Common Mission: Aspiring for Academic, Cultural & Sporting Excellence

THE JOHN FISHER SCHOOL

Self-Evaluation Form (SEF) 2017 - 2018
Common Mission: Aspiring for Academic, Cultural & Sporting Excellence

What is the School context?

- The John Fisher School is an 11 - 19 Roman Catholic voluntary aided comprehensive school for boys, maintained within Sutton LA. It is under the trusteeship of the RC Archdiocese of Southwark, situated within the Croydon Deanery. The school is average sized with a 7 form entry and a student population of 1068, including 225 in the Sixth Form. The school is popular and oversubscribed.
- In 2013 the school was judged by Ofsted as ‘Good’ overall. In recent years, outcomes for students have improved significantly, both in terms of attainment and progress. 45.8% of the school population is made up of ethnic minority groups. Increasing numbers (11%) do not have English as their first language. Over the last 3 years the percentage of students from minority ethnic groups has increased at the school from 38% to 46%. 53% are White British, 11% Black African and 5% Asian. The percentage of students entitled to Free School Meals is currently 12.4% and our School Deprivation Indicator is 0.16.
- The school has won SSAT Educational Outcomes Awards for exceptional student attainment and exceptional student progress. The school also won a Pupil Premium Award in 2016 and its student and parental surveys and feedback are very positive; students are proud of their school and enjoy their learning. In 2017, the school was recognised for its work in the community and was named National Rugby School of the Year.

The Ofsted report identified the following key areas which should be a focus for our school improvement:

- Increase the proportion of outstanding teaching to raise students’ achievement, particularly for the most able students and those supported by the pupil premium, by ensuring that:
  - in all lessons, teachers consistently use questioning that is well targeted to make sure that students have understood the work and to deepen their understanding further
  - students’ work is always closely matched to their needs and abilities and they are given more opportunities to investigate and carry out research for themselves

The Section 48 report of 12 – 13 November 2013 identified the following:

Governors, Headteacher and staff should:

- Keep the curriculum under review, to ensure the time allocated to Religious Education is in line with the requirements of the Bishops’ Conference.
- Review the workload of the current Head of Department and consider the issue of succession planning in relation to leadership of the Religious Education Department.
- Provide further professional development to teaching staff, to further enhance the quality of collective worship.
LEADERSHIP AND MANAGEMENT

• While the school achieved a rating of ‘Good’ in its last Section 5 Ofsted inspection and ‘Outstanding’ in the Section 48 inspection, since the last inspection there has been significant progress in student achievement and a drive on improving the quality of teaching through a more structured and robust approach to monitoring and intervention.

• The School has a clear vision which is shared by students, parents/carers, teachers and governors. A concise annual school improvement plan with ambitious attainment targets and a broader development plan indicate a drive to continuously improve and maintain the highest levels of achievement and personal development for all students. Rigorous financial management underpins school improvement and ensures solvency and probity.

• Effective school self-evaluation informs future planning. Every Department completes an annual SEF which includes examination results analysis, evidence of monitoring including student work scrutiny, curriculum development, outcomes of consultation with students, teachers’ professional development, and a development plan.

• The School’s curriculum promotes a thirst for knowledge and a love of learning. A wide range of subjects provides opportunities for academic distinction.

• The School has high expectations for all students, including those at risk of underachievement. Challenging attainment targets are set for each student in each subject using FFT. Progress towards these targets is tracked carefully in every subject throughout the academic year. Departments and Pastoral teams (Directors of Learning and Form Tutors) review this data which is reported to parents. Students routinely reflect on their progress and take ownership for improving their attainment. This information is used to develop a personalised learning and development plan for any student who is underachieving.

• In the last three years, the leadership of the school has ensured that the curriculum meets the needs of the school’s comprehensive intake. A range of new subjects have been successfully introduced at all Key Stages ensuring breadth of experience (KS3 & KS4 Drama, Food Technology, Spanish, Media Studies and BTEC ICT). We are currently running the ‘Aim High for All – in schools Virtues programme’ by the John Paul II Foundation with Year 10 students as a pilot and if it is successful the school will consider delivering the accreditation to other Key Stage 4 year groups.

• A Specialist Leader in Education (SLE) leads the MFL department which offers Mandarin, Portuguese, Italian and Latin as excurricular activities. Our Specialist Leader in Education won First Give’s ‘Teacher of the Year Award’ in 2017’.

• Governors bring a strong mix of expertise to the School, including legal, business, finance as well as educational experience. Governors regularly hold senior leaders to account through the active roles they play in Governor Committees such as the Resources, Student Learning, Achievement and Welfare Committees. Governors also ensure that School policies meet the
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needs of the School and they evaluate their impact and effectiveness through Governor visits.

- Despite pressure on the budget the school makes effective use of its various sources of income, including significant contribution from The John Fisher Association which works closely with the school leadership and key governors.

- The governors play an important and significant role in school leadership. Over the past three years there have been two planned reorganisations including a realignment of committee structures and the introduction of themed link governors, to ensure that they are effective in providing strategic leadership and support. Most governors are active in a full range of committees, special projects, reorganisations and more. In addition, the school was involved in a Sutton-wide expansion programme involving new accommodation. The opening of our new £2.8 million ‘Sir David Lane Building’, the improvements to our Chapel, Main Hall, Sixth Form and the introduction of a new remembrance garden, kitchen garden and inclusion department are all part of a series of improvements to the school’s facilities within our refurbishment programme.

- As a result of Governors self-evaluation a new structure has been introduced in 2017 with a more forensic approach to monitoring and an increased focus on the school’s strategic priorities.

- Two significant staff restructures (support staff and SEN) have been successfully carried out over the past three years which have had a positive impact on working practice, leading to increased capacity to deal with student and staff issues more effectively. The Governing Body commissioned an external review of Governance in 2017 as part of their development.

- Teaching and learning is monitored and evaluated effectively through lesson observations, learning walks and pupil work scrutiny as well as discussion with students and analysis of data. Action is always taken to improve students’ engagement and progress.

- There is proactive line management of middle leaders by SLT, self-evaluation and focused plans which are reviewed by SLT and governors.

- Student and parent surveys rate every area of wider school life highly. While the school has always enjoyed good parental support there has been, in the past two years, an increase in the opportunities to work closer with parents/carers across all Key Stages. We frequently put on workshops which are well attended by parents/carers. The school has very good parental attendance rates at parent evenings as well as those on a wide range of issues including Yr 7 induction, Expectation evenings, Yr 9 Options, Higher Education events and Sixth Form evenings.

- The school’s development plan has been streamlined in order to focus on key strategic priorities which will have an impact on learning.
Leadership and Management of students

- Each year we celebrate the European Day of Languages with various events and have held an international food fair this year. The John Fisher School inspires its students to realise their potential and students feel motivated through the provision of outstanding learning opportunities within and beyond the classroom. We support the Duke of Edinburgh Award where students pursue the award outside of school and we offer a range of day trips and residential overseas which support the curriculum, for example to France, Spain and Belgium. Our annual ski trips to Austria and the USA take place each February, we have tours to South Africa every two years and we are also planning a Geography trip to Iceland. A number of our students are part of our climbing club and we are now also part of the ‘World Challenge Expedition’ taking students further afield, with a planned trip to Borneo, to broaden the students’ cultural horizons.

- Students have the chance to take part in Drama with the ‘Shakespeare Schools Festival’, in Debating (Sixth Formers won the UNA Debating Competition in September 2017), in Music with our numerous music concerts each year which help our young people develop confidence and self-esteem. Lessons are available in violin, viola, cello, flute, clarinet, saxophone, a variety of brass, drums, guitar, piano and keyboard.

- Students of all ages have opportunities to develop their leadership skills through sport and in other areas of the school as well for e.g. with the Student Council, Prefect and Head Boys’ roles, mock elections, through our peer mentoring course (17 KS4 students secured the OCNRL Level 2 certificate in mentoring in October), Digital leaders, our ‘Student Host’ initiative, Art Captains, House Charity Ambassadors, the ‘SpeakOut’ and ‘Soapbox’ challenges, ‘First Give’ charity forum etc.

- The school is rightly proud of its work with local special schools through the Para-Ability Challenge and Panathlon Games. Students are involved in fundraising annually for local charities such as the South-East Cancer Centre, ‘Love in a Box’ and national charities such as Macmillan and Blind Veterans UK.

Action points for further development:

- Ensure that the levels of challenge and demand within lessons are high for the more able students and ensure that any underperformance is dealt with swiftly.

- Strengthen the accountability and development of Governance (Refer to separate action plan).

Evidence to support this: School Plans (SESAP’s), Achievement data, lesson observations, CPD programme, surveys, Governing Body Action plan.
TEACHING, LEARNING AND ASSESSMENT

- Students attain highly and make excellent progress because of the high quality of teaching. Teachers have excellent subject knowledge and communicate high expectations. Teachers regularly plan lessons in which provision is made for students to exceed their expected level of progress. In the best lessons, the teachers’ excellent subject knowledge informs objectives which are linked to prior and future learning and challenge all students.
- The strengths include: students’ positive attitude to learning in lessons, working well with each other and with the teacher; there is good to excellent subject knowledge on behalf of teachers, leading to effective teaching methods with high expectations. Our English department has been awarded the ‘Prince’s Teaching Institute 2016 Mark’ and one of the team was selected to visit schools in Cuba to conduct research in October 2016.
- Carefully considered and memorable learning activities engage and challenge all students as well as support students with Special Educational Needs and Disabilities. In the best lessons, expectations are high and progress is visible, rapid and sustained. Questioning is used skilfully to check understanding, deepen learning and encourage higher order thinking; students are routinely asked to hypothesise, evaluate, justify. Plenaries are used very effectively by teachers to inform the next stage of learning and to encourage students to reflect on their progress.
- Students’ resilience is developed; they are encouraged to take risks and think for themselves through a variety of learning activities. In the best lessons, students are robust, learn from their mistakes and take ownership of their learning. Behaviour for learning is outstanding. Students collaborate very successfully to support each other’s learning and are engrossed in and enthusiastic about their work. In the best lessons, there is a clear learning dialogue between students and between students and their teachers.
- High quality formative and summative assessment informs teachers and students of progress and learning needs. Students are aware of the level at which they are working and how to improve. Students are routinely encouraged to take responsibility for their progress. Scrutiny of student work reveals that homework which challenges students is set regularly, marking is frequent, and constructive comments guide students to consider strengths and areas for improvement. Students routinely respond to feedback and are able to identify strengths and weaknesses in their own and in each other’s work.
- Student progress is assessed regularly at each Key Stage with Subject Leaders, Key Stage Coordinators and Directors of Learning maintaining student tracking records. Each year group also has a range of internal assessments and/or exams reported through termly interim reviews to parents/carers. Fine grades are gathered in Key Stages 4 and 5 and analysed termly (more frequently for groups or individual students causing concern) with letters of congratulation for high achievement, ‘rewards lunches’ and interventions where needed.
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There is increasing liaison between Subject Leaders & Directors of Learning in addressing under performance as a result of the increased B4L data available.

- Outcomes for 2015 and 2016 in all Key Stages indicated that teaching is securing very good progress against starting points. Interventions and support for SEN students had a positive impact on outcomes ensuring good progress for these students but areas for further improvement include challenging the students with PP and the high ability students. CPD has been delivered and is planned to support these improvements. Where departments have caused concern in the past the quality of teaching has improved as a result of internal and external support. The ‘Teaching, Learning & Assessment’ governors’ subcommittee took an active role in helping underperforming departments (Design Technology & Spanish) by holding both the leaders of these departments and the senior leader responsible for teaching and learning to account. More sharply focused leadership has had a significant impact on intervention strategies, planning and co-ordination at all Key Stages.

- Lesson observations are analysed for patterns and the conclusions fed into staff CPD. Staff also have other lesson observations from their line managers, learning walks and peer observations; these are carried out in addition to formal SLT observations. These are not graded observations. SLT lesson observations are paired, with all staff involved in the observation and feedback.

- CPD has been sharply focused on raising standards in teaching and learning and building middle leadership capacity. Staff CPD programmes make effective use of weekly training sessions on key issues. Four members of staff have been involved in separate two-day reviews in local schools and two different members of SLT will be involved in reviews this year. This has proved invaluable CPD and has had an impact on processes and practices at our school. We have also recently had an ‘OUTSET’ day when teachers visited other schools to observe best practice. All of our teaching staff belong to a CPD Pathway and receive additional training on a fortnightly basis. These pathways are linked to the school’s strategic priorities.

- We are now a Science Hub and Geography Hub, part of the Sutton School-Centred Initial Teacher Training programme (Ofsted ‘Outstanding’ – October 2017) which trains new Science teachers and we work in partnership with King’s College London.

- We are members of the ‘Generating Genius’ programme and our A*/A clubs, Computing club, Science and History clubs, Poet Laureate & House Literacy competitions, Bebras Computational thinking challenge, Maths Challenge competitions and the Extended Project Qualification (EPQ) are all examples of how we stretch our most able students.

- All students in Years 9-13 receive independent careers guidance so they are inspired and motivated to fulfil their potential. Students develop high aspirations and consider a broad and ambitious range of careers, training and higher education through individual support and guidance, which includes real-life contacts with the world of work.

- For 2016 – 2017 the School Evaluation and School Action Plans (SESAP’s) have identified
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Assessment as the key focus across all Key Stages, with a particular focus on marking & student feedback. Lesson planning and schemes of work support differentiation well in the classroom in the vast majority of lessons, but there is a need to ensure that the high ability students receive stimulating activities and SEND students are adequately supported.

**Action points for further development:**

- Develop a new curriculum which secures high levels of engagement from students and promotes student leadership.
- Develop strong oracy and literacy skills across the curriculum and ensure that there are planned opportunities for students to investigate and research.

**Evidence to support this:** lesson observations, Reviews days, Scrutiny of students’ work by SLT and Subject Leaders, Ofsted and Section 48 reports, inspection dashboards, RAISEonline, FFT Aspire & L3VA reports.

**PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

- Lesson Observations provide evidence of positive behaviour in class and students’ willingness to engage in curricular and extra-curricular learning. Bullying, including homophobic and cyber bullying, is rare and dealt with highly effectively through the PSHE curriculum. Bullying is dealt with effectively by the school and we have a good record of achieving parental and student satisfaction when bullying has been reported and dealt with. Racist incidents, which are rare, are reported to the ‘Personal Development Behaviour & Welfare’ governors subcommittee each term and to the Sutton LA.
- The school has clear Safeguarding Policy and Procedures in place which are reviewed annually and amended as appropriate, in line with national changes and guidelines. Statutory training is in place for all staff, including the designated person and link governors. Student and staff engagement in Sports plays a significant part in developing positive attitudes towards peers, teachers and the wider school community. There are some issues related to negative behaviour in and outside of the school.
- The single central record is maintained. Detailed checks and vetting of all staff take place including appropriate procedures for appointing staff. As part of induction, new staff receive safeguarding training. The School works with other agencies to safeguard children.
- We have Collective Worship, Benediction, Sacrament of Reconciliation, Retreats in each Key Stage, and guest speakers from organisations such as the Catenians and a Faith club who meet each Friday. In the last Section 48 inspection it was stated that “the school fully deserves the excellent reputation it has as a beacon of education for boys”. The school featured in the Catholic Herald (July 2017) in an article ‘The school that’s solving the vocations crisis’. In 2015, three former students were ordained as priests. Sixth Formers are
good role models in the school with many playing an active role in student leadership activities. Of particular note is the ‘Talk Easy Trust’ established by John Fisher Sixth Formers which is developing effective links across a number of local schools. There is also a faith group for students and a reflection group for staff members.

- The school’s behaviour policy was reviewed to identify and reward positive behaviour and achievement leading to a range of rewards and recognition. The focus on behaviour for learning, together with effective data systems allows Directors of Learning to focus on achievement and consequences effectively. Parental engagement has increased and improved over the past two years although this still needs to be further developed. We are improving our communication systems to include the use of LinkedIn, Twitter and Facebook.

- The school meets the needs of all its students and it provides a genuine chance for young people to grow within a nurturing and pastorally supportive environment. Vulnerable students are supported through our ‘Fit2Learn’, ‘Mighty Men of Valour’ and ‘Sport4Thought’ programmes. We have worked with the Youth Empowerment Service (YES), guest speakers such as Paul Hannaford and Simon Brown and we have our own Inclusion Coordinator, Chaplain and nurse available on site. We also work closely with other educational providers such as local colleges.

- Attendance Policy and processes have improved the effectiveness of attendance procedures; supported by the restructuring of the schools support staff including key stage admin officers and enhanced ICT systems ‘PS Engage’. The overall percentage of sessions missed due to overall absence has improved from 6.7% in 2010 to 3.4% in 2016, with persistent absence at 2.3% (national = 5.6%). In 2015, attendance was 95.3% and in 2016 it was 96.5%.

- A small minority of students exhibit unacceptable behaviour leading to exclusion although the number of students who have served fixed term exclusions and more than one fixed term exclusion is significantly lower than the national average. The school continues its commitment to seeking alternatives to exclusion. The percentage of students with 1 or more fixed term exclusions has decreased from 4.92% in 2014 to 2.82 in 2015 (national 3.97%). This percentage remained low in 2016-2017.

**Action points for further development:**

- Further strengthen safeguarding policies and operational guidance for all staff so that safeguarding remains the responsibility of everyone.
- Foster a culture of self-regulating students who can conduct themselves correctly in lessons and represent the school with pride outside of lessons.

**Evidence to support this:** RAISEonline, Behaviour for Learning Data, Individual case studies, Everyday observations (Culture Walks), Lesson Observations, Attendance data, Exclusions data, School Website, Ofsted & Section 48 reports, British Values Review Day.
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OUTCOMES

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<tr>
<th>Outcome</th>
<th>Attainment</th>
<th>Progress</th>
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<tbody>
<tr>
<td>% English &amp; Maths (4+)</td>
<td>82%</td>
<td>+9%</td>
</tr>
<tr>
<td>Attainment 8</td>
<td>5.3</td>
<td>In line with the national average (0)</td>
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<tr>
<td></td>
<td>Significantly above national average (4.5)</td>
<td>Significantly above national average (0)</td>
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- In overall achievement in 2017, student progress for FSM (ever) (24) and SEN Support (15) are higher performing and have improved significantly since 2016. Pupil progress for Lower attainers (30) remains higher performing. In Maths, student progress for Lower attainers (30) and Other Asian (17) are significantly above national. SEN Support (15) is also a higher performing group in Maths.
- In overall achievement, student progress for Black African (23), EAL (12), and Higher attainers (71) are lower performing but not significantly so. In English, student progress for Black African (23), FSM (in last 6 years) (13), and SEN support (15) are lower performing but not significantly so. In Maths in 2017, student progress for Black African (23) was lower performing and a decrease on 2016.
- Student progress in French (44), Chemistry (58) and Art & Design (35) are significantly above national. It is also significantly above national in Core Science (93); a significant improvement on last year. Pupil performance in Business Studies BTEC is also higher achieving. Student progress in BTEC ICT (19) and BTEC PE (23) is lower performing and a significant decrease on last year. Student progress in ECDL (25), PE (23) and RE (151) is lower performing but not significantly so.
- In 2017, at The John Fisher School, our in school variation relates to Black African students. This has not been a trend over time.
- In 2015, the school’s value added score was 1021 on first entry (due to early entry English) and its Progress 8 Score was 0.26 based on first entry. Maths was 0.55 and English 0.1. In 2016, 91% of students made 3 levels of progress in English and 49% made 4 levels of progress. In Maths, 89% of students made 3 levels of progress and 53% made 4 levels of progress.
- Intervention strategies have played an important element in the improvement, especially at KS4. This has been championed by school leadership – leading to increased engagement by students, parents/carers and teachers. We are members of the Partners in Excellence (PiXL) Club and work closely with our Associate.
One of our students, Mathew Kerwick was a finalist for the Partners in Excellence (PiXL) ‘Simon Bell Special Award’ for overcoming adversity securing fantastic GCSE grades even though he had been involved in a serious road traffic accident.

**Action points for further development:**

- Ensure groups of learners such as PP students, students with SEND and students from minority ethnic backgrounds make excellent progress.
- Ensure quality first teaching and focused intervention for students with BESD.

**Evidence to support this:** RAISEonline/FFT Aspire & L3VA Reports, Alps Reports, DfE Performance Tables, School’s own tracking data and analysis (4matrix).

**16-19 STUDY PROGRAMMES**

- Sixth Form outcomes are consistently ‘above average’. Progress has consistently been at least good. In 2016, the L3VA score of 0.28 in the Sixth Form put The John Fisher School in the top 12% of schools in the country. In 2017, we are expecting the L3VA score to be 0.07. Re-take outcomes in English and Maths have been above the national average.
- The Sixth Form secured an ‘Outstanding’ Alps judgement in 2016 and a ‘Very Good’ judgement in 2017. The school’s 3 year ‘T’ score is a ‘3’ (‘Excellent’).
- The school has actively tried to promote Russell Group Universities. 94% of students secured a place at University. The Yr12 – Yr13 retention rate is 92.4% (National 82.2%). The majority of students progress to L3 courses in the Sixth Form or to vocational courses at local FE colleges. The NEET rate for the past four years has been 0.6%. University application is the norm for Sixth Formers. A successful programme of HE support leads aspirational yet realistic choices. Most UCAS applicants achieve their first choice course and institutions.
- Whether the next destination is to the University of Oxford or the Royal College of Music like some of our Year 13 students this summer, we value each student equally and make sure we do everything we can to support their aspirations. Six of our students have applied for Oxbridge in 2017.
- Our links with universities, local businesses and our accomplished alumni put our students in a great position. Most recently, we had a representative from Cambridge University come to speak to our students. Former students act as guest speakers (Dr Robert Berkeley, Bill Dodwell, Julian Howard) or mentor current students and take part in our annual speed careers event which had 46 businesses represented in November 2017.
- The school’s Sixth Form was judged ‘Outstanding’ in its previous Ofsted inspection.
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**Action points for further development:**

- Secure outstanding attainment and progress outcomes at both A-level and Btec.
- Maintain our curriculum breadth and opportunities for academic distinction whilst providing rigorous financial management ensuring economic viability.

**Evidence to support this:** Alps Reports, DfE Performance Tables, School’s own tracking data and analysis.

**CONCLUSION**

The school’s previous Ofsted inspection was in 2013. Since the last inspection there has been significant evidence of improvement in a range of indicators. The key action points from the last inspection have been addressed with regular work scrutiny and observation evidencing that marking and feedback is more consistent and is having a greater impact on student progress. The role of middle leaders has been reviewed and evidence demonstrates that they are regularly monitoring key aspects of the work of their staff. Performance over time has been either strong or consistently improving in many key indicators to include the achievement of the most able students and those supported by the pupil premium. We are aware of our key areas for development and measures have and continue to be put in to place to secure further improvement.

**ADDITIONAL ACTIONS TO BE TAKEN TO HELP US ACHIEVE OUR COMMON MISSION**

- Improve the training and professional development of staff.
- Embed the best practice that already exists – continue to develop a Science Hub and a Geography hub which trains new teachers and working closely with I.T.T. providers.
- Ensure effective partnerships are established with our main primary school feeders to support KS2-KS3 transition.
- Support the mental health and well-being of all staff and students.
- Develop links with universities and ensure both work experience and effective careers advice inspire the students.
- Develop links with businesses and ensure work experience and effective careers advice promotes aspiration across the school.
- Develop the school website and use various methods of communication to develop our alumni and build relationships.
- Increase student participation in the Duke of Edinburgh Award, in House events and in a range of extracurricular activities which reflect our students’ diverse interests.
- Continue to develop the school website to enable parents/carers to support their child’s learning.
The SEF is a working document and is linked to the Departmental Self Evaluation Forms. All Middle Leaders and staff have contributed to the strategic vision of the school. The implementation of the Action Points for further development will be monitored, and the impact will also be evaluated during our Leadership Team meetings. Governors will also play a key role in this process. The School Development part forms an integral part of our Self Evaluation Form.