

MLLC Change Initiative

Your submission may be based on a change initiative you led or on one that you are planning.

Start with why:

What was your change initiative? Why did you choose it? What was the intended impact on learners and/or colleagues? (Minimum 50 words.)

My change initiative was to look at attendance within our school. I chose this as we have a **stretch target** to meet with our attendance data. It is a **national improvement framework priority**, and we know that if we can improve attendance, we can improve educational outcomes for pupils. It also allowed me to work with a range of staff from pupil support officers to class teachers, to guidance teachers and SLT. I was also able to link with partners and parents too. I was able to do some training on PowerBI, and this change initiative would benefit the whole school and the community as well. The **intended impact** was to support families to support attendance, to boost attendance within the school. The impact was to also boost staff confidence in dealing with attendance and to review the attendance policy with new strategies on how to support pupil attendance in school.

What's the learning:

In what ways does your learning from the MLLC programme relate to your leadership of this change initiative? (Minimum 150 words.)

Using data to lead change: This relates to this leadership change initiative as I was using PowerBI data and attendance data to drive forward improvements in attendance. I was also collecting data and information from staff regarding our targeted pupils as I need background information to know how to manage the circumstances of each pupil

Engaging others in change: this relates to the change initiative as I had to pull together a working group and ensure this covered a range of strategies involving pupils, parents/carers, and other agencies to work together to initiate change. I had to think about how I listened to the group and how I supported them through the process

Characteristics of a middle leader – I had to do **some self-evaluation to determine which characteristics would be important for this change and what type of leader I wished to be**. I needed to determine my 'why' and be able to communicate that to the group and then the wider partners. I decided on this project to be able to lead it from the middle to support the staff who were dealing with attendance on a regular basis whilst also being accountable to SLT on how to meet our stretch targets for attendance.

What's the approach:

What approaches did you take to the change initiative and why? (Minimum 100 words.)

Universal approach – universally I made up a spreadsheet with all pupils and a month-to-month attendance data with also late coming added. This allowed me to track individual pupils' attendance over the year. I worked with the guidance, office and PSO staff to implement actions based on attendance e.g. a group call, letter, telephone call home or to have a meeting for where attendance was a continuous concern. This allowed me to lead the staff to identify issues and patterns and the impact of this was that staff had a better understanding of attendance and contact was made with home to support this. Our attendance policy was also updated to reflect this. Good attendance was also recognised through letters home and certificates for the pupils.

Targeted approach – as a targeted approach I did some training alongside SLT on PowerBI. This contains data about attendance gathered by Fife Council. I analysed this data and organised groups of pupils for targeted interventions. These groups were; care experienced, young carers, armed forces families, those with attendance below 30% and those with attendance 80-85%. I then put together an attendance group of staff to work on this. There were PSOs, guidance staff, a teacher and me. I carried out some training with them on PowerBI so they could see the data. I discussed with them the spreadsheet of pupils and the interventions I was thinking would work. I listened to the group who were dealing with attendance daily and adapted our strategies to what we all felt would work best. Each member of the team was assigned a group and worked with those pupils to raise attainment. We had regular meetings to review the attendance and progress of the group over a 3-month period. The impact of this was that over 70% of the pupils in the groups had a sustained or increased attendance. This process was then added to the attendance policy moving forward and shared with SLT.

Intensive – for the 30% whose attendance did not improve and for those who were under 30% attendance we gave some intensive supports. This involved packs of work being organised by staff in the school and sent home to work on with regular check in calls to establish progress. We also involved community partners to help engage the pupils who hadn't seen improvement, and this required collaborative working with the team around the child and the wider community. We carried out outreach work with those who wouldn't attend to ensure qualifications were completed.

All these approaches were carried out to try and improve the attendance of the pupils and ensure they were supported to attend school and gain their education. We were able to implement new strategies for monitoring attendance and empower staff with tools and strategies to tackle attendance.

What are the challenges?

What blockers did you face and how did you overcome these? (Minimum 50 words.)

Staff in the attendance group were off ill during the pilot programme, and I **overcame** this by delegating some of the tasks to others and then meeting individually with the staff member on their return to catch them up and ensure they were supported

Lots of other tasks get in the way – I ensured I kept in regular contact with the team to check in on progress and support if needed

Spreadsheet access – everyone accessing the spreadsheet was difficult and accidental changes were made so I made a live spreadsheet for everyone to be able to access and made different sheets for each person, so no work was changed on another sheet

Guidance teachers were reluctant to allow intervention from the attendance group. I overcame this by speaking to the guidance teacher to discuss the strategies planned and asked the group to link in with the guidance teacher to ensure seamless and smooth planning.

Some pupil's attendance wasn't improving despite interventions – I overcame this by trying to find out what was going on with the pupil and come up with other strategies we could use e.g. outreach work with a different person or involving better agencies removing barriers such as clothing or lunch money etc.

What next?

What are your next steps with the initiative and/or your own professional learning? (Minimum 50 words.)

The next steps are that these procedures are carried out throughout the year driving an improvement in attendance. The attendance policy has been updated to reflect these strategies

This will be cascaded to more staff and other target groups will be identified to improve.

We will involve more partners to support us with this, and I would like to make an attendance network of partners to support the pupils of the school attend and achieve.