



## The John Fisher School Self-Evaluation of Governance 2018 – 2019

### OVERARCHING CORE AREA: CATHOLIC CHARACTER OF THE SCHOOL (Catholic Life; Collective Worship; Religious Education; Relationships and Sex Education)

<b>A. CATHOLIC LIFE</b>			
<b>OBJECTIVE</b>	<b>MET: Fully Developing No</b>	<b>HOW DO WE KNOW?</b>	<b>ACTION REQUIRED (if any)</b>
1. There is a named Governor/committee responsible for overseeing the Catholic Life of the school	Fully	<ul style="list-style-type: none"> <li>• There is a named Governor (Canon Pannett) and a Spiritual Life and Ethos (SLE) Committee responsible for overseeing the Catholic life of the school</li> <li>• There are Terms of Reference and Minutes of SLE Committee meetings</li> <li>• Actions from the Committee feed into the Full Governing Body meetings and feedback from SLE is a standing agenda item</li> </ul>	
2. We engage with the Diocese in such a way that the Diocesan Bishop	Fully	<ul style="list-style-type: none"> <li>• Attendance at Diocesan training for Governors and Senior Leadership conferences/events</li> <li>• Attendance at Diocesan events and conferences</li> </ul>	

<p>is able effectively to exercise his Episcopal oversight of Catholic Education</p>		<ul style="list-style-type: none"> <li>• Meetings have taken place between the Chair and Vice-Chair of Governors and the Director of Education</li> <li>• There is a full complement of Foundation Governors</li> <li>• The school actively seeks the involvement of the Diocesan Education Service in recruitment processes for senior roles</li> <li>• Following all Diocesan guidance notes in relation to governance, admissions, and standards</li> <li>• Reading the Diocesan newsletter</li> <li>• Using the Diocesan website</li> </ul>	
<p>3. We play a significant role in understanding, preserving and developing the Catholic character and mission of the school</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>• A section of the school website is dedicated to Catholic life</li> <li>• Training takes place to support the development of the Catholic character and mission of the school</li> <li>• There is a designated Wellbeing Governor, Governors have conducted a wellbeing survey of staff and there is a staff team in place to promote this strategic priority</li> <li>• Governors ensure policies are rooted in Gospel values</li> <li>• Every Governor is familiar with the document 'Christ at the Centre'</li> <li>• There have been extensive improvements to the school Chapel which were completed last year</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to work on Wellbeing and refine strategy</li> <li>• Ongoing induction for teaching in a Catholic school for new staff members.</li> </ul>
<p>4. We actively support the liturgical and sacramental life of the school</p>	<p>Fully</p>	<ul style="list-style-type: none"> <li>• Supporting the Headteacher (e.g. to allow flexibility in timetables so worship can include whole year groups/the whole school)</li> <li>• Ensuring students have access to the celebration of the sacraments in school</li> <li>• Attending liturgical celebrations and participating in school masses such as Ash Wednesday, Lenten</li> </ul>	

		<p>Service and the Carol Service</p> <ul style="list-style-type: none"> <li>Supporting the use of retreats and organised pilgrimages to locations such as Rome</li> </ul>	
<p>5. The school adheres to the principles of Catholic Social Teaching</p>	Fully	<p>a. In our dealings with employees:</p> <ul style="list-style-type: none"> <li>Every employee is paid the Living Wage</li> <li>All staff are consulted (where possible and appropriate) in terms of appropriate development and equal opportunities in respect of professional development opportunities</li> </ul> <p>b. In our dealings with contractors:</p> <ul style="list-style-type: none"> <li>Contractors have compliant environmental standards</li> <li>Contractors have compliant working practices</li> </ul> <p>c. In our dealings with the surrounding community:</p> <ul style="list-style-type: none"> <li>The school (staff and students) is not wasteful with resources</li> <li>We engage in positive relationships with our local community e.g. contributing to the Purley Food Hub, supporting local, disadvantaged Catholic schools such as St. Giles, the annual school fete</li> <li>Parents/carers of students are respectful of the school environment and neighbours e.g. at pick-up and drop-off times</li> </ul> <p>d. As a school community we promote tolerance, diversity and acceptance through our recruitment procedures and participation in events such as National Diversity Week</p>	<ul style="list-style-type: none"> <li>Continue to promote diversity, awareness and acceptance of difference</li> </ul>
<p>6. The school actively supports those in need within the school, in the local community and in the wider world</p>	Fully	<ul style="list-style-type: none"> <li>The school (staff and students) engages in charitable activities and projects</li> <li>Signposting external support for staff, students and parents/carers</li> <li>Having a Chaplain who is a member of staff and an</li> </ul>	<ul style="list-style-type: none"> <li>The school is developing its curriculum to ensure that the needs of <b>all</b> students are met i.e. those with lower ability on entry</li> </ul>

		<p>Inclusion Coordinator</p> <ul style="list-style-type: none"> <li>• Having a Wellbeing Policy on issues such as mental health awareness</li> <li>• Pastoral care for staff and students</li> <li>• Promoting overseas trips to Borneo, South Africa and Ecuador which include community projects</li> </ul>	
7. The school exercises responsible stewardship and a care for the environment	Fully	<ul style="list-style-type: none"> <li>• The budget is spent well, and learning is improved for students through energy efficiency, maintaining the fabric of the building, and encouraging sustainable transport such as cycling through the travel plan</li> <li>• Trees, pitches and the school's natural environment are regularly and responsibly maintained</li> <li>• There is a Health &amp; Safety governor (Mrs A. McGowan), a Health &amp; Safety committee that meets twice a term and Health &amp; Safety is a standing agenda item at the Resources Committee meetings</li> <li>• There is a pro-active and environmentally aware site team</li> <li>• The school is made aware of its accountability to taxpayers and others to whom the school is accountable</li> </ul>	
8. We understand the purpose of the Church's mission in education	Fully	<ul style="list-style-type: none"> <li>• Every Governor is familiar with the document 'The Distinctiveness of the Catholic School Curriculum'</li> <li>• Governors sit on interview panels for the appointment of middle and senior leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Governors to receive training on this</li> </ul>
9. The school fosters a culture of vocation	Fully	<ul style="list-style-type: none"> <li>• All students finding their purpose in life through the cultivation of a growth mindset and making the most of their God-given potential</li> <li>• The school makes life decision-making points such as GCSE, A level and university choices a feature of the prayer life of the school</li> </ul>	<ul style="list-style-type: none"> <li>• Have additional retreat opportunities to possibly include overseas experiences</li> <li>• Continue to run the retreat opportunity to Rochester</li> </ul>

		<ul style="list-style-type: none"> <li>• Service to others and not just material goals</li> <li>• Retreat opportunities for all Key Stages</li> <li>• Promoting priesthood and religious life as a real and attractive option – see the article in The Catholic Herald of July 2017, “The School that’s Solving the Vocations Crisis”</li> <li>• Celebration in the Main Hall of the 54 former students have been ordained priests ordained since the founding of the school</li> <li>• All students are encouraged to find their purpose in life. Examples include Careers events such as the visit of 60 employees from the Home Office.</li> </ul>	Cathedral for aspiring priests
10. The evaluation of the Catholic Life of the school is part of the regular cycle of school self-evaluation and action planning	Fully	<ul style="list-style-type: none"> <li>• This is part of the FGB Agenda items – for example refer to FGB Agenda for 25 September 2018</li> <li>• Analysis of such evaluation feeds into the School Development Plan for next year</li> <li>• Outcomes from the Governors’ wellbeing survey of the staff is fed back into the SDP</li> <li>• Evidence of Governor monitoring is recorded on visit forms</li> <li>• We foster supportive relationships and work in partnership with other Catholic schools in the locality e.g. St Elphege’s P.S, Margaret Roper P.S, Regina Coeli P.S, St Philomena’s Secondary School</li> <li>• The school has had one day reviews from independent advisors such as Ann Oddy</li> </ul>	
11. The school environment reflects its required Catholic character	Fully	<ul style="list-style-type: none"> <li>• The Mission Statement is visible, known and understood</li> <li>• There are visible signs and physical manifestations of Catholic character including the Chapel, religious symbols and icons such as crucifixes on the walls of all classrooms and offices and images of the school’s</li> </ul>	<ul style="list-style-type: none"> <li>• Create a memorial garden to enhance the provision for private prayer and reflection</li> </ul>

		<p>patron manifested externally</p> <ul style="list-style-type: none"> <li>• There is clear articulation of the school's Catholic character in 'branding' and published material</li> <li>• A memorial garden is due to be completed in this academic year</li> <li>• The Catholic character is embodied in quotes on the walls around the school</li> <li>• The newest House was named St. Teresa following consultation with the students</li> </ul>	
12. Parents/carers have been made aware of Catholic life	Fully	<ul style="list-style-type: none"> <li>• Through Parent Information Evenings at the start of a new academic year</li> <li>• PSHE Saturday morning sessions for parents/carers</li> <li>• Through the school newsletter</li> <li>• Parents/carers are given an accessible means of communication and regular opportunities for engagement in events such as the monthly Epilogue, the annual Carol Service, and independent Review Days</li> <li>• The John Fisher Association (Parents' Association) has raised funds to provide resources for the RE Department</li> </ul>	

## B. COLLECTIVE WORSHIP

OBJECTIVE	MET:	HOW DO WE KNOW?	ACTION REQUIRED (if any)
1. There is a named Governor/Committee responsible for overseeing collective worship policy and provision	Fully	<ul style="list-style-type: none"> <li>• There is a named Governor (Canon Pannett) and a Spiritual Life and Ethos (SLE) Committee responsible for overseeing collective worship policy and provision</li> <li>• It is mentioned in the Terms of Reference and Minutes of SLE meetings</li> </ul>	
2. There is a whole school Collective Worship Policy	Fully	<ul style="list-style-type: none"> <li>• The Governing Body regularly reviews the creation and implementation of policies at Governing Body meetings</li> <li>• The Collective Worship Policy is available on the school website</li> </ul>	
3. The Collective Worship Policy is reviewed at least every 2 years	Fully	<ul style="list-style-type: none"> <li>• The review is documented in the Minutes of the Student Learning, Achievement and Welfare (SLAW) Committee meetings</li> </ul>	
4. The provision of collective worship constitutes part of the ordinary cycles of school self-evaluation and action planning	Fully	<ul style="list-style-type: none"> <li>• There is a dedicated Staff Reflection group that meets every Friday morning</li> <li>• Independent Review Days create themed opportunities for student, staff and parent/carer feedback</li> <li>• School masses are regularly reviewed during SLE Committee meetings – see minutes of 6 November 2018 for example – which has led to initiatives such as staff sitting with students</li> <li>• Student representatives take part in the SLE Committee meetings</li> <li>• Feedback on Founder’s Day from the Sixth Form has</li> </ul>	

		led to the inclusion of a themed talks	
5. The collective worship of the school reflects the Catholic character of the school	Fully	<ul style="list-style-type: none"> <li>• Prayer always takes place at the beginning of all Governing Body meetings, staff briefings and training days</li> <li>• Form worship and prayer at the beginning of RE and MFL lessons are routine events</li> <li>• Eucharistic and non-Eucharistic liturgy is a regular feature of our school</li> <li>• Mass takes place every morning and students are welcome to attend</li> <li>• Students are taking an increasing role in the music and liturgy of masses</li> <li>• Students receive the Sacrament of Reconciliation (especially during the seasons of Advent and Lent)</li> <li>• There are other Catholic prayer traditions such as the Rosary</li> <li>• There is a Founder's Day mass and House Masses</li> <li>• The planned Collective Worship centres around the Gospel reading from the previous Sunday.</li> </ul>	<ul style="list-style-type: none"> <li>• Students and staff will continue to pray for the marginalised in our society and attempt to raise over £10,000 each year to support these people</li> </ul>
6. The school encourages Catholic students and staff to regularly participate in the sacraments as appropriate and in line with their age and stage of life	Fully	<ul style="list-style-type: none"> <li>• The school provides reminders and opportunities for student and staff participation such as Eucharistic minister, readers, servers and choristers</li> <li>• The school creates opportunities for staff reflection every Friday and the use of support networks with other local Catholic schools</li> <li>• Staff and students attend Diocesan and Deanery masses</li> <li>• The school has hosted and attended the annual Diocesan mass for school staff</li> <li>• The school Chapel has been used for ordinations, the marriages of staff and former students and for funeral masses</li> </ul>	<ul style="list-style-type: none"> <li>• Involve student leadership further in the planning of Liturgies.</li> </ul>

		<ul style="list-style-type: none"> <li>• There is access to local parish(es)/clergy</li> </ul>	
7. Collective worship in the school is respectful of all members of the school and community	Fully	<ul style="list-style-type: none"> <li>• Prayer life is respectful of those who do not share the faith of our school</li> <li>• There is a Staff Reflection group and a Faith Club for students</li> <li>• The role of the Chaplain and other pastoral roles are respected</li> <li>• The Headteacher has not received any requests for non-attendance at collective worship since September 2015</li> </ul>	
8. Prayer and worship are a daily feature of the experience of every member of the school community	Fully	<ul style="list-style-type: none"> <li>• Collective Worship takes place daily and is appropriate to different age groups</li> <li>• Resources and training for prayer and worship are available to those leading worship e.g. the school's Prayer Book</li> <li>• Students pray together at the start of competitive Sports Games with other schools.</li> </ul>	
9. Governors regularly take the opportunity to participate with their school community when appropriate	Fully	<ul style="list-style-type: none"> <li>• The Governing Body is represented at the termly celebration assemblies</li> <li>• Governors have a role in worship</li> <li>• Governors attend staff training days, parent-teacher meetings, independent Review Days, masses, Epilogue, the Carol Service, Founder's Day, vocational events, the First Give charity competition, and whole school events such as the Art Exhibition &amp; school fete</li> </ul>	
10. The school is part of the wider worshipping community of the parish, deanery and diocese	Fully	<ul style="list-style-type: none"> <li>• There is a focus on parish, deanery and diocesan relationships and members of these communities are invited to attend school events</li> <li>• Foundation Governors are active members of their parishes e.g. two are on retreat to the Holy Land in January and February 2019</li> </ul>	

		<ul style="list-style-type: none"> <li>• Two Foundation Governors are active members of 'The Friends of the Chapel'</li> <li>• Foundation Governors attend Diocesan and Deanery masses each year for e.g. The Good Samaritan Mass</li> </ul>	
11. The leadership of collective worship in the school is sufficiently and appropriately resourced in order to make a significant impact on Catholic worship	Fully	<ul style="list-style-type: none"> <li>• We have a Chaplain who is a member of staff</li> <li>• The Chaplain attends Diocesan meetings</li> <li>• Professional development is planned to assist staff in the leadership of collective worship</li> <li>• The Music Department supports liturgies in school and in the parish</li> <li>• Staff CPD includes, and improvement plans are made for collective worship</li> </ul>	<ul style="list-style-type: none"> <li>• Further develop Chapel ambassadors with students leading the worship</li> </ul>
12. Parents/carers have been made aware of the provision of collective worship	Fully	<ul style="list-style-type: none"> <li>• Parents/carers are invited to attend Welcome/Leavers Masses, the Carol Service, Epilogue etc.</li> <li>• These events are promoted on the school website and in other direct communications to parents/carers</li> <li>• The Chapel is used for parish worship on Sundays and for sacramental events</li> </ul>	<ul style="list-style-type: none"> <li>• Involve parents/carers further in Collective Worship.</li> </ul>

### C. RELIGIOUS EDUCATION (RE)

OBJECTIVE	MET:	HOW DO WE KNOW?	ACTION REQUIRED (if any)
1. There is a named link Governor/Committee for RE	Fully	<ul style="list-style-type: none"> <li>There is a named Governor (Canon Pannett) and a Spiritual Life and Ethos Committee responsible for overseeing RE</li> <li>It is mentioned in the Terms of Reference and Minutes of meetings</li> </ul>	
2. Governors promote RE as the core of the curriculum and it is an integral part of the School Development Plan	Fully	<ul style="list-style-type: none"> <li>RE is the first subject to be timetabled each year</li> <li>Evidence of how RE impacts on all subject areas in the school and in the overall shape of the curriculum</li> <li>The RE Department is fully staffed with subject specialists</li> <li>The Headteacher, as a Governor, chooses to teach RE</li> <li>Canon Pannett has taught some specific RE lessons</li> <li>The SLAW Committee carried out a detailed review of the RE Department – see SLAW minutes of 9 October 2018</li> </ul>	
3. RE constitutes at least 10% of the taught week in Key Stages 3 and 4 and at least 5% of the taught week in Key Stage 5	Developing	<ul style="list-style-type: none"> <li>The amount of time allocated to RE has increased over time and is currently 7% at KS3 and 9% at KS4</li> <li>The school has a different approach at KS5</li> </ul>	<ul style="list-style-type: none"> <li>Increase the number of faith development sessions for KS5 students</li> <li>Governors will be ensuring this remains under review as part of the school's curriculum development review which is currently taking place</li> </ul>
4. Governors know the details of the RE provision at each key stage	Fully	<ul style="list-style-type: none"> <li>Governors understand which exam board has been chosen and why via the RE Department review on 9 October 2018</li> <li>There is an awareness of the standards within RE</li> </ul>	<ul style="list-style-type: none"> <li>Monitor data and continue to close the gap in achievement between different groups of students</li> </ul>

		<p>across the school</p> <ul style="list-style-type: none"> <li>Standards and progress are regularly reviewed at Governing Body SLAW Committee meetings</li> <li>Governor link meetings with the RE co-ordinator take place to review the provision and students' work</li> <li>Governors undertake lesson observations</li> </ul>	
5. Capitation, staffing and resourcing of the RE curriculum is adequate to provide effective standards	Fully	<ul style="list-style-type: none"> <li>The RE Department is receiving an adequate amount of money with additional resources provided by the John Fisher Association</li> <li>The department is fully staffed with subject specialists</li> <li>Specialist RE CPD training and opportunities are being provided for staff</li> <li>The Subject Leader of RE is sufficiently senior in the school as an Associate Assistant Headteacher and started his training in January 2019 to become a Diocesan Inspector</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff members have been trained on the effective use of assessment to support learning</li> <li>Develop student leadership further for e.g through the CAFOD leadership programme</li> <li>Ensure consistency quality of work in exercise books.</li> </ul>
6. The RE curriculum is compatible with the Religious Education Curriculum Directory in each stage	Fully	<ul style="list-style-type: none"> <li>The Subject Leader of RE ensures that the RE curriculum meets the demands of the Curriculum Directory</li> </ul>	<ul style="list-style-type: none"> <li>Consider early entry GCSE at Year 10</li> </ul>
7. The exam specifications for GCSE and A level RE are compliant with the Bishop's requirements	Fully	<ul style="list-style-type: none"> <li>The Subject Leader of RE ensures that the GCSE and A level specification choice is compliant with the Bishop's requirements</li> </ul>	
8. Parents/carers have been made aware of the RE curriculum	Fully	<ul style="list-style-type: none"> <li>Parents/carers are informed of the RE themes for each term via the school website</li> </ul>	

## D. RELATIONSHIPS and SEX EDUCATION (RSE)

OBJECTIVE	MET: Fully Developing No	HOW DO WE KNOW?	ACTION REQUIRED (if any)
1. There is a named Governor/Committee responsible for overseeing RSE policy and provision	Fully	<ul style="list-style-type: none"> <li>• There is a named Governor (Canon Pannett) and a Student Leadership, Achievement and Welfare (SLAW) Committee responsible for overseeing the RSE policy and provision</li> <li>• It is mentioned in the Terms of Reference and Minutes of SLAW meetings</li> </ul>	
2. There is a RSE Policy	Fully	<ul style="list-style-type: none"> <li>• The Governing Body regularly reviews the creation and implementation of policies at Governing Body meetings</li> <li>• The RSE Policy is available on the school website</li> </ul>	
3. The RSE Policy is reviewed at least every 2 years	Fully	<ul style="list-style-type: none"> <li>• The review is documented in the Minutes of Committee meetings – the RSE Policy was last reviewed by the SLAW Committee in May 2018</li> </ul>	
4. The RSE Policy contains an outline of RSE provision	Fully	<ul style="list-style-type: none"> <li>• The Governing Body regularly reviews the creation and implementation of policies at Governing Body meetings</li> <li>• The policy is available on the school website</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the new RSE Policy is embedded across the school</li> </ul>
5. The RSE provision is compliant with the Bishop's requirements	Fully	<ul style="list-style-type: none"> <li>• All students receive a comprehensive and holistic RSE programme which respects the dignity of the person made in the image of God</li> </ul>	

6. The RSE provision is compliant with the legislative requirements	Fully	<ul style="list-style-type: none"> <li>• The provision is compliant with the Department for Education Guidance on Sex and Relationship and Education</li> </ul>	
7. The RSE provision is published on the school website	Fully	<ul style="list-style-type: none"> <li>• The RSE provision can be accessed via the school website</li> </ul>	
8. Parents/carers have been made aware of the RSE Policy and provision	Fully	<ul style="list-style-type: none"> <li>• The RSE Policy and provision are available on the school website</li> </ul>	