



L.S.G. Whole School Development Plan 2017-2018 with Review

Target Areas

Improving Attainment and Progress

- Develop consistent systems for tracking and monitoring student attainment and progress
 - Use data to implement attainment-raising interventions in support of Vision 2021
 - Introduce updated Performance Management system to include data-informed targets
 - Develop and monitor innovative T&L strategies to support attainment and progress
- Develop robust and consistent formative assessment mechanisms, which are moderated across the school.
 - Promote English Language Acquisition in all lessons across all subjects
 - Embed and monitor new curriculum initiatives
 - Develop a supportive and effective feedback culture

ICT Development

- Use of technology to redefine and enhance the complete learning process, across the curriculum
 - Use technology to better engage and inform all stakeholders
 - Support staff in their technology development

Adapting Student Provision

- Raise aspirations throughout the whole school community, in-line with targets of Vision 2021
 - Adjust curriculum provision to meet changing student needs and Vision 2021 goals, including introduction of UAE National Curriculum and Moral Education
- Modify timetable, staffing, school environment and scheduling to create optimum/required student provision



Secondary School Overview 2017-2018

Target Areas	2017-2018		2018-2019	
	Semester 1	Semester 2	Semester 1	Semester 2
Improving Attainment and Progress <ul style="list-style-type: none"> • Develop consistent systems for tracking and monitoring student attainment and progress • Use data to implement attainment-raising interventions in support of Vision 2021 • Introduce updated Performance Management system to include data-informed targets • Develop and monitor innovative T&L strategies to support attainment and progress • Develop robust and consistent formative assessment mechanisms, which are moderated across the school. • Promote English Language Acquisition in all lessons across all subjects • Embed and monitor new curriculum initiatives • Develop a supportive and effective feedback culture 				
ICT Development <ul style="list-style-type: none"> • Use of technology to redefine and enhance the complete learning process, across the curriculum • Use technology to better engage and inform all stakeholders • Support staff in their technology development 				
Adapting Student Provision <ul style="list-style-type: none"> • Raise aspirations throughout the whole school community, in-line with targets of Vision 2021 • Adjust curriculum provision to meet changing student needs and Vision 2021 goals, including introduction of UAE National Curriculum and Moral Education • Modify timetable, staffing, school environment and scheduling to create optimum/required student provision 				



Secondary School Focus Areas 2017-2018

Target Areas	2017-2018		2018-2019	
	Semester 1	Semester 2	Semester 1	Semester 2
<ul style="list-style-type: none"> • Develop a pastoral mentoring system to support raising attainment and progress within the classroom and beyond. • Introduce the Moral Education Curriculum, with links to Character Strengths. • Map current coverage of the Social Studies Curriculum and plan for further introduction. 				



Secondary School Action Plan 2017-2018 with review

Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Improving Attainment and Progress			
<ul style="list-style-type: none"> Develop consistent systems for tracking and monitoring student attainment and progress 	SLT with All staff	<ul style="list-style-type: none"> New 1-9 assessment system and MAG/progress reporting system is introduced to staff and all are fully aware of the new reporting cycle and whole school expectations for monitoring attainment and progress and relation to Vision 2021 goals and school PISA/TIMMS targets. <p>New 1-9 assessment and reporting system is in place and is embedded in practice. Reports are now more timely and therefore relevant as delay between completion and issue has been greatly reduced by removing the need for translation. New assessment handbooks were devised for staff to support with report filling. Changes will be made to accommodate reporting on Moral education and Social Studies next year.</p> <ul style="list-style-type: none"> New 1-9 assessment system and MAG/progress reporting system is introduced to students and parents and all are fully aware of the new reporting cycle and whole school expectations for monitoring attainment and progress in relation to Vision 2021 goals and school PISA/TIMMS targets. <p>Introductions to new system for parents and students carried out at all parents meetings. Consultations and feedback show good understanding of the system and the</p>	<p>Sept 2017</p> <p>Nov 2017</p> <p>June 2018</p>

school's aims. PISA preparation took place with core HODs and students. Students sat a mock PISA test prior to completing the real exam. Impact on PISA/TIMMS pending for next assessment data.

- All staff are tracking and reporting as expected and the school has a clear tracking and monitoring system that everyone understands.

Attainment and progress tracked across year through reports using MAGs and RAGs. Consistency in tracking of formative attainment and progress across departments is embedded in many areas and becoming embedded in some. Outstanding in Science. Data review cycle is in place for each reporting period. Intervention policy in place. Teachers have an improved ability to monitor and report students' progress, which is more clearly understood by students and parents.

- HODs monitor the progress of students across their subject and can report on the attainment and progress of key groups in their subject

Report summaries monitored by HODs and 'C&C' sheets created for each reporting period. Interventions conducted for 'red' progress and rewards for dark green. All departments required to track and evaluate the impact of interventions and log this on their centralised spreadsheet. Reports on the attainment and progress of key groups monitored over the course of the year and evaluated as part of the annual department part 2 & 3 review (internal & external exam analysis). A consistent intervention tracker has been developed for 2018 2019 for all departments to use.

Nov 2017

March 2018

		<ul style="list-style-type: none"> All staff, students and parents can confidently talk about current and expected attainment and associated progress. <p>RAGs used commonly in discussing progress. MAGs and concept of attainment grades 1-9 are still embedding in conversations. Further CAT4 training necessary for students/parents. Development of assessment handbook for parents.</p>	
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<ul style="list-style-type: none"> Use data to implement attainment-raising interventions in support of Vision 2021 	SLT with All staff	<ul style="list-style-type: none"> Raising Attainment & Progress (RAP) Focus group audits current use of external data, internal standardised assessments and curriculum planning. <p>RAP group meetings have fed into formation of Data sheets for management of external data. Internal standardised assessments are embedded in core departments and most others. At KS3 assessments have been aligned to GCSE expectations for increased rigour. Standardisation of Arabic assessments with RSB is ongoing and TALA Arabic assessments have been introduced. Curriculum planning audit completed. School improvement target: 80% students to meet expected grade, 50% to exceed expected grade. Core GCSE: English & Science met the school improvement target. Mathematics did not.</p>	March 2018
		<ul style="list-style-type: none"> RAP Focus group determine intervention systems to be used where there is underperformance by students. 	March 2018
			June 2018

		<p>Report summaries/C&C system set up as intervention triggers. HODs logging interventions and monitoring their impact.</p> <ul style="list-style-type: none"> • SLT and HODs analyse available data to identify subject-specific areas that need addressing and students who are underperforming in a subject and need intervention. <p>Individual depts. are carrying out intervention. Intervention tracking systems being trialled. Impact of interventions has been evaluated with some success.</p>	<p>June 2018</p>
		<p>SLT and HOYs analyse available data to identify pastoral areas that need addressing and students who are under performing across a range of subjects and require intervention.</p> <p>Raw report data and C&C system used to initiate intervention on pastoral issues. Cross-school performance intervention by HOYs is developing.</p>	<p>June 2018</p>
		<ul style="list-style-type: none"> • SLT coordinates intervention work of HODs and HOYs where necessary. <p>C&C system set up to support intervention planning. Follow-up on quality and impact of intervention practices is ongoing.</p>	<p>June 2018</p>
		<ul style="list-style-type: none"> • Core HODS are aware of school PISA/TIMMS targets and are addressing areas of development identified. <p>Core HODs have reviewed curriculum plans in light of PISA/TIMSS feedback. Meeting was used to support HODs with this. Reading development a whole school focus for PISA. Impact on PISA is pending results release.</p> <ul style="list-style-type: none"> • All staff use data to inform short, medium and long term planning. <p>CAT4 data used to set MAGs and inform teaching. LIP profiles have been created to help staff personalise</p>	<p>June 2018</p>

planning, delivery and assessment. Impact of LIPs still to be measured. First use September 2018.

GCSE Attainment Year 11 2018	%9-7 (A*-A) LSG	Intl	% 9-5 (A*-B) LSG	Intl	% 9-4 (A*-C) LSG	Intl	DSIB
English Language	6%	12%	41%	35%	80%	58%	A
English Literature	30%	26%	76%	57%	100%	82%	O
Mathematics H	13%	17%	65%	41%	96%	60%	VG
Mathematics F					25%	17%	W
Science	16%	8%	50%	34%	59%	55%	G
School overall	18%	21%	54%	No data	78%	67%	G

Pleasing set of GCSE results. Latifa's best set of results in a significant number of years, exceeding all UK national average benchmarks. UK national average 9-4 pass rate 2018 66.9%.

9-7 17% (up from 13% 2017)

9-6 41% (up from 29% 2017)

9-5- 54% (no data 2017)

9-4- 78% (up from 51% 2017)

9-2- 99% (up from 85% 2017)

		<p>GCSE Attainment overall 2018: DSIB Good GCSE Progress overall 2018: School improvement target: 80% of students at KS3 & KS4 attain their MAG, 50% achieve above their MAG= Good Against CAT4 indicators: English Language- 96% met expected, 56% better than expected- DSIB Good English Literature- 100% met expected, 85% better than expected- DSIB Outstanding</p> <p>Science- 92% met expected, 53% better than expected- DSIB Good Maths overall- 43% met expected, 11% better than expected- DSIB Weak</p> <p>Work needed on consistency of the tracking of progress for Arabic & Islamic Studies.</p>	
<ul style="list-style-type: none"> Introduce updated Performance Management system (Achievement and Development Appraisal) to include data-informed targets 	SLT with All staff	<ul style="list-style-type: none"> All staff have personalised ADA targets related to attainment & progress for all teaching classes. New ADA system introduced and targets set with specific progress measures. SLT and MLs have cumulative targets in line with areas of responsibilities. SLT and ML targets set. All ADA targets are quality assured by SLT. Targets reviewed and adjusted where needed. Support and mentoring are put in place where ADA targets are not met. <p>Review of ADA targets and follow-up mentoring is pending ADA cycle completion October 2018.</p>	Dec 2017 Nov 2017 Nov 2017 Sept 2018

<ul style="list-style-type: none"> Develop and monitor innovative T&L strategies to support attainment and progress 	<p>RDE with All staff</p>	<ul style="list-style-type: none"> A Teaching and Learning Focus group is established and develops innovation through Cross Curricular Learning, Peer Observation Programme (POP) and Action Research. T&L group set up, with cross-curricular, POP and action research sub groups identified. An Art/History cross-curricular project is carried out. Elizabethan Dress cross-curricular project carried out with Y12. Involvement of Hs dept. Increased authenticity of project for students. A developmental coaching model for peer lesson observation is established. <p>POP carried out by the subgroup and extended to include core subjects in Term 2. Evaluation from POP trial was very positive (18 participants, 99.95% agreed the process was <u>very</u> beneficial. See overview of evaluations for all comments).</p> <p>POP will roll out to all subjects and teachers as of 2018-2019.</p> <ul style="list-style-type: none"> An Action Research group to research reading literacy, memory for learning and the use of formative assessment to raise attainment. <p>Three research projects took place in the first phase of engaging staff 'in' carrying out research.</p> <ol style="list-style-type: none"> Quizlet use in history looking at memory retention. Impact- Project concluded that use of quizlet had a positive effect on vocabulary retention though the effect was not significant. Phonics intervention by English with Y7. Impact- Students receiving additional intervention averaged an additional 6 months of reading progress when compared to a control group. Next steps to widen this project to support other weak readers. Data from 	<p>March 2018</p> <p>March 2018</p> <p>March 2018</p> <p>Feb 2018</p> <p>March 2018</p> <p>March 2018</p>
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		<p>WRAT test and Accelerated Reader used to target support.</p> <p>3. Marking & Feedback project with Geog, Math, Eng, History. Impact- findings were shared with staff during pre-term week and a new marking & feedback policy developed for the secondary school.</p> <ul style="list-style-type: none"> Action Group's findings are shared with staff for maximum impact of research. <p>Pending- will be issued through staff T&L bulletin during the Autumn term 2018.</p> <ul style="list-style-type: none"> Staff professional development reading groups are established to consider evidence-informed strategies to develop shared understanding of effective pedagogy. <p>Reading groups set up for the Michaela Way, Teach Like a Champion, and Neuroscience for Teachers and Memorable Teaching. Staff read books and reflect on impact.</p> <ul style="list-style-type: none"> Good practice across the school is shared through HITT workshop sessions, Sunday Shout-out ideas and a Teaching and Learning Toolkit on Latifanet <p>SSO, HITT and Learning Toolkit all set up and used frequently. Non-SLT staff contribute ideas to SSO and the Toolbox as method of sharing good practice.</p> <ul style="list-style-type: none"> Professional development articles, experiences and info relating to effective teaching and learning are shared through @LatifaLearn Twitter account. <p>@LatifaLearn Twitter account is active and has a healthy following inside and outside school.</p> <ul style="list-style-type: none"> Teaching and Learning group members shadow a child through school for a morning/day and use the experience to feedback to staff. <p>Pending</p>	<p>May 2018</p> <p>June 2018</p> <p>March 2018</p> <p>March 2018</p> <p>May 2018</p>
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		<ul style="list-style-type: none"> Regular SLT drop-ins to lessons are used to monitor teaching, learning and set high expectations of student behaviour as well as to identify and share good practice. SLT regularly drop-in to lessons, formally and informally and are able to identify strengths and areas for development. SLT T&L co-ordinates POP programme with ML to quality assure feedback . Cross school observation day May 2018. See separate evaluation and feedback document. Opportunities are built-in to each data cycle for HODs/ SLT to carry out 'book looks' and 'plan scans'. QA calendar and ML QA record set up to plan frequency of monitoring and increase accountability. New lesson planning proforma and guidance for use issued. 	
<ul style="list-style-type: none"> Develop robust and consistent formative assessment mechanisms, which are moderated across the school. 	SLT with HODs	<ul style="list-style-type: none"> Internal assessments are moderated to ensure accuracy of attainment levels and predictions. KS3 curriculum aligned to GCSE expectaions. Some work done on internal vs external measures but pending summer exam analysis for comparison with new external measures. HODs agree schedule of summative assessments, combined with formative assessment to support accurate judgements on current and predicted levels of attainment. RAP Focus group agreed that departments would produce an assessment calendar for common assessments. 	<p>June 2018</p> <p>Nov 2018</p>
<ul style="list-style-type: none"> Promote reading literacy in all lessons across all subjects. 	RDE with English Dept, librarians and all staff	<ul style="list-style-type: none"> Literacy reps for each Dept form a focus group to promote literacy across the school and within their Dept. Lit reps nominated and have met several times to plan action. Dedicated 3 year English Language Strategy devised to drive forward improvement through effective use of data and intervention, building a culture of reading and staff training and development. Next steps devise 	<p>Oct 2017</p> <p>June 2018</p>

		<p>Accelerated Reader programme and effectiveness in the way this data is being used has made it easier to track progress and measure impact of strategies.</p> <ul style="list-style-type: none"> Weakest identified readers participate in a reading intervention programme during library lessons/additional support lessons. <p>All students participate in the Accelerated Reader programme. All students enrolled in programme with RA used as a key piece of data. RA tracked over time. Impact measured against starting point due at year end.</p> <ul style="list-style-type: none"> 95% of students take First Language English GCSE examination. <p>71% of Y11 students will sit first language English in June 2018</p> <ul style="list-style-type: none"> Students practice PISA questions in preparation for 2018 PISA testing in support of schools targets of 506 - Science, 504 – Maths, 508 Reading. <p>Students prepared for PISA through practice questions, connection to Vision 2021 and national motivation.</p>	<p>June 2019</p>
<ul style="list-style-type: none"> Embed and monitor new curriculum initiatives 	<p>HODs with teams</p>	<ul style="list-style-type: none"> HODs and teachers are fully familiar with new curriculum content and grading levels. <p>Teaching and learning of new curriculum evaluated as part of dept. evaluation process.</p> <ul style="list-style-type: none"> PoS for new curriculum are evaluated and adjusted as required. <p>HODs and teams evaluating courses and student progress as part of Dept Evaluation. Decision being made about any specification changes required.</p>	<p>June 2018</p> <p>Sept 2018</p>
<ul style="list-style-type: none"> Develop a supportive and effective feedback culture 	<p>SLT with all Staff</p>	<ul style="list-style-type: none"> Classroom observation by HODs/HOYs/SLT and new ADA system is used to provide supportive and effective feedback to staff. 	<p>June 2018</p>

		<p>Process of giving and receiving quality feedback being developed through ADA and POP.</p> <ul style="list-style-type: none"> Staff offered training on giving and receiving feedback. <p>Pending</p>	Sept 2018
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Target Area and Action Points	Staff Responsible	Success criteria	Completion Target	
ICT Development				
<ul style="list-style-type: none"> Use of technology to redefine and enhance the complete learning process, across the curriculum 	Tech Reps with RDE, network team and SLT	<ul style="list-style-type: none"> School pilots Office 365 online with technology reps and selected classes <p>Initial training sessions run and start up tasks set.</p>	Oct 2017	
		<ul style="list-style-type: none"> School migrates to Office 365 technology on desktop <p>Office 365 is live on desktops and training is available</p>	June 2018	
		<ul style="list-style-type: none"> Use of Office 365 is evaluated for enhancement of teaching and transformation of learning. <p>Pending</p>	Dec 2018	
		Tech Reps with RDE, AJB, network team and SLT	<ul style="list-style-type: none"> Technology reps receive Apple iPad professional training in problem solving & critical thinking. <p>Pending</p>	Sept 2018
			<ul style="list-style-type: none"> iPad use scaffolds and supports language and literacy. <p>Pending</p>	June 2018
		Tech Reps with RDE, AJB, IT dept, network team and SLT	<ul style="list-style-type: none"> Student Digital Leader group is formed. <p>Students selected and are supporting ICT work.</p> <ul style="list-style-type: none"> Digital Leaders contribute to training and help develop innovation and technology provision. <p>Profile of group is being developed further to assist all staff and students and to be involved in internet safety week.</p>	June 2018 Feb 2019

		<ul style="list-style-type: none"> Students are confident digital citizens who know how to use technology safely and appropriately. <p>Ongoing.</p>	June 2019
<ul style="list-style-type: none"> Use technology to better engage and inform all stakeholders 	<p>Key personnel with MNJ, YBG and FLT</p>	<ul style="list-style-type: none"> Key personnel are trained to work alongside the E-Learning Leader in developing and posting content on the school website. <p>SLT training conducted. Further training for MLs required</p>	March 2018
		<ul style="list-style-type: none"> Website and new SMS system are used to effectively communicate with stakeholders. <p>Website more widely used for newsletter and SDP by primary school. More development work required by secondary school.</p> <p>New SMS system pending.</p>	March 2018
		<ul style="list-style-type: none"> School Instagram account is piloted with select group of parents. <p>Pilot carried out successfully with positive feedback. No problems encountered.</p>	Nov 2017
		<ul style="list-style-type: none"> School Instagram account is launched across the school. <p>Successful launch. 500+ followers at present. Positive feedback from students, parents and alumni. Just one minor hiccup with students in background of photos. Being used well by secondary school to communicate with community and share what is happening in school. Secondary LT and depts. contributing material to post.</p>	Dec 2017
		<ul style="list-style-type: none"> Engage School app to be set up and launched with staff, students and then parents. <p>App has been developed and has been released on app store in September. Content access needs to be agreed and permissions set accordingly.</p>	Sept 2018

<ul style="list-style-type: none"> Support staff in their technology development 	<p>Tech Reps with RDE, network team and SLT</p>	<ul style="list-style-type: none"> Depts. Technology reps are nominated to promote technology use across the curriculum Tech reps are selected and have first meeting. Temporary responsibility allocated for leading technology integration. Technology reps are trained in Office 365 programmes and disseminate and train within depts. Training conducted and introductory tasks set. All staff undergo training in Office 365. Over 60% of staff have been trained. 	<p>Sept 2017</p> <p>Jan 2018</p> <p>Jun 2018</p>
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Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Adapting Student Provision			
<ul style="list-style-type: none"> Raise aspirations throughout the whole school community, in-line with targets of Vision 2021 	<p>SLT with all staff</p>	<ul style="list-style-type: none"> Community awareness of Vision 2021 is raised through parents' meetings, assemblies, guest speakers, social platforms and displays. Vision 2021 goals shared at assemblies, in letters, newsletters, website, report meetings, coffee mornings and individual student discussions on attendance, behaviour etc. Further opportunities to be taken through Engage app, on website, Instagram and in person. Alumni contacts are utilises to raise aspirations and set clear expectations of what the 'real world' needs from UAE Nationals. Alumni invited to speak at careers day, graduation and prize giving, as well as to social events to build connectivity. Further speakers to be invited in for Social Studies and Moral Education sessions. 	<p>June 2019</p> <p>June 2019</p> <p>June 2018</p>

		<ul style="list-style-type: none"> Students and staff are empowered to a growth mind-set default through PSME activities. <p>Moral education curriculum introduced throughout the school. Further work on growing growth mind sets to be done in Moral Education and across the curriculum.</p> <ul style="list-style-type: none"> External data is examined to ensure all students are being challenged in line with Vision 2021 goals. <p>GL and PASS data made more easily available to teachers via LIP and LIP+ (Learner Intervention Profile) Teachers required to use data in lesson planning to personalise curriculum, learning and teaching to students' capabilities. PASS Response to Curriculum measures to be monitored over time for impact.</p>	<p>June 2018</p>
<ul style="list-style-type: none"> Adjust curriculum provision to meet changing student needs and Vision 2021 goals 	<p>SLT and HODs</p>	<ul style="list-style-type: none"> Potential new courses are sought for lower ability/alternative curriculum students and investigated for suitability as they come online. <p>All new GCSE specs considered for best fit for students.</p> <ul style="list-style-type: none"> Potential new vocational courses are investigated in response to student voice. <p>ASDAN Silver, Gold and Certificate courses being introduced for Y12 from Sept 2018.</p> <ul style="list-style-type: none"> Higher MoE requirements for entry to UAE University are communicated to LSG community and HODs plan to raise standards in order to achieve the required results. <p>Students and parents are informed of new requirements and students are assisted with appropriate applications and preparation for tests. HODs and teams have considered best choice of specification for students to achieve the required results.</p>	<p>Jan 2018</p> <p>June 2018</p> <p>Jan 2018</p>

<ul style="list-style-type: none"> • Introduce UAE National Curriculum and Moral Education 	<p>JEB, AMF, HYM, PSME Coordinators and Pastoral Teams</p>	<ul style="list-style-type: none"> • Coverage of social studies and moral education curriculums is mapped and tracked through Y7 – 13. Social studies curriculum is mapped to existing school curriculum and gaps identified for separate coverage. Social studies lessons built into revamped school day timetable. • Appropriate support materials are developed to support PSME coordinators with delivery of the curriculum, including best aspects of legacy PSE programme. <p>New Moral Education curriculum launched and running smoothly with positive feedback.</p> <ul style="list-style-type: none"> • An assessment methodology for PSME is developed. Pending. News to come from KHDA perhaps. 	<p>June 2019</p> <p>June 2018</p> <p>June 2018</p>
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Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
Secondary School Focus areas			
<ul style="list-style-type: none"> • Modify timetable, staffing, school environment and scheduling to create optimum/required student provision • Address concerns identified in PASS assessment. 	<p>SLT with SMA and all staff</p>	<ul style="list-style-type: none"> • Timetable and staffing are evaluated and adjusted to provide optimum provision. New staff recruitment targets required areas. Needs identified based on timetable changes and recruitment complete. • Required changes to school environment are made to best accommodate and provide for students. Plans in progress for common room move and development of interactive, collaborative learning room. 	<p>June 2018</p> <p>Sept 2018</p>

<ul style="list-style-type: none"> • Develop a pastoral mentoring system to support raising attainment and progress within the classroom and beyond. • Address concerns identified in PASS assessment. 	<p>JEB, HOYs Form Tutors</p>	<ul style="list-style-type: none"> • CPD training provided to pastoral teams to ensure the delivery of a quality mentoring programme. Mentoring training conducted. • All students to experience a consistent mentoring programme three times per year, which is quality assured through line managers. Dedicated mentoring time built into the programme and FTs required to document process in a mentoring file to allow more consistent follow up on issues. • Individual students and intervention groups to be identified through data and staff feedback. Mentoring files discussed with Deputy Head in regular meetings and interventions planned. • School attendance to average 90% across the year Follow up policy created – celebrating success and requiring intervention ‘Every Second Counts’ Improved consistency in recording of absence and lateness, by stricter adherence to the rules, provided more reliable data. A cultural shift has been seen across the school with a greatly improved sense of partnership with parents on dealing with attendance and punctuality issues. Policy developed to consistently follow up on attendance and punctuality issues. Attendance and punctuality averages at 88% for the year. • A new report system is introduced to effectively track students’ overall academic performance and used by pastoral team to provide the correct support/intervention. Reports include RAG rating for attendance and punctuality and this is followed up by FTs, HOYs and SLT with a variety of forms of make-up interventions. 	<p>June 2018</p> <p>Jan 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p> <p>June 2018</p>
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		<p>Impact of interventions across the school is still being measured but impact on Y12 has been significant with all below-expectation students working to make improvements</p> <ul style="list-style-type: none">• A response policy is used to respond to new school reports to ensure fairness, challenge and support in relation to the four report colours. <p>HODs, HOYs and SLT review reports to check for consistency and fairness across year groups, subjects and classes. Parents and student response to new reports is positive.</p> <ul style="list-style-type: none">• Staff are consistent when dealing with student behaviour, manners and etiquette. <p>Additional behaviour challenge and management protocols introduced to help ensure staff consistency with a problematic year group and impact has been significant. Further work with staff on consistency of expectations is planned for Sept 2018.</p> <ul style="list-style-type: none">• Address concerns identified in PASS assessment <p>Outside agency provided training programme. Followed up in depts. and year teams. Data included in LIP profile. In addition, the school received result from the Dubai Wellbeing survey. These were analysed in conjunction with PASS data.</p>	Sept 2018
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