



## THE JOHN FISHER SCHOOL

### Self-Evaluation Form (SEF) 2017 -2018

#### What is the School context?

- The John Fisher School is an 11 - 18 Roman Catholic voluntary aided comprehensive school for boys, maintained within Sutton Local Authority. It is under the trusteeship of the RC Archdiocese of Southwark, situated within the Croydon Deanery. The school is average sized with a population of 1117, including 243 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".
- The school has a number of significant awards. We won a Pupil Premium Award in 2016, our 5 A\*-C (4+) EM was 80% in 2017 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. In 2017, the school was recognised for its work in the community and, was named National Rugby School of the Year, and received the Arsenal FC 'School in the Community' Award. Fundraising for people in need is an established part of school life. Pupils are very aware of the needs of others in the local and wider community and willingly take up the many opportunities to raise awareness of their challenges and to raise funds. 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 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.*

<b>School Self-Evaluation</b> <b>LEADERSHIP AND MANAGEMENT</b>		
<b>Evidence to support this:</b> School Plans (SESAP's), Achievement data, lesson observations, CPD programme, student and staff surveys, Governing Body Action plan.		
	<b>Frequency of review</b> Ongoing	<b>By whom?</b> PMC
<p><b>These are our strengths:</b></p> <ul style="list-style-type: none"> <li>• 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 a drive on improving the quality of teaching through a more structured and robust approach to monitoring and intervention.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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's Academic and Curriculum Board (ACB) are currently working on further curriculum developments.</li> <li>• 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.</li> <li>• 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 (Food Technology, Media Studies, Computer Science and BTEC ICT).</li> </ul>		

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We are currently in the second year of running the 'Aim High for All – in schools Virtues programme' by the John Paul II Foundation with Year 10 students. This is the first year that as a school we have been offering Computer Science.

- The school offers Mandarin, Portuguese, Italian and Latin as extra-curricular activities. Our Specialist Leader in Education who teaches in the MFL department 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 hold senior leaders to account through the active roles they play in Governor Committees such as the Resources and Student Learning, Achievement & Welfare Committees. Governors also ensure that School policies meet the needs of the School and they evaluate their impact and effectiveness through Governor visits. There is also a Spiritual Life and Ethos (SLE) committee which reports to the Full Governing Board.
- 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. The school was involved in an 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 Inclusion department are all part of a series of improvements to the school's facilities within our refurbishment programme. There is now a new war memorial at the front of the school, a new memorial garden is being introduced at the back of the school and we are aiming to develop our sports facilities at Plough Lane.
- As a result of Governors self-evaluation a new structure was 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 SLT) 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 such as Saturday morning PSHE sessions which are well attended by parents/carers. The school has very good parental attendance rates at parent evenings (90%+) as well as those on a wide range of issues including Year 7 induction, Expectation evenings, Celebration masses, Year 8 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, Belgium and most recently to Borneo, New York and Rome. Our annual ski trips to Austria and the USA take place each February; we have tours to South Africa every two years. 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 Ecuador, 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, and saxophone, a variety of brass, drums, guitar, piano and keyboard. Over 200 students are currently learning an instrument.
- 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), 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

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national charities such as Macmillan and Blind Veterans UK.

**These are the areas for improvement:**

- Ensure that the levels of challenge and demand within lessons and reduce in-school variation at KS4 between subjects.
- Strengthen the accountability and development of link Governors.

Please refer to the School Improvement Plan for the actions to be taken in these areas.

**CPD requirements should be identified as a result of any review and incorporated into the pathways system.**

<b>School Self-Evaluation</b> <b>QUALITY OF EDUCATION</b>		
<b>Evidence to support this:</b> lesson observations, Reviews days, Scrutiny of students' work by SLT and Subject Leaders, Ofsted report, inspection dashboards, RAISEonline, FFT Aspire, L3VA, Alps Reports, DfE Performance Tables, School's own tracking data and analysis (4matrix).		
	<b>Frequency of review</b> Termly	<b>By whom?</b> SSM/JEV/ADE/NOW/DMA
<b>These are our strengths:</b> <ul style="list-style-type: none"> <li>• Students attain highly and make good progress because of the high quality of teaching. Teachers have strong 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' subject knowledge informs objectives which are linked to prior and future learning and challenge all students.</li> <li>• The strengths include: students' positive attitude to learning in lessons, working well with each other and with the teacher; there is good subject knowledge on behalf of teachers, leading to effective teaching methods with high expectations.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		

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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 Co-ordinators 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. Professional Prediction 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. There is increasing liaison between Subject Leaders & Directors of Learning in addressing under performance as a result of the increased Behaviour for Learning data available.
- Outcomes for 2018 in all Key Stages indicated that teaching is securing 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 'Student Learning, Academic and Welfare' 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 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

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Initial Teacher Training programme (Ofsted 'Outstanding' – October 2017) which trains new Science and Geography teachers. We also 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. We also have our own Careers Lead in school.
- Assessment remains a 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.
- 80% attained 4+ grades in English, 60% attained 5+, 18% attained 7+

Nat.Av: 80% 4+ grades in English, 61% attained 5+, 21% attained 7+

- 80% attained 4+ grades in Maths, 66% attained 5+, 36% attained 7+

Nat.Av: 79% attained 4+ grades in Maths, 48% attained 5+, 15% attained 7+

- 71% attained 4+ grades in English & Maths, 50% attained 5+, 21% attained 7  
Nat.Av: 63% attained 4+ grades in English & Maths, 43% attained 5+  
Nat.Av (Boys): 62% attained 4+ grades in English & Maths, 39% attained 5+

- Pupil Premium (21 students) Progress score: 0.15
- EAL (23 students) Progress Score:0.5
- MA,G&T (22 students): Progress Score: 0.
- A-level: Progress: 0.1 Alps Score: '3' (Excellent) Alps 3 year 'T' score: '3' (Excellent)
- 24% of all grades at A-level were an A\*-A grade (L.A Average: 16%)
- 51% of all A-level grades and BTEC equivalents were A\*-A grades
- 51% of all A level grades awarded were A\*-B grades (L.A average: 42%)
- 68% of all A-level grades and BTEC equivalents were A\*-B grades

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- 76% of all A level grades were A\*-C (L.A average: 70%)
- 86% of all A level grades and BTEC equivalents were A\*-C grades
- 98% of all A-level grades were A\*-E. A-level A\*A attainment percentage is joint highest across all Sutton & Croydon schools
- A\*-B attainment percentage 2<sup>nd</sup> highest across all Sutton & Croydon schools
- 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.
- 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, and Julian Howard) or mentor current students and take part in our annual speed careers event which had 46 businesses represented in November 2017. In 2018, a team of 60 employees from the Home Office ran an excellent speed careers event.
- The school's Sixth Form was judged 'Outstanding' in its previous Ofsted inspection.

### **These are the areas for improvement:**

- Develop a well rooted growth mindset approach in lessons engaging students in active learning.
- Develop a new curriculum which secures high levels of engagement from students and promotes student leadership.
- Improve outcomes in English and ensure quality first teaching and focused intervention for lower ability students.
- Secure outstanding attainment and progress outcomes at both A-level & Btec and **maintain** our curriculum breadth and opportunities for academic distinction whilst ensuring economic viability.

Please refer to the School Improvement Plan for the actions to be taken in these areas.

**CPD requirements should be identified as a result of any review and incorporated into the pathways system.**

<p><b>School Self-Evaluation</b>  <b>PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES</b></p>		
<p><b>Evidence to support this:</b> RAISEonline, Behaviour for Learning Data, Individual case studies, Everyday observations (Culture Walks), Lesson Observations, Attendance data, Exclusions data, School Website, Ofsted &amp; Section 48 reports, British Values Review Day.</p>		
	<p><b>Frequency of review</b> Ongoing</p>	<p><b>By whom?</b> DMA/JEV/EGA</p>
<p><b>These are our strengths:</b></p> <ul style="list-style-type: none"> <li>• 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 'SLAW' governors subcommittee each term and to the Sutton LA.</li> <li>• 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.</li> <li>• 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.</li> <li>• We have Collective Worship, Benediction, Sacrament of Reconciliation, and 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.</li> <li>• The school's behaviour policy is being reviewed to help further identify positive behaviour and achievement leading to a range of rewards and recognition. The</li> </ul>		

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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, Facebook and Instagram.

- 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'. Attendance has been above the national average for three consecutive years.
- 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 has been significantly lower than the national average since 2016.

### **These are the areas for improvement:**

- Develop Catholic life through the promotion of Christian values and implementation of an effective Relationships and Sex Education (RSE) programme.
- Foster a culture of student and staff wellbeing through our pastoral care.
- Provide opportunities for students and staff to deepen their understanding of diversity.

Please refer to the School Improvement Plan for the actions to be taken in these areas.

**CPD requirements should be identified as a result of any review and incorporated into the pathways system.**

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