



Parental Engagement- The Importance of Attendance in Secondary



Department of Education (DfE) 2023:

“Being in school is important to your child’s achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results”.





Attendance Expectation KHDA:

“In accordance with UAE law a student may be permanently excluded if he/she is absent from school for 20 consecutive days or 25 non-consecutive days within an academic year. In such cases, the school does reserve the right to exclude your child, ask them to repeat a year or withdraw the offer of a place for the following academic year”.



Importance of attendance in Secondary (DfE)

DfE 2016:

In March 2016 the Department for Education (DfE) published a report on the link between absence and attainment in Key Stage 4. The findings for Key Stage 4 show that in general, the higher the absence rate, the lower the likely level of attainment.

At KS4 the study reports that:

‘pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9-4 or equivalent and 2.8 times more likely to achieve 5+ GCSEs 9-4 or equivalent including English and mathematics, than pupils missing 15-20% of Key Stage 4 lessons.’

The report also highlights that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades 9-5 and explains that pupils with persistent absences are less likely to attain at school.

Pupils with higher attainment at KS4 had lower levels of absence over the key stage compared to those with lower attainment.

DfE 2019:

Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.

Pupils who did not achieve grade 9 to 4 in English and maths GCSEs in 2019 had an overall absence rate of 8.8% over the key stage, compared with 5.2% among pupils who achieved a grade 4 and 3.7% among pupils who achieved grade 9 to 5 in both English and maths.

Generally, the higher the percentage of sessions missed across the key stage at KS4, the lower the level of attainment at the end of the key stage.

Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.



Pupils with no absence are 2.2 times more likely to achieve 5 or more GCSE at A*-C including Math/English VS

Students who miss 15-20% of KS4 lessons

Students with higher attainment had lower levels of absence over the Key Stage vs those with lower attainment.

Students achieving expected standards in Reading/Writing/Maths in 2019 had an average 3.5% absence over the Key Stage (96.5% attendance)

In general, the higher the absence rate the lower the likely level of attainment

When a student's attendance falls below 95%, data suggests students are on average 20% less likely to achieve 5 or more GCSE's including English and Maths versus those with above 95% attendance.

Students not achieving expected standards in Reading/Writing/Maths in 2019 had an average 4.7% absence over the Key Stage (95.3% attendance)

Students achieving ABOVE expected standards in Reading/Writing/Maths in 2019 had an average 2.7% absence over the Key Stage (97.3% attendance)

Among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent.



Who should I speak to regarding attendance?

- ✓ **Schools' attendance team to report an absence in the first instance**
 - Parents must email the schools attendance via email attendance_fps@gemsedu.com
 - For 48 hours of more a sick note should be provided to ensure attendance is not marked as unauthorised.

- ✓ **Form Tutor (For any pastoral/academic concerns)**
 - Pastoral support; E.g. Attendance and Punctuality, Uniform, Equipment, Behaviour Trends, Learning Support and Child Wellbeing

- ✓ **Head of Year**
 - Our Heads of Year are on hand to work with all students academically and pastorally. They also work closely with their tutor team to monitor all students; Attendance and Punctuality, Uniform, Equipment, Behaviour Trends, Learning Support and Child Wellbeing



Leave and Holidays in Term Time?

- ✓ **Requesting to take your child out of school during Term time must be put in writing to the senior leadership team.**
- Taking holidays in term time will affect a student's education as much as any other absence and we expect parents to help us by not taking their child away on holiday in School time. Remember that any savings made by taking a holiday in school's term time are offset by the cost to a child's education. Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised. If a parent would like to request that their child takes a leave of absence during term time they must put the request in writing to the Senior Leadership Team who will inform them whether or not the leave of absence is granted.
- We always look to support our families and understand that there are times where leave can be needed and we will look at every request.
- Forms can be found in School reception.



What is FPS doing to improve attendance?

- ✓ As a school we are always looking at ways in which we can support and improve students' attendance;
 - Regular assemblies directed at students sharing the impacts of poor attendance.
 - A robust registration programme that is tailored to each year group supporting the importance of attendance.
 - We share weekly attendance figures with our pastoral year team leads and tutors.
 - We report attendance online to parents via the portal and will also maintain contact via phone/email
 - We log/track/monitor students of concern and work closely with parents by updating them when we have concerns.
 - Have a dedicated attendance data team who rigorously analyse attendance figures.
 - Update our policies inline with the KHDA expectations.
 - Hold meetings with parents in person to see how we can **support** all our families with the end goal of ensuring all students are supported.



How can I help improve my child attendance?

- ✓ **As a community we want all stakeholders to work together to ensure our students are in school as much as possible;**
 - Regular contact with your child's tutor should you have any concerns.
 - Take an active interest in your child's education; speaking with them when they return from school to find out about their day.
 - Ensure your child is on time, in school and ready for learning for 7:30.
 - Helping with their home learning and organisation for each day in school.
 - Support by not planning medical/dental absences during school time where possible.
 - Ensure clear routines are set for bedtimes/mornings.
 - Attend school events such as 'meet the tutor' and 'parent consultation evenings' to develop personal connections with your child's tutors/teachers.
 - Encourage your child to join ECA's to develop skills and make new friendships.
 - Reward positive behaviour and attendance at home.



Key Stage 3, 4 and 5 Pastoral Structure 2023 2024

Emirati Coordinator
[Sarah Barr](#)



Head of Inclusion
[Patrick Joseph Kennedy](#)

Head of secondary
[Rhys Headley](#)



EAL Coordinator
[Lilia Shaekhova](#)

Deputy Head of Secondary
[Lewis Hammill](#)



Assistant Head of Secondary (Pastoral)
[Nathan Jackson \(DDSL\)](#)



Additional Pastoral Support
Assistant Heads of Secondary
[Laura Nulty](#) [Sarah Barr](#)



Student Counsellor



Head of Year 7
[Grainne O'Rourke](#)

Catherine Hyland CHY
Jen Pope
Joshua Brown JBW
Hannah Ritchie HRI
Guillame Richer GRI
Lauren Board LBO
Jessica Pritchard JPR
Edel Costello ECO

Head of Year 8
[Rebecca Davies](#)

Esther Palahi EPA
Sarah Deighan
Jessica Barker JBA
Nazia Mirza NMI
Tom Perris TPR
Joel Heraty JHE
Nicholas Hughes NHU

Head of Year 9
[Aoife McHugh](#)

Niamh O'Reilly NLY
Samira Bencheikh SBN
Jemma Johnston JJO
Amra Hussain AHU
Connor Stanton CST
Heleena Majid HMA

Head of Year 10
[Cormac O'Donnell](#)

Assistant Head of Year 10
[Lauren Snelling](#)

Lauren Foster LFS
Natalie Porter-Bird NPO
Eleni Charalambous ECH
Lydia Coveney LCO
Tom Owen TOW
Ryan Smith RSM
Matthew Gallagher MGA
Olivia Smith OSM

Head of Year 11
[Ryan Birkett](#)

Shauna Southam SSO
Mohammed Yafai MYA
Naima Ali NAL
Louise Owen LOW
Louisa Maria Stivaros LST

Head of Year 12
[Matthew Flower](#)

Gemma Wilson GWI
Veronica Livingstone VLI
Priya Vadher PVA
Olivia Dempsey ODE
Lily Shaikova LSH

Head of Year 13
[Nicole Smyth](#)

Gurpreet Kaur GKA
Colton Roberts CRO
Alan McPartlan AMP
Paul Mayers PMA
Taiba Zubaid TZU

↑ Initial point of contact for parents and students ↑



Safeguarding

- ✓ GEMS Safeguarding Team
- ✓ Designated Safeguarding Lead (Stephen Farish)
- ✓ Deputy Designated Safeguarding Leads (Nathan Jackson, Sarah Barr, Rhys Headley, Stephen Farish)
- ✓ School Counsellor (Susan Mahachi)
- ✓ GEMS Safeguarding System- Guard
- ✓ All staff receive yearly Safeguarding training
- ✓ All students receive termly health and safety reminders
- ✓ Safeguarding posters
- ✓ Care to Share QR Code- Student referral process
- ✓ Standing agenda items





Questions and Thank You