



The John Fisher School

Teaching, Learning & Standards Committee Part A Minutes – 8th October 2025

Governors	Category	Attendance
Ms G Grabowski (GG) Chair	Foundation Governor	Present
Ms S Nasser (SN) Vice Chair	LA Governor	Present
Ms J Cole (JC)	Parent Governor	Present
Mr D Fox (DF)	Foundation Governor	Absent
Mr P Hall (PH)	Staff Governor	Absent
Dr A McGowan (AMc)	Foundation Governor	Present
Father Francis Murphy (FFM)	Foundation Governor	Absent
Mr T Richmond (TR)	Co-opted Governor	Present
Mr R Teague (RT)	Headteacher, Ex-Officio	Present
Mr A Theobald (AT)	Foundation Governor	Present
Mr A Tierney (ATi)	Foundation Governor	Absent
Mrs N Walsh (NW)	Parent Governor	Present

Attendees (non-voting) :-

Mrs S Lovelock (SL)	-	Deputy Headteacher Pastoral
Mr P Bennett (PB)	-	Deputy Headteacher Academic
Mrs J Beeson (JB)	-	Croydon Education Partnership Clerk

MINUTES	
1.	Apologies for absence & declarations of interest Apologies for absence were received from ATi, FFM and DF - these were accepted. Apologies were not received from PH. The meeting was quorate. There were no declarations of interests.
2.	Minutes from the meeting on 1.7.2025 The documents were taken as read. The minutes of 1.7.25 were scrutinised page by page. The minutes were accepted as a true and accurate record of the meetings and approved by all governors. The Chair signed the hard copies to be held in school. Actions – - NW confirmed she had spoken to the new Head of Careers – Jack Greenwood – and would meet with him in the next few weeks. She proposed that he might then be invited to a meeting in the Spring term to present to governors once he had been in post to fully understand the role. This was agreed to be the best option – carried forward. - Policies – addressed as agenda item 6.
3.	Analysis of Summer results KS5 & KS4 in 2025 (presented by PB – report distributed).
4.	Current Y11 highlights and Pupil Premium
	PB highlighted various detail within the report including:-
3.1	GCSEs - The overall Progress 8 (P8) was 0.39 based on the FFT estimates. This cohort had not had KS2



	results due to the Covid period at their Y6, therefore the P8 is based on the CATs done when they first joined the school. He pointed to the various key vulnerable groups and specifically the prior lower attainers where the P8 was a whole grade higher. Pupil Premium (PP) students were making positive improvement and there are strategies in place to continue this. The SEND students' results likewise are encouraging and gaps are being addressed. EAL students were a whole grade higher, which he indicated was typical in that a person able to deal with 2 languages also usually has the ability to succeed? academically. The report showed an ethnicity breakdown of results and also for the range of subjects, where he pointed out the value added score for the majority of the subjects. He felt this reflected well on the school given the selective education options available across the borough for more able pupils. The English department were particularly pleased with the number of top grades (7+) which demonstrated that the strategies had been effective and he gets a sense that all departments are looking for continual improvement. There is friendly rivalry between the English and Maths departments who also achieved very impressive results.	
3.2	A governor queried about the poor RE and Food Tech results. The Chair said the new RE Head of department (HoD) was making rapid improvement with high expectations, new schemes of work, interventions, criteria for marking etc. RT added that there had also been a new HoD in Food Tech who was very good. These results were anomalies and not reflective of the input. PB highlighted that they had changed the exam board mid-year for RE which undoubtedly had an impact. A governor asked if they had unpacked the issues in RE? RT confirmed that it was no longer an issue for this year's Y11 because they were fully on the same exam board. The Chair confirmed that in their meeting last week (DF and herself) with the new HoD, they had been shown a 12 mark essay which was very good.	
3.3	A governor commented it was good to see that Maths results are coming back up. She added this used to be the strength of the school. RT said the Maths results were good against national standards, and that the improvement in English results has been spectacular. The governor commented that English was the gateway to all the other subjects so they had been right to make this a focus.	
3.4	A governor asked whether they were concerned about the History results? RT agreed that the value added zero score was disappointing, but this had been a large cohort with a range of students. A parent governor commented that she was aware there were problems on the day of the exam with some boys saying they did not have a final question on the paper.	



	RT said he was not aware of this. The Chair asked him to investigate further – ACTION. PB added that the HoD has plans in place to improve the standards for the current year group. A parent governor commented with regard to Food Tech that this might perhaps be one of the subjects which boys deemed 'easy' and therefore opted for it. She queried whether there was anything which could be put in place with regard to how the groups are put together? RT said that 2 years ago Food Tech had been the highest performing subject, but he agreed it pointed to a more general point about the the need for the school to give boys better advice and guidance both at GCSE and even more so at A level to ensure they are opting for courses which will be good for them and serve them well in the future	3.
3.5	A levels – PB referred to the average points per entry score which had increased since the 2023 score of 27.46 to 32.09 in 2025. The value-added score had improved from -0.87 to +0.52 RT also highlighted that given the huge difference in the cohort of 2024, it was staggering to get almost the same results. The Chair asked that in future reports could the number of pupils taking the subject be given to inform the data better the information being skewed.	
3.6	A governor asked about music and the lack of uptake? The CoG reminded governors that there was no music and it had been dropped as part of addressing the financial problems. The governor felt this was an area which should be looked at given what the school produces on the musical side (e.g. carol concerts) but this does not reflect through in the exam results. RT said the HoD for music had been on maternity leave therefore this had an impact on the GCSE results. There was further discussion about how this role had been covered.	
3.7	PB referenced that the P8 and PP scores were up and this was deemed to have been a very good year.	
3.8	The Chair asked for thanks and congratulations to be sent to the staff because these results definitely indicated an upward trajectory over the last 2 years. It reflected the excellent amount of work which had been done by staff and leaders. A governor commented how positive it was that nearly half the cohort at GCSE achieved 6+ grades.	
3.9	A governor asked if this was the last year group who did not have KS2 grades due to Covid? RT confirmed there was one more year group to go.	
5.	SEF & SDP	
5.1	The Chair explained that usually the SEF would be ready for the beginning of the school year, but it had been agreed with RT, the CoG and VCoG that it made far more sense to be done collaboratively with SL and PB once they came into role at the beginning of September and the new SLT was configured. RT added that there was a new Ofsted framework published in September which it also made sense to	



	incorporate as part of the structure of the SEF. A governor asked whether the new framework would have much impact on how they looked at things? RT said he had not yet done the training for it as yet, but from reading it he felt the impact would be a different emphasis. However, he said that a lot of the SEF seems to be under the correct headings in terms of how things are recorded. He said there will be several people involved so they will go through the new areas of the framework and the main action points. Everyone will take different areas.	
5.2	SL outlined what she is looking at under safeguarding. Pupil voice was vital and currently it is being done differently for each year group, so she is looking how to streamline this for it to be the same for everyone and a cohesive approach for all year groups. They are improving monitoring for bullying so as to get the staff and children feeling they are all more supported. The barriers identified are that the school has not been good at recording incidents. Therefore, the first step is that standards have to be improved e.g. teachers modelling what is acceptable; the second step is for incidents to be recorded at both ends ; the third step is pupils wanting to talk to staff, so this relies upon creating trusting relationships and to be able to do the sanctioning. Currently what they have is not acceptable. A governor asked how this sits alongside the Behaviour Policy and whether it feeds into it? SL replied that the staff need to use Bromcom because it has an incident recording functionality which has to work for the school to be able to raise standards. A governor asked if she was experiencing any resistance from staff? SL said that it was about making Bromcom accessible to the staff and now it was about reminding them to use it and to get them to understand why it is important. They need to hold pupils accountable. She is not asking them to do anything which she is not doing herself and is making herself very visible around school.	
5.3	The Chair said it was important that they reviewed the new Safeguarding Policy 2025 and the Behaviour Policy needed updating. She asked for these 2 policies to be presented at the next TL&S meeting on 26.11.25 – ACTION.	4.
5.4	A parent governor said that she was aware of an incident which she had been reported to school and should have been recorded as a safeguarding matter. She agrees that the Behaviour Policy and Safeguarding Policy need to link. RT said he was unaware how that incident had been recorded but he agreed that some things were not necessarily getting through.	
5.5	The governor said it might be that some staff are not confident enough therefore there need to be policies in place to clarify. The Chair said this also sits within the Code of Conduct in terms of what is expected under safeguarding and requested this be reviewed at TLS. SL agreed that staff are using the process but they need to be skilled in what options are available. The Chair asked that at the next TL&S meeting safeguarding and behaviour are the main foci – ACTION. A parent governor commented there were some concerns which had been expressed by some parents	5.



	about the changes to the detentions which were not outlined in the Behaviour Policy. She urged them to consider that what is in place is in line with the policy. A governor commented that if some staff do not know what to do or recognise that particular acts for what they are, this might be a need for more training. SL said there was good use of My Concern but once they record something it is then a case of what to do with it. A governor asked why they did not know and was it training? RT said that they had INSET training for this, but it was at a different level and they were focussing on year leader levels.	
5.6	SL added that she had met with Sutton LA officers to see what is available and what they can offer and implement as part of the graduated response to mirror what Sutton do. This will create a structure so that staff know what to do and things we can use. The Chair confirmed it was important that all staff know what to do with safeguarding, and that this must be a non-negotiable part of their job.	
5.7	A governor asked about the use of supply teachers who might have gaps not knowing what the standards/expectations are? RT said there were 3 long term supply teachers to cover maternity leaves and a small number of ad hoc supply teachers to cover. A governor asked about the induction for these staff and whether there was a central point of reference for them? Another governor asked if there was a buddy system in place for supply teachers? RT said there was no buddy system but that long term supply was well managed, he agreed there was more they might do with ad hoc supply.	
5.8	RT summarised that there had been significant changes since last year, and that the year leaders now formed a more cohesive team under the line management of one person (SL), and that this was helping to secure greater consistency of practice SL agreed the staff want the pastoral system to work with each other, rather than be working as an island. The Behaviour Support room is to aid things so they can go and teach and the plan was for it to become more rigorous.	
5.9	Inclusion – SL advised there had been SEND CPD for all teaching staff and the SEND specialists had shared their knowledge. The Chair commented that inclusion and SEND were very important within the new framework.	
5.10	SL said they were focussing on more rigorous analysis of internal data. From next week she will be holding panel meetings weekly incorporating behaviour, attendance, SEND, assessment with all the key players in one place to highlight where things are going wrong and give a 360 view. They need to have	



	a system in place to highlight issues before they escalate so they can put things in place to address matters early. The plan is to review their strategy, and to use PPG money to close the gaps.	
5.11	A parent governor said with her JFA hat they had been successful in attracting funding from the Co-op to support disadvantaged pupils to access things they would not otherwise be able to have/do (e.g. trips) this would become available from next year. RT advised they were also planning to introduce a Hardship Fund. The CoG outlined this would be from the governors' fund money, he plans to propose this at the next FGB. It will be funds for RT to control for this purpose. A governor asked who would qualify and how would the school know? SL said this would be through identifying the gaps and by getting to know them and asking questions. It referred back to the building relationships she had previously mentioned.	
5.12	Attendance and behaviour – SL said they were deploying the 5 Heads of Year (HoY) as 5 extra people to model. There is the Behaviour Support room and she is always at the end of the walkie-talkie, so that all behaviour issues are passing through her. It is currently a very manual process but standards will rise. Staff are already coming to her for advice. They are also linking behaviour with achievement. The panels will start as concerns in academic outcomes which will flag that they have to dig deeper. How they are measuring achievement in KS3 and 4 will be used as a tool to highlight pupils. The depth of conversations will show why they should behave well which will leave to an improvement of the overall culture but also to identify why issues are happening. There needs to be quality data and Bromcom will also them to explore more but will also link to the graduated response. Sutton have a 0-5 stage for all areas and make it very clear how to do the job. Everything they do has to fall into the graduated response. HoYs will manage stages 1 and 2. There needs to be consistency and cohesion, so they have implemented a Daily Pastoral report which is a live report run on Google Docs which allows them all to see what is happening and what the responses of other staff have been. Staff will also learn about how others have responded. There also needs to be good communication with parents, so they will hold open mornings to allow parents to come and discuss changes, so they feel part of the change. They are going to implement mentoring by 6th formers. Currently they are at the stage of them writing their profiles to be able to match pupils. Gentleman's Contract – they are writing a Code of Conduct for all boys in sports teams and will be using reporting from the sport coaches on things like punctuality, attendance, demerits, suspensions etc. This will make the sport more elite rather than less. It will run on a 3 week cycle as they have to find the right balance. A governor asked if the PE staff were on board with this? SL said they were, she had held meetings with staff and had lots of help from Mr Jackson. A parent governor said this had been happening for some time that sport was used as a reward. She saw the action as extremely positive and effective.	
5.13	Achievement – PB said they were aware that they need to address the poor literacy skills of pupils	



	coming into the school more rapidly. They will look at the possible option of reading test in the summer before they join so as to assess the levels. There will be training with LSAs to have a cohesive programme which will mean those students can access the curriculum better.	
5.14	There will be more adaptive teaching and skilling the teachers to build relationships to know the need and be able to be flexible in their teaching.	
5.15	There will be consistency of using data – they use 4Matrix and FFT, so will be upskilling subject leaders to use this data more effectively.	
5.16	Targets – they are currently undecided whether they will use these or stick with relative scores. They will carry out curriculum learning reviews for the different subject areas and look at pupils' attitudes about the subjects.	
5.17	Mr Jones has introduced a StepLab programme which allows individual teachers to examine their practice for their own CPD and incorporate it into appraisal. A governor asked if this would be a self-evaluation or as part of their 1:1 with their line manager. PB said that at this point it was just for engagement but will move to assessment by themselves, then move to also be by colleagues and by their line manager.	
5.18	Reading must become a regular habit, so they are looking at the resources including the LRC to get the boys to love reading. As part of the strategy they are already using reading time and form time, but they will look at other things e.g. whole school events to help embed reading in the culture.	
5.19	Wellbeing – They are introducing a virtues' programme with integrity the chosen one for this half term. Things like morning prayer, assemblies and other pastoral aspects will be themed to align. They are taking the CSI develop priorities into their Catholic social teaching.	
5.20	RHSE – Yolande Castro is supporting this.	
5.21	Co-curricular participation – the aim is to track participation better using a SOCS programme.	
5.22	Careers – a meeting with the careers lead at PB's previous school has been arranged with Jack Greenwood. They are very keen to support us. The Chair commented that for enrichment they needed to be very clear about what is every pupil's entitlement for each year group. It is for the school to decide what each child should have. RT said that with SOCS there will be a closer handle on trips etc.	
5.23	Post 16 provision – RT outlined that they are planning to use the flipped lesson format i.e. that the easier elements will be covered as homework with the shift to the harder elements being managed in class. He said that in the 6th form there was noticeable improvement and the plan is to give more support with university applications including for Oxbridge, medicine etc. However, also to provide guidance for those not going to university to be advised about good alternatives.	
5.24	Leadership and governance – they lifted from the feedback about things such as the Mission Statement being more concise and for all leaders to model high level expectations. There should be more staff voice and opportunities for consultation. There is healing needed within the school and trust needs to	



	be built up. They need a wellplanned professional development programme. They will consult with parents to hear their voice e.g. with regard to homework, and give them a chance to air concerns. They plan to collaborate more with other schools and need to engage with the support and play a part with the borough, dioceses and other schools. 5.25 The SEF action points will be pulled together with objectives before half term. 5.26 A governor commented that after the decision not to continue with Catherine, how involved with the SENDCo be in the CPD for teachers? He felt there was more pressure for teachers to have the awareness of SEND needs. RT replied that Katie (SENDCO) will be at the heart of the adaptive teaching. The Chair thanked RT, SL and PB for all the work they are doing and for putting this together.	
6.	Policies update, plus statutory policies 6.1 The Chair updated governors that one of the actions was to have a working party for policies, however this did not happen due to the consultation and meetings with the unions regarding policies. During the Summer break, RT, AT, and GG worked with Croydon HR and were advised on policies. Since then RT has been holding regular meetings and negotiating with the NEU. The Chair asked for an update on statutory policies which the governors were responsible for. 6.2 RT confirmed that all statutory policies had been reviewed of which 7 require union consultation. The 5 looked at with the unions were:- • Pay • Appraisal • Sickness • Capability • Reorganisation They had taken the Croydon Education Service (CES) policies and made the JF amendments. HR felt there had been sufficient consultation. However, at the beginning of term it became clear they could not go with those policies without further consultation. Last week RT had a meeting with the union reps which went very well. HR was also at that meeting. They wanted to consult on all 5 except grievance and reorganisation. 3 were agreed, these were:- • Pay • Appraisal • Capability The next stage is Disciplinary, Sickness and Absence; Reorganisation and Grievance will follow. 6.3 KCSIE – RT advised there were only minor changes but he will circulate and make this available for the November meeting. 6.4 Behaviour – they plan to get the changes approved for implementation from January 26. 6.5 The Admissions Committee meets tomorrow (9.10.25) where the Admissions Policy will be agreed. 6.6 The next tranche requiring approval will include :- • Premises Management • School Uniform • Careers	



	Complaints	
7.	AOB	
7.1	A governor commented there were so many acronyms used in education, it would be very helpful for governors to have a brief glossary with a short sentence about what these were. RT agreed he would send one out – ACTION.	6.
7.2	A governor said they used to receive a list of staff and who does what, which she thought would be very helpful. RT agreed he would send out the new Staff Handbook – ACTION.	7.
7.3	The Chair said that for Equalities and Diversity, if there was any training for staff which governors might also attend, this would be very helpful. RT agreed that when any suitable INSET was arranged, he would advise governors too.	
7.3	The board wished to register its thanks to DF for all his invaluable support and hard work as part of last week's Catholic Schools Inspection.	
	TL&S meeting dates this academic year 26th November 2025 at 5.30pm 4th February 2026 at 5.30pm 18th March 2026 at 5.30pm 13th May 2026 at 5.30pm 1st July 2026 at 5.30pm	
	The Chair thanked everyone for their attendance. The meeting closed at 7.20pm	

Actions list 2025 – 2026

	Action	For	Date	Comments	Status
Meeting of 8.10.25					
3.	RT to investigate potential issue on the GCSE history paper	RT	a.s.a.p.		Open
4.	New Safeguarding Policy and updated Behaviour Policy to be presented.	SL	26.11.25		Open
5.	Safeguarding and behaviour and student groups – agenda items for next meeting.	GG / RT	26.11.25		Open
6.	Glossary of education acronyms.	RT	a.s.a.p.		Open
7.	New staff handbook to go to governors,	RT	a.s.a.p.		Open



**Outstanding actions list 2024 -
25**

	Action	For	Date	Comments	Status
Meeting of 9.7.24					
1.	Careers report	NW	Spring term 26		Open / cf
Meeting of 1.7.25					
2.	Working Party of governors to review policies – ended as RT liaising directly with local union reps	GG		Carried forward 2.10.25.	Closed

draft