



Parental Engagement- The Importance of Attendance in Secondary

Department of Education (DfE)

“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.

DfE 2023:

At KS4, pupils not achieving grade 9 to 4 in English and maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4.

The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%).



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.



Importance of attendance in Secondary FPS Student outcomes 23-24

FPS Student	Attendance	Grades
Student 1 23-24 Exam Series	97.3%	9 X Grade 9s 2X Grade 8s
Student 2 23-24 Exam Series	98.7%	3 X Grade 8s 4 X Grade 7s 3 X Grade 6s
Student 3 23-24 Exam Series	81.3%	2 X Grade 4s 4 X Grade 3s 1 X Grade 2
Student 4 23-24 Exam Series	85.1%	2 X Grade 5s 1 X Grade 4 4 X Grade 3



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.



Safeguarding

- ✓ GEMS Safeguarding Team
- ✓ Designated Safeguarding Lead (Stephen Farish)
- ✓ Deputy Designated Safeguarding Leads (Nathan Jackson, Laura Nulty, Rhys Headley, Stephen Farish)
- ✓ School Counsellor (Rachel Forrest)
- ✓ 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





Key Stage 3, 4 and 5 Pastoral Structure 2024- 2025



Head of Inclusion
Regan Ferreira

Head of secondary
Rhys Headley



Deputy Head of Secondary
Lewis Hammill



Assistant Head of Secondary (Pastoral)
Nathan Jackson (DDSL)



Head of EAL
Lilia Shaekhova

More able and Emirati Coordinator
Sarah Barr



Student Counsellor
Rachel Forest

Additional Academic/Pastoral Support
Assistant Heads of Secondary

Laura Nulty Samera Dhansey Sarah Barr Erika Kennedy



Head of Year 7
Tom Owen

- Aneesa Mahmood
- Shauna Southam SSO
- Mari Evans
- Emily James
- Julie Anees
- Jessica Moses
- Andrew Carroll



Head of Year 8
Grainne O'Rourke

- Iqra Irm Razaq
- Jen Pope
- Joshua Brown
- Louis Perry
- Laura Marie Harris
- Lauren Board
- Jessica Pritchard
- Charlotte Grace Jackson



Head of Year 9
Cormac O'Donnell

- Esther Palahi
- Zaiynab Ayoub
- Cameron Johnson
- Dillon Cuffe
- Tom Perris
- Mahnoor Ahmad
- Kirstie Naish



Head of Year 10
Rebecca Davies

- Marwah Ali
- Alex Merciris
- Patrick Ahern
- Amra Hussain
- Connor Stanton
- Naima Ali



Head of Year 11
Ryan Birkett
Assistant Head of Year 11
Lauren Snelling

- Harriett Elizabeth Killarney
- Natalie Porter-Bird
- Anna Hussain
- Lydia Coveney
- Louise Owen
- Ryan Smith
- Matthew Gallagher
- Olivia Smith



Head of Year 12
Anthea Georgiou

- Gurpreet Kaur
- Mohammed Yafai
- Gary Jones
- Colton Roberts
- Louisa Maria Stivaros



Head of Year 13
Nicole Smyth

- Gemma Wilson
- Veronica Livingstone
- Sarah Deighan
- Taiba Zubaid
- Wasiq Razaq

↑ Initial point of contact for parents and students ↑



n.jackson_fps@gemsedu.com

Questions and Thank You