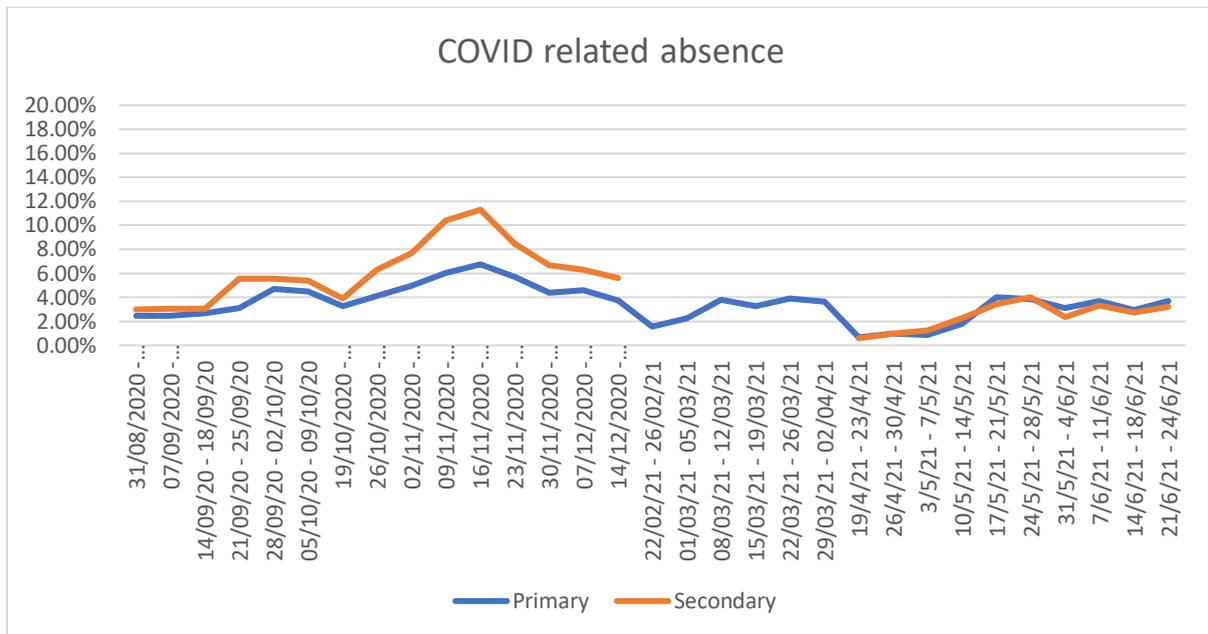
across two weeks of data. There are around 2,500 (headcount) staff in our nurseries.



5 Overall attendance levels

5.1 The gap for secondary in the graphs was in February/March after the second lockdown when for three weeks primary 1-3 returned followed by all primary pupils and secondary pupils only attended for supported learning or assessments.





6. Policy and Resource Implications

Resource Implications:

<i>Financial:</i>	Within existing resources.
<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 and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify. Yes – Outcome 7

What are the potential equality impacts as a result of this report? As set out in section 5.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Climate Impacts:

*Does the proposal support any Climate Plan actions?
Please specify:* Not applicable

What are the potential climate impacts as a result of this proposal? Improved attendance can lead to better educational outcomes for all young people which has the potential to create better communities.

Will the proposal contribute to Glasgow's net zero carbon target? Improved attendance can lead to better educational outcomes for all young people and has the potential to improve the economy of the city.

Privacy and Data Protection impacts: Not Applicable

7. Recommendations

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