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**An audit tool for registration inspection**

Introduction:

The purpose of this document is to provide an audit tool for registration practice and procedures. Under the 2022 regulations, Oxfordshire County Council is not obliged to provide this tool but does so in the interest of supporting schools and pupils in identifying and removing barriers to attendance.

The content and maintenance of the school registers is governed by the Education (Pupil Registration) (England) Regulations 2006 and section 434 and 551 of the Education Act 1996. The regulations apply to maintained and state funded schools (e.g. Academies and Free Schools), independent schools and Alternative Providers as laid out in [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance).

Ofsted, the Ombudsman and the Children’s Commissioner have raised concerns about pupils missing education from alternative provision). Audits of pupils in alternative provision, but on a school roll should form part of the school audit. All alternative provision commissioned by any school must be quality assured by the commissioning school unless registered with Ofsted. Local Authority quality assurance does not negate schools’ duties to make their own checks.

The audit provides a framework to support the work of schools and Children’s Services to ensure high standards of registration are maintained which support both the safeguarding and standards agendas.

It is suggested that the audit is completed annually in all schools, although it is expected that schools identified by Ofsted as requiring additional support for attendance may benefit from additional audit to inform assessment and improvement planning.

Outcome

At the completion of this audit, the auditor will complete a declaration stating that the school is fully complying with the legal requirement and statutory advice relating to the keeping of both the admissions register and attendance register.  If such a declaration cannot be signed, then this audit must contain a detailed action plan, with timescales, in order that this declaration can be signed within four weeks of the initial audit.

The audit should address the following:

* School registration systems are maintained in accordance with the regulations.

The school is open for 380 sessions each school year. (1997 Education No 3181 (School Day and School Year) (England) Regulations).[www.statutelaw.gov.uk](http://www.statutelaw.gov.uk).

* Maintenance and accurate recording within the Admissions and Attendance Registers.
* Evidence of adherence to pupil registration regulations and County Attendance Team guidance and requirements when removing a pupil from the school roll.
* Evidence of robust systems that enable attendance difficulties to be addressed as a priority and preventative measure.
* School support for the attendance of vulnerable groups of pupils with evidence of systematic attendance tracking and interventions as needed.

Preparation:

Oxfordshire’s Attendance Officers should advise schools by email 4 weeks in advance of an audit being undertaken. At this point the authority should make it explicit to the school what information they will need to have access to. This should include:

* The names and roles of the people conducting the audit
* The intended outcomes of the audit
* The intended activities of the audit
* Access to the Admission and Attendance Registers (including passwords if needed to access electronic registration)
* The need for the School Attendance Leader to be available at an agreed point during the visit to answer any queries or explain anomalies.

*Preparation and Expectations:*

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|  OCC Attendance Officer role |  Expectation |
| * Inform school by email of visit
* Read previous reports
* Analyse progress towards targets
* Analyse previous trends in attendance, severe absence and persistent absence
* Determine which registration system the school is using and become familiar with the process for accessing information.
* Comparative data, e.g. statistical neighbour absence levels, national and local analysis (benchmarks) of the mandatory absence codes, PA, SA and vulnerable groups. This should appear in the school improvement plan and supplied by the Head Teacher who receives this information regularly from ESFA DfE, WONDE or OCC.
 | * Identify the previous and current attendance patterns within the school.
* Be aware of any specific e-registration issues
* Analyse use of codes
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| School Preparation | Expectation |
| * Ensure all registers are available for inspection, including the admissions register.
* Make sure the School Attendance Leader is available near the end of the audit period to answer queries or issues raised.
* Be in a position to provide pupil-level details of de-registration and off site educational provision
* Be in a position to evidence the full time equivalent educational provision for all pupils with 15+ days (cumulatively or consecutively) I (illness) code marks
* Identify vulnerable groups
* Ensure there are updated attendance policies/action plans and targets are current, realistic and sufficiently aspirational.
* Comparative data see above
 | * There must be a record for registration of every child on roll.
* School attendance lead to meet with OCC Attendance Officer conducting the audit.
* Schools needs to have comprehensive pupil level details of attendance in their schools including monitoring arrangements for those educated elsewhere
* School staff must be aware of attendance policy and procedure
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Oxfordshire County Council inspection of registration practice in schools.

Name of School: Date of Inspection

County Attendance Officer:

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| **Yes / No** | **SCHOOL SESSIONS** |  |
|  | Is the school open to each year group for 380 sessions? |  |
|  | **NUMBER ON ROLL (all references to pupils are of statutory school age R to Year 11 only throughout)** |  |
|  | Total number of pupils said to be on roll - admissions register |  |
|  | Number of pupils who are dual registered – (and does school check attendance with other establishment) |  |
|  | Evidence of school’s quality assurance checks for all alternative provision arrangements commissioned on behalf of pupils |  |
|  | Number of pupils who are in alternative provision or educated off-site (and does school check attendance). |  |
|  | Number of pupils on average by form/class - attendance registers |  |
|  | Does this information tally with the information provided in the School Census returns. |  |
|  | Are there any anomalies? |  |
|  | How many vacancies does school have in each year group, not including nursery or Year 12 |  |
|  | **ADMISSIONS REGISTER** |  |
|  | The full name and address of everyone with parental responsibility recorded? |  |
|  | Is parent of residence indicated? |  |
|  | Are home addresses clearly listed? |  |
|  | Are contact details available? |  |
|  | Are emergency contact details available, including at least one telephone number? |  |
|  | Is the pupil’s birth name recorded with other names identified? |  |
|  | Is gender shown? |  |
|  | Is the date of birth recorded? |  |
|  | If the admissions register is kept electronically, is it backed up daily |  |
|  | Are details of last school attended listed? |  |
|  | Is the record of admission and re-admission accurate? |  |
|  | **ATTENDANCE REGISTER** |  |
|  | Is there evidence that registers are completed accurately and on time? |  |
|  | Are registers returned or transmitted to a secure central storage point |  |
|  | Is there an adequate procedure in place for roll call in the event of an evacuation?  |  |
|  | Are registers formally closed in the morning and afternoon session? If so when? |  |
|  | How long is the registration period? |  |
|  | Are pupils with persistent absence identified and action taken within two weeks of identification? How many PA pupils enrolled? |  |
|  | Are pupils with severe absence identified and action taken within two weeks of identification? How many SA pupils enrolled? |  |
|  | Is the data backed up daily |  |
|  | How are alterations made to the register? |  |
|  | Are absences left blank? If so, for how long? |  |
|  | Are authorised and unauthorised absences differentiated? |  |
|  | Is there evidence that appropriate practice takes place before a pupil is removed from the school roll? |  |
|  | Is the data cleaned (i.e. no code Ns) before a school census return is made? |  |
|  | **USE OF ATTENDANCE CODING**  |  |
|  | To what extent are attendance codes used in line with the Department for Education national guidance?  |  |
|  | Is extended leave noted correctly? |  |
|  | Is a return date agreed prior to extended leave? |  |
|  | Is there evidence that 15+ days of authorised medical absence triggers alternative educational arrangements from day16 (cumulative or consecutive). This is whether the illness absence (mental or physical) is medically diagnosed or not. |  |
|  | **MANUAL REGISTERS LAYOUT – IF APPLICABLE** |  |
|  | Are year groups differentiated? |  |
|  | Are weekly totals completed? |  |
|  | Are weekly columns dated? |  |
|  | Are weekly columns completed? |  |
|  | Are gaps left between half-terms/terms? |  |
|  | **CHILDREN MISSING EDUCATION** |  |
|  | Has the County Attendance Team been notified of 'missing' pupils? |  |
|  | Does the school use electronic CTF? (School’s data transfer software) |  |
|  | Does the school post missing children information to s2s and the lost pupil database? |  |
|  | **ATTENDANCE PRACTICE.** |  |
|  | When was the attendance policy last reviewed? Was there consultation with parents and pupils? When was it last publicised to pupils and parents? Has it been shared with the County Attendance Team? |  |
|  | Is there evidence of analysis of the reasons for absence and are actions taken to address the main reasons for absence.  |  |
|  | How does the school analyse patterns of absence? |  |
|  | Is there evidence of a first day contact system which ensures the safeguarding of pupils?  |  |
|  | How do you monitor and ensure access to full time education for children with a social worker? |  |
|  | How do you monitor and ensure access to full time education for children with identified SEN? |  |
|  | How do you monitor and ensure access to full time education for all pupil premium entitled children? |  |
|  | Is there a senior manager who is regularly appraised of any issues /concerns raised through the registration of pupils and can ensure timely actions are taken to address the issues? |  |
|  | Does the school undertake analysis of vulnerable groups and act as is necessary. |  |
|  | Is there evidence that pupils with persistent absence are identified and action for improvement is taken within a 10-day period?  |  |
|  | How many pupils’ attendance is 90% or less |  |
|  | What percentage of your school roll attend 90% or less |  |
|  | How many P.A pupils have an individual Attendance Plan? |  |
|  | Is there evidence that pupils with severe absence are identified and action for improvement is taken within a 5-day period? |  |
|  | How many pupils’ attendance is 50% or less |  |
|  | What percentage of your school roll attend 50% or less |  |
|  | How many S.A pupils have an individual Attendance Plan? |  |
|  | Check of Off-Rolled pupils -number, reason and destination |  |
|  | Check of pupils removed from roll for Elective Home Education – number and access to mediation |  |
|  | Check of P.T timetable pupils – number, reason, parental consent, reported to OCC and duration with reintegration details |  |
|  | Reporting of Attendance to Governors arrangements |  |
|  | Reporting of Attendance to Trustees arrangements |  |

If the school has been subject to previous recommendations, please comment about the actions taken and the impact of these

Additional Comment– current inspection.

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| Issue | Recommendation | Lead responsibility | Timescale | Expected Outcome |
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Signed: School Attendance Leader Signed: County Attendance Team Officer

(Member of SMT) Date