

Denominational Inspection Self Evaluation Form - Part 2

Brief description of the School

The John Fisher School is an 11 - 18 Roman Catholic voluntary aided school with a comprehensive intake of pupils from a wide variety of backgrounds and abilities. The school is under the trusteeship of the RC Archdiocese of Southwark and situated within the Croydon Deanery. The school is average sized with a population of 1113, including 240 in the Sixth Form. The school is popular and oversubscribed. The school is funded by Sutton Local Authority, which operates a selective system. The principal parishes the school serves includes: Our Lady of the Annunciation, Addiscombe; St Elphege's, Wallington; St John the Baptist, Purley; St Mary's, Croydon and Holy Cross, Carshalton. The school's mission is to "nurture young Catholic gentlemen".

Our work is underpinned by its lively Christian ethos and our strong positive values, which are carefully applied. As a Catholic Christian school community, we value each individual as a unique person and endeavour to promote Christian values in all aspects of the school life. All leaders are highly committed to the Catholic life of the school and the Mission in leading is by example. Our ethos of care and consideration for others are guided by acting with selflessness and integrity in unlocking the God-given potential of every individual. Through our acceptance and respect for each other we will ensure everyone overcomes any barriers to success. All pupils demonstrate a strong sense of pride in and commitment to their school community, and have a highly developed sense of self-worth and dignity. The school has a number of awards. In 2017, the school was recognised for its work in the community receiving the Arsenal FC 'School in the Community' Award and was named National Rugby School of the Year. In 2016, the school received a Pupil Premium Award. In 2017, our 5 A*-C/4+ EM was 80% and in 2018 we secured 80% 4+ in English and 80+ in Maths. 21% of all grades were 7+ at GCSE and at A-level/Btec 51% of all grades were A*-A & 68% A*-B. The school is currently in the top 15th nationally for its 'Outstanding' progress at A-level over the last 3-year period.

We celebrate individuality and our aim is to produce young people with belief in themselves, confidence to pursue their ambitions and the resilience to succeed. All pupils are empowered to achieve their very best, and are ready to make a real and positive contribution to society. The school has a strong focus on developing its pupils as leaders who will help transform the Church as well as society in general. 54 former pupils have been ordained priests since the founding of the school. Pupils feed back on how they feel secure, looked after and feel valued as individuals. Parents are also encouraged to take a full role in the life of the school and welcome the high level of engagement from the school. They acknowledge that the school brings obvious benefits to pupils and they know they are part of the family. Here are a few quotes from parents "***A great school that cares about all the boys***". Another parent summed up her views as follows: "***As a parent I cannot fault the John Fisher School on anything. The teachers do a very good job by engaging with the parents when need be. The teaching, pastoral care, discipline and everything relating to my son's welfare is Excellent***". The response from members of the public is also extremely important to us. This is just one of the quotes received from a member of the public: "***Good morning, whilst on my commute this morning it was very refreshing to witness a polite young man in school uniform offer up his train seat to a lady with a walking stick. She declined but nevertheless it was nice to see that young people still have good manners.***" (evidence of these observations are available upon request).

2.1. The Catholic Life of the School

2.1.1 The Catholic Life of the School – extent to which pupils contribute to and benefit

These are the opening words of our most recent Ofsted inspection which was completed in January 2018. *“The school’s work is underpinned by its lively Christian Character, supported by positive values, which are carefully applied”.*

Pupils are proud to identify with all aspects of the Catholic life of the school and are comfortable and confident in their place in this community of faith. We often receive notification of acts of kindness undertaken by our pupils who seek to be ambassadors of goodness in our community (see ‘Good News’ file). Pupils are encouraged to develop their considerable gifts and talents and to be of service to others. All pupils engage in RE lessons throughout their academic career in Key Stage 3 and Key Stage 4, this includes lessons on Education for Personal Relationships. Sixth Form pupils receive drop down sessions during their team meetings. Teachers and pupils have their work ethic guided by Christian values of equality, inclusivity and forgiveness. This is communicated to every member of staff, both teaching staff and the wide range of support staff through our school handbook, in meetings and training events. The school meets the needs of all its pupils and it provides a genuine chance for young people to grow within a nurturing and pastorally supportive environment. Vulnerable pupils are supported through our ‘Rising Futures’, ‘Fit2Learn’, ‘Mighty Men of Valour’ and ‘Sport4Thought’ programmes. We have worked with the Youth Empowerment Service (YES), guest speakers such as Mgr M Keegan, Simon Brown and Paul Hannaford and we have our own Inclusion Coordinator on a full time basis and a Chaplain (former student Fr James Clark) on site on a part time basis each week. We also work closely with other educational providers such as local colleges, Jamie’s Farm, ‘Waggy Tails’ a dog charity which can support the emotional development of students and the Crisis Fund (Joint Diocesan charity for school children within Southwark and Westminster).

Pupils understand that their actions, and that of the school, grow from Jesus’ commandment to ‘love your neighbour’ and from the Catholic social teaching that arises from this. Pupils have a strong moral sense of what is right and the call from God to care for those in need. Behaviour is outstanding and attendance and punctuality to school is high. We have low exclusion rates and no permanent exclusions. Parents are positive in their appraisal of the Catholic life of the school. Pupils are given a vast number of opportunities to participate in liturgies and take part in guided prayer throughout the school year. One of the key ways to do this is through the school Chaplaincy team. Chaplaincy belongs at the heart of school life and is an important part of daily life. The Chaplaincy team is highly effective in supporting staff and pupils in moments of difficulties and bereavement. Year 7 pupils and parents/carers are invited to a “Welcome to Fisher” mass in the first two weeks of September. The Chapel is effectively used for prayer and guidance. It is used regularly by members of the whole school community, their families and the wider community with daily mass before school. Our chaplain celebrates mass twice a week and a rota of priests are available on the other days. Pupils are also given the opportunity to participate in Collective Worship in the chapel on a weekly basis. The pupils also have an assembly with either their House Leader or Director of Learning and in the three other days they have Form Worship.

Pastoral care is a significant strength and the level of care teachers have for their pupils is demonstrated by the cohesion of the community. Pupils have the chance to take part in Drama with the ‘Shakespeare Schools Festival’ and the National Theatre, 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, and saxophone, a variety of brass, drums, guitar, piano and keyboard.

There is opportunity for participation in reflective retreats for Year 7 and 10, our chaplain coordinates and leads the retreats. The Year 7 retreat is entitled "Walking in the footsteps of the English martyrs." It begins at the Tower of London to visit the prison cells of the martyrs, to pray at the site of the scaffolding where St John Fisher and St Thomas More were executed. They then visit Westminster Cathedral to pray at the shrine of St John Southwell and the tomb of Archbishop Richard Challoner. Year 7 pupils also helped lead a prayer and reflection day for Year 6 pupils from the Margaret Roper Primary School at the end of the summer term. Year 10 visit St John's Seminary, Womersley to reflect upon which vocation God may be calling them to and 24 Year 10 pupils also visited Rochester Cathedral Education Centre as part of a vocations trip in July. Our school has a rich legacy for producing priestly vocations and it is hoped that this will inspire pupils to think and pray about such a vocation. These trips are always fully booked which demonstrates the continued success of these programmes and pupils' willingness to engage with the Catholic life of the school.

There are many opportunities for pupils to develop their resilience to support them in their journey of faith. We support the Duke of Edinburgh Award where pupils pursue the award outside of school and we offer a range of day trips to Canterbury, 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 planning a trip to Ecuador. A number of our pupils are part of our climbing club and we are now also part of the 'World Challenge Expedition' taking pupils further afield. A group of pupils from Key Stages 4 & 5 carried out project work in Borneo in the summer. A number of different reflection activities are incorporated into the itinerary for annual trips to Berlin. Pupils thoroughly enjoy the experiences that they gain on school trips; their feedback is used as promotion materials for future trips. Pupils are reminded that when attending the school at any event, they are representing the school and must adhere to the highest standards of behaviour and respect. Parents confirm that The John Fisher School is a school in which their children are happy, well educated and treated with care and respect. Statements from former pupils who have recently left The John Fisher School include: ***"The John Fisher School supported and inspired me to really explore and enjoy my education from Year 7 all the way to Year 13"*** (Oxford University student - Year 13 in 2017) ***"My Love of Music has been nurtured and enhanced by the dedicated staff and opportunities I have been lucky enough to enjoy"*** (Royal college of Music student - Year 13 in 2017).

The school has a regular Youth Club called 'Faith Club' for current pupils of all ages; it is co-ordinated by former pupils, staff and our chaplain to invite speakers to give talks and discussions on issues of interest. One of the most recent guest speakers was author and journalist Dame Joanne Bogle who spoke about being 'counter cultural' like St. Teresa. This group reflects the pupils' desire and eagerness to learn more about our Catholic faith. We encourage our pupils to be open with their faith, they ask questions, discuss viewpoints. There is also time for games and conversations allowing pupils to form peer support.

Pupils of all ages have opportunities to develop their leadership skills for example our chaplain is supported by older pupils in training all our Year 7 pupils in becoming altar servers. Skills are also learnt through sport and in other areas of the school as well e.g. with the Student Council, Prefect and Head Boys' roles, mock elections, through our peer mentoring course (17 KS4 pupils secured the OCNRL Level 2 certificate in mentoring in October 2017), Digital Leaders, our 'Student Host' initiative, Art Captains, House Charity Ambassadors, the 'SpeakOut' and 'Soapbox' challenges, 'First Give' charity forum etc.

In the last Section 48 inspection, it was stated ***“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’. Pastor Luventus wrote in July 2017 ***“The school is famous for the number of its alumni who have become priests”***. In 2015, three former pupils were ordained as priests and there are currently two former pupils in training. Our school chaplain is himself a former pupil. 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 a peer to peer mentoring programme involving Key Stage 3 and Key Stage 5 pupils. Most recently, representatives from ‘Catholic Voices’ have been in school presenting to Year 12 pupils on one of their drop down days during enrichment week.

Before addressing sensitive topics, teachers familiarise themselves with the school RSE policy to guide their work. Further to this, teachers set as an activity in class to arrange an agreement with pupils whereby they remain respectful and mature when having sensitive conversations in lessons.

In our parent survey of January 2019 99% of participants agreed that The John Fisher School offers a distinctly Catholic education and 86% of pupils who completed the pupil survey (January 2019) agreed that there are good opportunities to serve others. 83% of the parents agreed that there are good links between the school and nearby parishes. 86% of pupils in the survey stated they have opportunities to support charities.

Next Steps:

- Create a memorial garden to enhance provision for private prayer and reflection.

- Further develop retreat opportunities to possibly include overseas experiences.

SCHOOL’S INDICATIVE GRADE: 1

2.1.2. The Catholic Life of the School – Quality of provision

The Catholic ethos and identity of the school is visible to the school community and to visitors through the centrality of the religious icons and images displayed throughout the school. The school’s Spiritual Life and Ethos (SLE) committee managed the introduction of a new war memorial in March this year which was blessed on the school’s Founders Day. We are fortunate to have a beautiful school chapel which was recently redecorated and is used for our weekly acts of collective worship. Year 13 pupils were selected to paint our House patrons and our School Founder Archbishop Peter Amigo in the style of stained glass windows. These now hang along the walls of the chapel and are both visually and spiritually uplifting. It makes a significant contribution to developing the spirituality of the pupils. There are an extensive range of initiatives that various staff members have implemented within school that encourage community cohesion and positive relations with the local community e.g. contributing to the Purley Food Hub, supporting local, disadvantaged Catholic schools such as St. Giles, the annual school fete. The staff CPD programme supports the development of Catholicity and spirituality.

There are a number of links with Primary schools and we are members of the Emmaus partnership of Primary and Secondary Catholic and maintained schools and institutions. Our Assistant Headteacher, Mr Evans, works with local Primary schools in delivering Spanish lessons along with the help of A-level Spanish pupils. He also guides those identified to lead in local Primary schools which encourages pupils

to be proactive in their community. These activities extend on the opportunities provided for Year 5 and Year 6 pupils during the 'Taster Days' which are in popular demand. It is the collaborative efforts of the Director of Learning for Year 7 and the office staff, who organise these days and make them possible. We organise Primary School Sports events and visits from specialists from our Religious Education, Maths, and English departments as well as from our Modern Foreign Languages Department. These activities strengthen the relationships between The John Fisher School and the Primary schools where a lot of the school's pupils come from. There is also a transition day for parents/carers and numerous Saturday morning sessions take place for parents/carers throughout the course of the school year. This roots our new parents into our Catholic tradition and creates a link to home and parish as well as fostering community and support as parents meet and network. It also serves as a witness to our faith being our priority.

The range of school facilities is available for use by the local community. These groups make frequent use of the school hall and gym. Leasing fees are reduced to accommodate these groups and help our community and make these projects sustainable so that they can continue to carry out their good work. There are strong connections with local Parishes which support pupils when taking part in Confirmation services. There is a mass in the Chapel most mornings including a Sunday Mass for the entire local community. There is a Coffee morning for the parishioners one Sunday morning each month. The school continues to have Benediction during Tuesday lunchtime and Priests from the parishes visit at key times to celebrate Mass or to offer the Sacrament of Reconciliation during Lent and Advent.

The John Fisher School also supports a range of charities including the Poppy Appeal, Macmillan Cancer Support, Teenage Cancer Trust (£306), Leprosy Relief (£1314) First Give (£1500) and Age Concern (£2500). Fundraisers for various charities reflect the desire to be involved in community projects and to take responsibility for the less fortunate. The school also invited representatives from these charities to come back into the school after fundraising events to explain to pupils how their efforts have contributed to different projects. The school is rightly proud of its work with local special schools through the Para-Ability Challenge and Panathlon Games. Pupils are involved in fundraising annually for local charities such as 'Love in a Box', the Royal Marsden Cancer Charity, the South-East Cancer Centre (£537), national charities such as WaterAid, Blind Veterans UK (£600) and our partnership work with Koning School in South Africa (£3546). We have also supported with humanitarian disasters in East Africa and Syria. Pupils make a significant and sustained contribution to the Catholic life of the school through extensive fundraising which is an established part of school life. Charity work includes:

- **Pupils and staff mufti days** - These days have raised over £11,500 in the last academic year for charities including Shelter and Mental Health Awareness Week.
- **Staff Charity Football Match** - This annual event has helped raise thousands of pounds for local charities, special causes and for our very own Talk Easy Trust.
- **The Three Peaks Challenge** - This expedition helped raise £5,500 for The Daniel Spargo-Mabbs Foundation. This pupil led fundraiser showed the true spirit of The John Fisher School pupils as they helped raise money for this wonderful charity, helping to fund the production of a very special drama production which now tours schools all over the UK helping educate pupils about drugs.

Pupils have deep understanding of social justice which underpins their charity work and express a deep sense of belonging to this diverse community. This is shown in the way pupils respect and support each

other around school. Ofsted comments from January 2018 include: ***“Pupils’ behaviour is thoughtful and kind”, “Around the school pupils behave safely and are very polite and friendly” and “During lessons, pupils concentrate well and listen carefully.”***

INSET days start with prayer in the chapel and end with a reflection. The impact of this is a beating heartbeat of spirituality among the staff which frames and roots all of our day to day practice. New staff are fully inducted into the Catholic life of the school. Staff in all departments are aware of the Catholic nature of our school and seek to make lessons engaging and relevant to a living faith in our world today. Pupils are encouraged to commend their peers during our celebration rewards lunches, celebration Kennedy Cup assemblies and be a part of the ceremonies which recognise excellence; this again promotes cohesion as a community event. Parents/Carers of those receiving an award at our KS3 Awards Evening are also invited into school to share in the celebration. Christian service awards are presented at both Kennedy Cup and the Key Stage 3 Awards Evening. These assemblies are of course led with a prayer to set off the tone of the event.

The school community is acutely aware of the range of issues faced within our society and work to ensure that we address these issues with pupils. For example in January, we participated in the National ‘Time to Talk’ which advertises awareness of mental health. The school shows great concern for the mental and emotional wellbeing of pupils and staff. We have a staff wellbeing group and there is a link Governor. The school is aware of the dignity and value of every pupil and member of staff, and as a result is constantly changing to adapt to the needs of the modern world. We will also participate in ‘School National Diversity Week’ to celebrate our inclusiveness and to discuss issues of equality and justice. As a result pupils with issues to do with LGBTQ felt listened to and not brushed aside.

The school consults staff on issues of wellbeing and the personal needs of staff and pupils are taken seriously in our strive to be a school build on Gospel values. In a letter following his visit to The John Fisher School, the Deputy Director for Standards commented, ***“the concern for the wellbeing of the boys and the development of the seclusion area at the heart of the school demonstrates the inclusive nature of the school”*** (Mr T Gibson, Catholic Diocese of Southwark, April 2018). In an email to the Headteacher, one staff member stated ***“I just wanted to thank you for the conversation we had with Ann earlier. It almost brought a tear to my eye when I listened to you and looked back at all the amazing support and encouragement I have received from you and others in our school. That conversation was the highlight of my half term and reminded me of how lucky I am to be where I am in the world.”*** (Staff member, October 16th 2018).

The quality of provision for Catholic life is reflected in our parent survey of January 2019. 97% of participants agreed that The John Fisher School offers opportunities for pupils to develop in their spiritual life, and 96% agreed that their son has a clear understanding of the school’s ethos.

SCHOOL’S INDICATIVE GRADE: 1

2.1.3. The Catholic Life of the School – Leaders and Governors

Our mission statement places Christ at the centre of school life and our school chapel is the soul of the school. This ethos is at the heart of the school. Governors and leaders are deeply committed to the school and fully appreciate the importance of the school's role as an integral part of the spiritual, pastoral and community life of the local parishes, the diocese and the universal Church. Leaders are strong witnesses to the faith and actively support the work of the Church within the diocese. The Headteacher is supported by a Senior Leadership Team (SLT) which includes five Assistant Headteachers and two Associate Assistant Headteachers one of whom is the Head of Religious Education. There is a leadership expectation of study of key faith and education documents by members of SLT and an expectation to report back to the rest of team. The SLT is supported by a strong team of Directors of Learning who lead the school's year team meetings with pupils. The school has been dedicating a number of its team meetings to particular themes to raise awareness. Staff and pupils have led assemblies on Cancer Talk Week, Safer Internet Week and Mental Health Week. In this half term we will have 'Volunteering Week', 'International Women's Week' and 'Nutrition & Hydration Week'.

The Chair of Governors is supported by all Governors including a full complement of Foundation Governors headed by Canon Jim Pannett. The governing body provide a powerful blend of challenge and support to senior leaders and they are ambitious for the Catholic life of the school. The school has responded to the recommendations from the previous Section 48 inspection. Governors ensure that the School Improvement Plan sets priorities for future action and that school targets for Catholic life and Religious Education are both achievable and sufficiently challenging to drive improvement. Governors are very active participants in the life of the school; they monitor, receive reports on the achievement in Religious Education and are knowledgeable of the work of the school, including its strengths and weaknesses. Governors take part in learning walks, observe lessons and have been involved in book scrutinies. Governors attend the many celebrations, liturgies and Masses that take place throughout the year. Both the school motto and vision are supported by a mission statement. This is reviewed regularly and updated as necessary at leadership meetings.

The Religious Education department work to ensure that the school maintains strong communication links between the Parish, Governors, pupils and parents/carers. The Head of Religious Education communicates with the Religious Education link governor to ensure that they are aware of the activity with Religious Education. The Spiritual Life and Ethos Committee arranges regular collections of food and other items for the local Purley Food Hub. The Religious Education 'Link Governor' is invited in to visit Religious Education classrooms throughout the year, to sit in with Religious Education lessons, meet with teachers and discuss with pupils their experience of Religious Education. These actions help governors to identify and address points for review within Religious Education and to plan for the future e.g. curriculum time and resourcing. The Religious Education department meets in a team meeting regularly to monitor the progress of pupils, consider ways to develop the experience of Religious Education for pupils and provide feedback to develop the department overall. Relevant contributions from these meetings are then appropriately fed into the department and structure of Religious Education with the aim of improving Religious Education for all pupils (refer to R.E. Action plan). Staff members who join the school have a talk on the distinctive nature of John Fisher as a Catholic School and there is the option for a new staff member to have a buddy to work with on a one to one basis if needed.

The John Fisher School is also proud of its Spiritual Life and Ethos Committee, a team made up of Foundation Governors, the Head of Religious Education, School Chaplain, Headteacher of School, other

school staff and pupils who volunteer to meet half termly. An agenda for this meeting is sent out in good time to ensure that all attending can contribute accordingly. Feedback and results from the meetings are communicated to the Full Governing Board who meet termly. This team helps to ensure that the Catholic nature of the school is pronounced and action points from these meetings are followed through. Agendas and minutes from these meetings are available on request. Newsletters are produced by leaders and governors which are emailed to all staff and parents/carers once published. This gives The John Fisher School the opportunity to publicly commend the achievements of our pupils both within and outside of school.

In the staff survey (November 2018), 100% said that they felt safe in school and 93% stated that there was someone to turn to if they had a problem.

Next Steps:

- Ongoing induction for teaching in a Catholic school for new staff members.
- Continue to work on staff wellbeing.

SCHOOL'S INDICATIVE GRADE: 1

2.2. Religious Education

2.2.1. Religious Education – How well pupils achieve and enjoy their learning

The school has sustained good outcomes since the last Section 48 inspection in November 2013 with over 70% of pupils securing A*-C grades at GCSE in 2015, 2016 and 2017. 2018 was the first new of the new specification and grading system with again close to 70% of the Yr. 11 cohort securing 4+. Whilst we are teaching across the range of abilities and achieve a wide range of grades there is still progress to be made in the individual progress against target for pupils. In most lessons, pupils are engaged and demonstrate a commitment to their learning. Pupils demonstrate a deep pride in all they do in lessons; they are attentive and collaborate well with others. The Religious Education department ensures that pupils are enjoying their learning through an open dialogue with the pupils themselves. There is a strong common sense of purpose within the department with many strong examples where key departmental policies and approaches are consistently applied by all.

There are a range of learning techniques employed by teachers to ensure that pupils enjoy daily lessons. Most able pupils are given well thought out stretch and challenge worksheets which achieve but also go beyond the set classroom learning intentions. Further to this, pupils at all years enjoy the challenge of being set GCSE questions on a regular basis. This helps develop their ability and confidence in applying exam technique. Pupil homework tasks are engaging and diverse. At the end of the last academic year 85% of Yr 7 met their expected target level with 9% achieving above target. In Yr 8, 76% of pupils met their expected target with 14% of the year excelling above expected progress. In Religious Education all pupils are positive as a result of high quality leadership and teaching in the department.

At The John Fisher School pupils appreciate knowing their target grades and their progress within subjects. Within Religious Education target grades are given to pupils as soon as they are available at GCSE. These target grades are based on CAT scores. Pupils are encouraged to set themselves higher target grades if they feel their targets are not aspirational enough. There is a robust and rigorous process of assessment. All pupils from Year 7 to Year 9 are set two pieces of assessed work for each topic; this includes a written assessment and an End of Topic test. This is in addition to the two whole school exams pupils sit throughout the year.

The Religious Education department strives to ensure that it is typified by a culture of positive praise; the department creates opportunities for effort to be recognised and commended. Pupils who demonstrate excellence and endeavour in Religious Education are rewarded on a termly basis. This motivates award winners but also sets aspirations for other pupils as well when they see effort and excellence is recognised by the department. Within lessons, concepts are pitched at the appropriate level for pupils. Pupil learning is checked and assessed appropriately in class.

At the beginning of each academic year, teachers are asked to dedicate the first lesson to building a relationship and rapport with each of their classes so that an atmosphere of mutual respect is set out at the foundation. It is upon this that pupils can then continue to enjoy their learning throughout the year. The John Fisher School invites a number of relevant outside speakers into classes throughout the year for example the Gideon Society who are invited to Year 7 classes and provide each pupil with their own Gideon Bible. This is to instill a love of scripture and inspire our pupils to be people for others. Opportunities are also provided through the school's link with 'The Catenians', entering pupils for

competitions such as public speaking. Our involvement with the Catenians furthers the promotion of the outstanding work that they do in promoting family values and the Catholic faith.

The Religious Education department takes a lead role in organising whole school charity events to raise money and awareness of charities such as Missio, Aid to the Church in Need and CAFOD. Pupils are challenged to do more than simply raise money each term. We have a number of our pupils participating in the CAFOD leadership programme this year. Each year every house chooses a house charity to work in partnership with for that academic year done through a democratic process. Form Captains will then present their proposals to the House Captain and the House Coordinator who will vote on which charity to work with that year. Pupils must research their given charity and understand how it links with both their house values and the Christian ethos of the school in general. Pupils are then active throughout the year in raising funds and awareness. They give and receive updates from their chosen charities as to the progress that is being made. These acts reflect the good will and proactive attitudes nurtured at The John Fisher School. Pupils' extremely positive attitudes and behaviour demonstrate that they greatly value the Religious Education that is provided by the school.

In our recent Parental Survey in January 2019 92% of participants agreed that their son makes good progress in Religious Education.

Next Steps:

- Further develop 'Faith development sessions' for Sixth Form pupils.
- Increasing time further for RE to the Bishops' requirements is part of the school's curriculum development considerations.

SCHOOL'S INDICATIVE GRADE: 2

2.2.2. Religious Education – The Quality of Teaching, Learning and Assessment

The School is committed to the best education for all pupils and the staff have been developing our 'vision for learning' based on our institutional values. Religious literacy is perhaps more important than ever before. The Religious Education department understands this and gains purpose from it when planning and teaching. The schemes of work for each year group is clearly set out and well structured in the departments shared area with a number of set lessons for each topic in each year. These resources are user friendly and set activities are designed to accommodate all learning styles. Such resources compliment the purposeful discussions within lessons to pupils. Questioning is seen as a strength of all members in the department. Resources provided are engaging and differentiated for a range of pupils including those who need stretch and challenge tasks and others who require work to be scaffolded. An effective balance of these resources encourages pupils to act as independent learners. Using these resources, in addition to data and evidence of pupils' prior learning.

The Religious Education curriculum is effectively planned to meet the needs of pupils at differing stages. Our curriculum is explicitly linked to our Christian foundation so that all pupils and staff understand it as a driving force to attainment and progress. The RE team and the designed curriculum is dedicated to providing a holistic education for pupils and so aims to develop them as individuals, learners and as citizens. In this way, the Religious Education curriculum directly contributes towards the school aims of developing excellence in each child. The Religious Education department is guided by the values of Catholic Social Teaching and recognising the dignity of each child ensures that regardless of their faith or ethnicity, that they are all provided with the same opportunities to learn. Much of the content studied within Religious Education directly links to the SMSC development in pupils. Pupils in Year 10 are part of a pilot for the "Virtues Programme" a programme of studies developed by the John Paul II Foundation for Sport. The aim of this is to develop pupils' character so that they may understand more fully how to live out the Gospel values in action. This programme focuses on understanding what a virtuous life is and how to become more virtuous. It is complimented by using the research of the Jubilee Centre Birmingham into Character Education, to ensure that pupils receive a first rate experience of SMSC.

At KS3, pupils study the 'People of God' scheme of work. An overview is included at the end of this document. Assessments are created in-house. Two foci this year are the development of GCSE-style questions at KS3 and GCSE style religious vocabulary. This is to ensure that there is sound progress from KS3 to 4 and so that pupils begin to develop their skills early on. KS3 is now 2 years in length and provides a very good foundation for the new 3 year GCSE courses which now start in Year 9. At KS4, pupils are studying the Eduqas Route B RE GCSE course. Assessments for the new GCSE have been created in-house however some questions have been taken from the Eduqas published sample assessment materials. At KS5, pupils are undertaking the A-level in Religious Studies from OCR which is split into Philosophy, Ethics and Christian Theology. We currently have 7 x Yr 12 pupils and 8 x Yr. 13 pupils. Assessment questions are a mixture of in-house creations, past paper questions and published sample assessment materials. The Religious Education department aim to ensure efficient delivery of the curriculum at GCSE and A-level by producing new resources to accommodate changing specifications.

Pupils in Year 12 also undertake the Extended Project Qualification programmes with a number of pupils choosing topics concerning moral issues. The Head of Religious Education supervises and advises on a number of these projects. 9 pupils completed an EPQ in 2017/18. In 2018/19 there are 26 pupils in Yr. 12 completing an EPQ and 23 pupils in Yr. 13. 12 x Yr. 13 pupils submitted their EPQ this January and the remaining 11 x Yr. 13 pupils will be submitting for the April deadline. In order to further enhance the

spiritual development of pupils in the Sixth Form, 'drop down' days are delivered throughout the year with further activities as part of Enrichment Week in the summer term. Sessions have been delivered by outside speakers on different faiths and on interfaith dialogue (in our recent pupil survey of January 2019, 87% agreed that they learn about other faiths).

Teaching and learning is always an agenda item at departmental meetings. This gives staff members the opportunity to share good practice and offer advice for classroom situations as they arise. At department meetings staff also moderate and standardise work at both lower school, GCSE and A-level standard. The choice of new specifications for both GCSE and A-level was carefully considered by all members of the Religious Education department who independently reviewed a variety of specifications and chose one which best met the needs of our pupils. Effective lessons are characterised by excellent subject knowledge and a range of methods that motivated pupils to engage in their own learning. Progress is clearly demonstrated in all lessons. Pupils are confident in working together and individually. Best practice (from across the diocese) is shared across the department and time is given during department meetings to discuss pedagogy and innovation in learning and teaching. To guide teaching within the department, the Head of Religious Education has designed curriculum overviews for each year group for the year to ensure all staff members have a detailed guide on how to teach their lessons so that all material is covered in good time for the exam. Team members have appreciated this as a good guide for their teaching structure. Further to this, assessments for the year for each group has been identified for staff to guide their marking and feedback work. The department uses an assessment calendar to ensure that both staff and pupils know in good time when and how they will be assessed. This has proved popular with pupils as it has helped to relieve anxiety around summative assessments.

At the beginning of the school year, the Head of Department sets out for all members of staff the vision for the department. This highlighted among other things the importance of teachers setting high expectations for all pupils and setting a culture of positive praise. The department believes in and actively promotes to pupils the adoption of a growth mind-set. All pupils understand that learning in Religious Education is a skill and like all skills can be developed through practice and hard work. Pupils are encouraged to view mistakes as opportunities to learn and success as an opportunity to reflect on why they were successful. This is evident in their approach to 'DIRT' time where pupils must reflect, redraft and improve their work. Two Pre-public examinations take place in Year 11 and the impact is to give pupils the full experience and to have meaningful data to review our assessment provision. The teachers in the R.E. department are formally observed three times per year and learning walks to the R.E. department take place regularly. We have increased the number of Teaching Assistants in R.E lessons and deploy our Catholic Teaching Assistants in these lessons.

Next Steps:

- Improve the pedagogy further to help increase the number of 'Outstanding' lessons.
- Ensure consistency in the presentation of work in exercise books.
- Link classroom study to personal experience of faith.

SCHOOL'S INDICATIVE GRADE: 2

2.2.3. Religious Education – Leaders and Governors

The Head of Department has an open door policy should any member of the team need to ask questions or raise an issue. The Religious Education department also works with other subjects and other departments across the diocese to ensure that the standard of work being produced by pupils is consistent and that presentation of books is upheld to a high standard thus implementing effectively school policy on the issue. The Head of Department also liaises with other subject leaders to ensure that there is no repetition of material studied within Religious Education and where potential for overlapping occurs that it is used to deepen pupils' knowledge and understanding.

Religious Education is part of a whole school initiative to raise standards and have high expectations for learning. The content of study is shaped and drawn from the R.E. Directory of the Bishops' conference and seeks to equip young adults as they journey in faith to young adulthood. To ensure efficient leadership and management of RE within our Catholic community the Head of Religious Education works in close partnership with the Headteacher and Chaplain. The Headteacher is the direct line manager for the Head of Religious Education. This close partnership has enabled an excellent understanding of how to deliver ever increasing improvement in attainment and progress. The school undertook independent review days and employed the leadership and external validation of Mrs Ann Oddy from the Diocese.

The Head of Religious Education meets with the Chaplain and with the Headteacher to discuss key issues relating to the Catholic nature and education within the school. Prior to the beginning of the school year, the Head of Religious Education and School Chaplain meet to agree plans and deadlines for projects for the upcoming year. This has then been formulated into an Action Plan for the year and shared with all members of the department. This is a working document to help evaluate the work of the department as the year progresses. They have increased the curriculum time in Key Stages 3 and 4 which is allocated to Religious Education in line with other core subjects and close to the 10% requirement of the Bishops' Conference. It is currently being planned that this will allocation of time will increase even further from September 2019. The Religious Education department and they are in frequent communication with Patrick Harrison, the 'Religious Education Advisor' for the Diocese. Patrick carries out monitoring visits, praising the positive work completed by the department and suggesting areas for improvement. His feedback is carefully considered by the Religious Education team and Senior Leadership Team to ensure that recommendations are applied to the work in the Religious Education department. Patrick also suggests courses for Religious Education department members to attend throughout the year as they become available. To date, these courses have proved to be very useful and practical ideas from these training days have been implemented for example on how to improve the standard of marking.

As a Catholic school, the effective delivery of Religious Education is of vital importance in our efforts to instil our Catholic values and ethos into our pupils. The majority of pupils understanding of RE comes from within the Religious Education department itself, thus it is priority to ensure that the department runs efficiently. Guided by their team vision and action plan, the department aims to ensure that all practice is purposeful in getting the best results for pupils. There are many ways this target is achieved, for example through learning walks and book scrutinies. These practices ensure that RE teachers are consistent in their teaching and that departmental policies are carried out. This implementation is further guided by SLT during each term in their focus upon different Year groups at specific times of the year. Training arrangements and high quality CPD is provided for all teachers.

Leaders and governors work very effectively together and are passionate about enhancing the learning of pupils. Therefore, the progress of pupils within Religious Education is a primary concern in order to

ensure that pupils reach their potential within the Religious Education classroom. One of the key ways that this is completed is through the use of monitoring spreadsheets which identify pupils' progress and analyse it against each individual pupils starting position. This information is used by the Head of Religious Education when preparing for learning walks. Information gained from the data helps to guide the analysis and feedback of lesson observations. The department also makes good use of programmes such as '4Matrix' to understand how pupils perform in RE against their other subjects. Pupils who are not performing as strongly as they may be given targeted interventions; these include extra revision sessions, structured revision techniques and exam clinics. Formative assessment is the corner stone of the pedagogy within the department, the philosophy of the department is success for all and as such teachers ensure that they know their pupils well. The Head of Religious Education disseminates data and information pertaining to the progress and attainment of pupils to both the Spiritual Life and Ethos Committee and Student Learning and Welfare governors committee on a regular basis.

Finally, underpinning all our work in the department, each Religious Education teacher is dedicated to each pupil they teach. The first Religious Education lesson is set aside to developing a strong relationship and rapport with the pupils to establish an atmosphere of respect and understanding. Lessons are well planned and resourced. Classrooms used for teaching Religious Education were planned for in the new £2.8 million 'Sir David Lane Building' and these are well equipped. The Relationship and Sex Education (RSE) policy has been reviewed and updated in line with the diocesan and Department for Education requirements.

Next Steps:

- Further increase the number of visits to lessons by the link Governor and Associate Governor (a former student and current parent).
- Consider early entry GCSE at Year 10.
- Ensure that the new RSE policy is embedded across the school.

SCHOOL'S INDICATIVE GRADE: 1

2.3. Collective Worship

2.3.1. Collective Worship – The response and participation of pupils

Pupils at John Fisher gain experience in many types of worship.

Silent prayer	Chapel is open each day for personal prayer
Form prayer	Each Form group has a representative and a prayer book resource
Weekday	8.00am on a Mondays & Tuesdays
Full School Mass	Holy Days of Obligations for e.g. All Saints, Founders' Day
House Mass	Each House has a Mass
Adoration of the Blessed Sacrament	Mondays/Tuesdays
Mass with the Archbishop	Visit of Rt Rev Peter Smith to School
Sacrament of Reconciliation	During Advent and Lent
Traditional prayers	During R.E. and other subjects
Retreat Days	In house and trips through Chaplaincy
Pilgrimage	Rome

The themes for Collective Worship are created and planned for by our Chaplain, and delivered by members of the Senior Leadership Team and Religious Education department. As a result of our monitoring and evaluation procedures, we are going to move to half termly themes such as Sacrifice, Fortitude and Charity to increase further the number of staff members who can lead the weekly Collective Worship in the Chapel. All pupils are encouraged to be actively engaged in worship within school. During whole school Masses and remembrance services pupils are invited to lead elements of the liturgy such as the readings, bidding prayers and offertory. Pupils say they value the variety of worship and that there were many opportunities to plan and participate in celebrations. The choir and musicians are regularly used to illustrate key points in assemblies and to enhance liturgical celebrations such as our monthly epilogue. Over 60 pupils are involved in the Choir and over 150 pupils learn an instrument. Pupils have a good knowledge of the Churches Liturgical Year and items used in Mass; this is learned through altar serving training in Year 7. The Chaplain ambassadors take a leading role in supporting setting up Collective Worship.

The John Fisher School pupils are also able to extend on the understanding they have of religious festivals outside of the Catholic tradition. Pupils learn about the cultures of many other world religions in RE lessons helping pupils to understand more clearly the practices of other faith festivals such as Ramadan. Pupils enjoy being able to explore these traditions and ask questions.

We have found that pupils appreciate Collective Worship at The John Fisher School. They experience the Liturgical year within John Fisher with assemblies and Liturgies marking the seasons of Christ's incarnation, life, death and resurrection. Our pupils value good relationships with clergy and respond with enthusiasm to age appropriate and well planned preaching and Liturgy. They will approach staff members to ensure that prayer before exams will occur. They enjoy taking time to reflect before exams and find it a way to ease their worries. An exam prayer schedule is organised so that before each exam a prayer is said by a member of the Senior Leadership Team, the Chaplain or Head of Religious Education which calms pupils before exams begin.

Outside of taught curriculum within Religious Education there are a range of other ways that Religious Education promotes pupil learning for example, guided meditation (Rosary, Stations of the Cross) in the chapel provide an opportunity for pupils to learn outside the classroom. Retreats are designed and delivered by the chaplain as opportunities to reflect on who they are as an individual child of God in a key stage of life and in their relationship with God. Pupils thoroughly enjoy the many retreat opportunities available and get involved with the Christmas Carol Service.

At our Welcome and Induction evenings for each group parents/carers and staff commence the evening with prayer and reflection. Certainly, The John Fisher School is proud to continue to express its Catholic nature and pass on the traditions of the Catholic Church. The school provides extensive opportunity for quality Collective Worship to the extent that John Fisher is a praying school. Parents/carers recognise the contribution Collective Worship makes to our school. Indeed, The John Fisher School is proud of the Catholic nature that underpins every aspect of the work its staff and pupils carry out.

In our pupil survey of January 2019, over 90% of pupils have a good understanding of the school's Catholic ethos to include the impact of the role of Collective Worship and 97% of parents felt that they feel welcome to the school's events.

Next Steps:

- Involve pupil leadership further in the planning of Liturgies.

- Involve parents further in Collective Worship.

SCHOOL'S INDICATIVE GRADE: 1

2.3.2. Collective Worship – Provision

Collective Worship is a central part of daily life in the school. A range of areas contribute to the spiritual development of pupils by leading assemblies and by ensuring prayer is part of form time. Whole school Masses are set out according to the Catholic calendar and holy days of obligation to include our Founders' Day Mass and Christmas Carol Service which last year was led by the Dean of Croydon, Fr. Michael Scanlon. The Liturgical calendar is designed by the Chaplain at the start of the year and this is combined in the Master Calendar. House Masses in honour of our patrons occur within the school day and are transferred so that these days do not fall during school holidays. These give each pupil an opportunity to celebrate the Eucharist with the other members of their house and to learn more about their patron. The House system has a significant impact on relationships in the school community.

Special prayer opportunities are also available at weekly Benediction and Light Fever when pupils write prayers and light candles before the Blessed Sacrament. There is also a prayer box in student reception for pupils and staff. These prayers are collected on a Friday morning and are said by the staff reflection group before being passed on to the school chaplain. Year 12 and Year 13 pupils have a year group mass in September to welcome new pupils, and they have a 'Celebration Mass' at the end of their school life, as do Year 11.

The school also participates in Diocesan Masses throughout the year. Select pupils attend along with the School Chaplain and other school representatives. At the start of this academic year, pupils were selected to attend the 'New Year Beginning' Mass and 'The Good Samaritan Mass' hosted by the Diocese at St Georges Cathedral.

The Chaplain attends assemblies to ensure that Catholicity forms an intricate part of assemblies and is not just an add on but referred to throughout the assembly. The Catholic nature of the school is extended to the local Catholic community. For example, during the celebration Mass for The John Fisher School's 85th Anniversary, the local community and past pupils were invited to attend. This Mass was led by the Archbishop of Southwark, Peter Smith. School Masses draw on a variety of priests so that our provision establishes links to home parishes, while also offering a different experience from their home parish.

Within all classrooms in The John Fisher School there is a crucifix. An image of Pope Francis and of the Holy Family hangs in reception and a reminder of the school's motto and vision. During the Year of Faith the school reproduced its official school prayer book. These features help to define our school's Catholic identity and these initiatives tie in with the school's promotion of Christian and shared Values.

The celebration of faith throughout the school is rich. Both pupils and staff within The John Fisher School are responsive to contemporary issues within our society and how we as Catholics should respond. After the Manchester and London terror attacks and on the one-year anniversary of the Glenfell Tower fire a minute's silence was held in school. This encouraged staff and pupils to take time out of their day to remember the world outside of school.

The Kennedy Cup team work to create a series of videos, apply scripture quotes and pupil performances which sum up the successes of the year and lead into the summer holiday in a joyful and prayerful way. Pupils and staff alike thoroughly look forward to this event and share in the jubilation of the event. The impact of this is a school which seeks to be Catholic in a truly authentic way and deliberate way.

Leaders and governors ensure that there are many opportunities for prayer and worship. They carry out learning walks to monitor prayer and worship in classrooms. The Lord's Prayer is said in a different

language during Modern Foreign Languages lessons and staff can request support with the preparations of lessons and assemblies. Pupils are very proud of their school, and have shown this, for example, through the very positive way they received Polish pupils and teachers on 24 May 2018. This is their feedback ***“teachers that had such a great opportunity to visit you on the 24th May. Both pupils and teachers were astonished about how well the visit had been organised and how much effort the school had put in to accommodate the whole visit, considering busy GCSEs exams’ period. The pupils felt particularly warmly accepted and could not praise enough the School’s ethos and extremely high level of professionalism in each aspect of the visit. Personally, I would like to say a massive thank you to all teachers who got involved in organising the visit and assisted our pupils throughout the day. Furthermore, I am hoping that this is a beginning of a wonderful journey for our Polish schools in discovering different cultural aspects of education abroad and there will be more opportunities to get together with The John Fisher School and its pupils and teachers on multiple levels.”***

Next Steps:

- Continue to provide a variety of Liturgical styles and music.

SCHOOL’S INDICATIVE GRADE: 1

2.3.3. Leaders and Governors

The school benefits from an excellent team of staff who are able to lead, assess and plan to develop the Collective Worship within the school. The leaders and governors of the school have a strong sense of Catholic tradition and importance of the liturgical life of the Church as a worldwide communion. At weekly assemblies, all pupils are reminded of the Catholic nature of the school by the school leaders and how we show this in our day to day lives. There is always opportunity for Collective Worship during assemblies. Directors of Learning within the pastoral system manage form time with a keen eye for the Catholicity of our community. Further to this, each form group is encouraged to organise and lead their own assemblies once a year for their year group. This opportunity provides pupils with the experience of leading prayer. Our House Coordinators are working on enhancing pupil knowledge about our Patron Saints and the legacy our school seeks to develop. In 2016, the pupils and staff chose Mother Theresa as the school's first woman saint as a House patron.

There is a strong community spirit amongst staff; this is well seen in the whole staff briefings on Monday and Wednesday mornings. Monday briefing begins with a prayer led by the Headteacher or volunteer staff members. This provides staff with the opportunity for reflection each week. Staff are kept up to date about whole school news through 'Staff Updates' emails. Staff are encouraged to meet each other for cake and coffee in the staffroom and have lunch together during our Founders' Day celebrations. Canon Luiz Ruscillo and Fr. Matthew O'Gorman have delivered motivational talks to staff members and this year, all staff members had a wellbeing afternoon with up to 10 different planned activities to choose from. There are several staff events throughout the year at local restaurants to celebrate the work done by all of The John Fisher School staff. These events, organised by our Staff Governor, help to promote a sense of community and encourages team spirit between staff. Staff also nominate each other every six weeks for teaching staff and support staff members of the half term. The staff choir meet each Thursday morning and the staff reflection group meets each Friday morning which some Governors also attend on occasions.

Governors are invited to complete learning walks as part of our independent review days (refer to Governor visits folder) providing them with a deeper insight into Collective Worship and an opportunity to contribute accordingly. A key piece of information which supports with monitoring is the feedback gained from 'pupil voice' surveys and interviews. The school has a team of Governors with a range of skills two of whom with Queen's awards contributing to the rich tapestry of school life.

The impact of this leadership and governance is a school which has a Catholic nature and ethos and is oversubscribed. In the staff survey (November 2018), 93% said that they had opportunities to get involved in the wider Catholic life of the school.

Next Steps:

- Further develop Chaplaincy ambassadors and ensure Chaplaincy remains a regular feature in the school newsletter.

- Staff CPD on Liturgical formation and planning.

SCHOOL'S INDICATIVE GRADE: 1

2.4. Overall effectiveness of the School

2.4.1. The effectiveness of the school in providing a Catholic education

Catholic Life

Pupils: 1

Quality of Provision: 1

Leaders and Governors: 1 = 1

Religious Education

Achievement and Enjoyment: 2

Teaching, Learning and Assessment: 2

Leaders and Governors: 1 = 2

Collective Worship

Pupil Engagement: 1

Provision: 1

Leaders and Governors: 1 = 1

Overall Effectiveness = 1

Sources of Evidence

Ofsted Report – January 2018

Pupil feedback – January 2019

Parent feedback – January 2019

Staff feedback – November 2018 & January 2019

Feedback from Diocesan leaders

Catholic Herald

Feedback from Polish School

Feedback from member of the public