



The John Fisher School

Teaching, Learning & Standards Committee Part A Minutes – 4th February 2026

Governors	Category	Attendance
Ms G Grabowski (GG) Chair	Foundation Governor	Present
Ms S Nasser (SN) Vice Chair	LA Governor	Absent
Ms J Cole (JC)	Parent Governor	Absent
Mr D Fox (DF)	Foundation Governor	Absent
Mr P Hall (PH)	Staff Governor	Present
Dr A McGowan (AMc)	Foundation Governor	Absent
Father Francis Murphy (FFM)	Foundation Governor	Present
Dr T Newman-Sanders (TNS)	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	Present
Mrs N Walsh (NW)	Parent Governor	Present

Attendees (non-voting) :-

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

	MINUTES	
1.	Apologies for absence & declarations of interest Apologies for absence were received from SN, JC, DF, AMc and TNS - these were accepted. The meeting was quorate. There were no declarations of interests.	
2.	Minutes from the meeting on 26.11.2025 The documents were taken as read. The minutes of 26.11.25 were scrutinised page by page. There were no comments or amendments. 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 – 25/26:- - Behaviour Policy – agenda item 4 – completed. - Completed. - Completed. - Homework strategy – PB advised this is not yet completed, therefore the item is carried forward to the next meeting. 24/25:- - NW advised she had held a meeting with the Careers lead Jack Greenwood and he would like to present to the board at the TL&S meeting in May – ACTION.	11.
3.	Headteacher's vision and document 2026 -2029 (<i>documents previously distributed with hard copies in the meeting</i>).	
3.1	RT said that the context of this paper – 'Vision 2029: A Place where Young Men are Formed for Life' – was that for the last 2 years the huge focus has been on restructure and finance, so now is the point to focus on driving the school forward. The paper presented is the one used for the INSET in January with the staff to enable them to see and share the direction of travel. RT highlighted that the challenges the school faces sit within a competitive environment with both Catholic and non-Catholic schools battling for the students, also due to the financial constraints the	



school continues to face and the fact the school site is expensive to maintain and improve making it difficult to sell the school compared with many of the competitors being more attractive.

To achieve integral human formation for the boys to become the best person they can be, the focus is on those things that JF is best able to carry out – strong academic purpose and also to become the first choice for Catholic families in South London and Surrey. He broke this down into:-

1. Academic excellence – there was an outline regarding Ed-Tech (pupil-facing technology) being used in class which research is showing is not necessarily delivering the benefits hoped for with evidence stacking up of ‘high text/low tech’ creating the space for children to think creatively to develop deeper critical skills.

They have invited parents into school for a meeting next week to present the ‘Vision’ and to talk about pupils working in depth.

2. Curriculum aims – there has been a subtle shift in the government response in the understanding of what knowledge is important, now enabling students at and early stage in KS3 to equip them to excel ready for GCSE, A level and beyond. RT expanded upon how the liberal education in Newman’s book fits with the Catholic idea of education as a unity of knowledge and truth. Also from a strategy point of view, the aim is for the school to be seen as one which is academic. Being in an area with grammar schools, there has been an acceptance of JF not taking the best students, but the academic nature of the school needs to be pitched at all pupils so they know that they can do better here. At A level the school is still struggling to attract top academic students while also there is a need to retain those who have achieved high GCSE results. There is a need to get out of this vicious cycle and give a more powerful academic offer. It is for staff as educators to nurture ‘truth, beauty and goodness’ which fits with the Catholic ethos hence they must build this into the curriculum wherever it presents.
3. Behaviour – RT advised that great things are happening in this area, SL will expand further in the next agenda item.
4. Co-curricular offer – RT said that while the school has a tremendous reputation for sport and especially for rugby, they should aim to expand this to make participation as universal as possible and be creative about achieving this. The school has been approved for CCF and there are 2 posts to fill which are cost neutral. This should start from September; the plan is to start small with around 30 boys and grow from there.
5. Catholic Life in school is flourishing supporting the formation of the whole person. The focus is on virtue, with the students understanding the language and concept by building it into the whole school day to make it less about rules, and more about virtue. He said there remains a lot to do to achieve this to create a *genius loci* which will help the school to act as a forming community for the pupils.
6. Catholic Social Teaching – linked to Christian principles not in the abstract but lived out day to day.
7. Looking forward with confidence – it is 3 years until the school’s centenary and RT feels they can now move quickly over the next 3 years to achieve this vision.

- 3.2** A governor commented they felt this was a very inspiring vision. She asked if the staff’s critical analysis skills were all as clear as RT’s in terms of using research and evidence-based methods? She asked if there might be staff who required further training and help with resources?

RT said that the curriculum intent had been well received and there was great engagement from staff. They have Steplab which is a professional development platform which has links to research in different areas of teaching and learning.



	The same governor asked if there are opportunities for teachers to share their research around critical thinking? RT replied there was limited CPD time for this.	
3.3	A governor asked if RT had shared this new vision with pupils yet or were they planning to? RT said they would do so now it had been shared with governors, but in a simplified version rather than the document as presented today.	
3.4	A governor asked if RT envisaged any challenges or resistance to delivering the co-curricular programme and whether it would place extra demands on training and time for the staff body? RT replied that CCF will be cost neutral because the money is coming from the MOD. The largest co-curricular area is sport and they definitely want to remain a school which plays Saturday fixtures and they have been discussing this with the sport staff on how to manage those challenges. SL added that they have not yet exposed the pupils to the less noisy things going on and there is a need to be more noisy about other things and letting pupils know what is on offer. RT said they plan to run an activities fair. PH added that it was important to have what the school does do already on a list and that it is for all ages and all ability levels. RT said the aim is for every boy to be doing some kind of enrichment, so there will need to be some work done on this within the school day because not all will want to stay after school.	
3.5	A governor asked about what RT means in his paper about enabling knowledge and to give an example? RT said such things as Latin which is an enabling subject.	
4.	Behaviour update and New Policy 2026 (presented by SL – documents previously distributed with hard copies in the meeting)	
4.1	SL advised that the new policy came into action in January and Bromcom had played a large part in how they are delivering behaviour management. However, different year groups have presented very different data, so this will have to be looked into further. She would expect to be able to give more comparable data moving forward but it has enabled them to pull out priorities for the school and the data has backed that up. The key priorities have been:- • to have a consistent system to allow pupils to be able to judge their actions and predict the response and therefore self-regulate. • A focus on punctuality. • A focus on uniform. At this point it has been about dealing with the small things and these have made a difference for the large things and had an impact on a larger scale.	
4.2	It was vital for the reward system to be as immediate as the sanction system. They have introduced things like a golden scheme and stars to support teaching and learning drives (SL expanded on how this works). Moving forward they want the students to become heavily involved in what the rewards are. There is a student of the week and a golden tie system – this has gone from those chosen not necessarily wearing it to valuing it and it now being a wanted piece of uniform and therefore seeking to follow the	



	needed behaviours and contributing to the community in the school. This is deemed to be very successful. At the end of the year there will be a large reward trip but this will have high criteria bars which will be shared over the term. SL will be strict with enforcing the criteria and it will be something to be earned. 80% of the school are already doing the right thing and now this will be recognised. PH added that small things like stickers in books have a very positive effect and are valued by pupils. SL stressed the aim is to find things which are positive. They have had rewards breakfasts, but it is to have things for the unseen pupils rather than the naughty ones. It is to expose all groups of pupils to doing the right thing.	
4.3	With regard to the graphs, SL referred to figure 1 – <i>the overall balance between rewards and sanctions</i> – with week 16 marking the first week of the new Behaviour Policy. The ideas go through Student Voice to decide on the rewards. Figure 2 – <i>whole school negative events broken down by year group</i> – these relate largely to lates and subject removals. The data shows that Y9 breaks the trend with the number rising as the year group goes through to Y11 and they will need to assess this further and ensure it is shared across the school. Initial thoughts are that there is better practice going on as the Heads of Year, who have been very responsive, learn the system. Figure 3 – <i>whole school positive events broken down by year group</i> – SL commented that staff are trying to adopt a positive response and this is shown particularly in Y8. The data also shows that there needs to be an individual Y11 drive. The positives drop away but it might also be because staff give fewer positive points to older pupils. They will look at something more bespoke to put more meaning in before the exams. PH added that one issue with Y11 rewards is that all the boys' in the school do not have an end of year event e.g. a ball, as would happen in a mixed school which would encourage and promote conformity, and aspiration, while providing a positive whole cohort reward. SL agreed that they want to make the run up to the end of Y11 positive and a celebration. A governor commented that they felt this was very important for Y11 pupils. A governor applauded the fact that this did not start just at Y11 but was being done throughout the years in the school. SL said they had not thought this through fully yet, but she was thinking about such ideas as leavers (which would be at no cost to the school). She is also looking at the possibility of a challenge day at an off site venue.	
4.4	A governor commented they were surprised that there are so many negative events within this year group in that many of them will be going into the 6th form. SL referred to figure 4 – <i>number of weekly detentions since September</i> – the lower number in the first few weeks relates more to the issue of staff not issuing and recording them on Bromcom because the routes to a detention were not well coded. However, this has been rectified and now if the pupil misses a detention it is auto-escalated to a larger detention. The students have now realised this, so whereas they were evading the system, they have currently started turning up. SL explained the sanction system and the 20-40-60 minute escalation process with a 2 hour detention with her on Fridays after school. The boys have had many chances but the system works. Therefore, whilst the numbers on the graph seem to indicate an escalation in week 12, this was when they had spoken to the teachers about the Behaviour Policy. The expectation bars have been set high. Heads of Year are able to run reports so are getting better with the system. PH agreed that the teachers had seen the benefit in the class because the pupils now know about the	



	warning/sanctions. He felt there were still too many teachers giving many chances before the warning level and it was important to have consistency across the staff.	
4.5	SL said there would always be variation in how staff apply the policy, but agreed consistency was the key. She said they had asked teachers for detentions to go up with the Behaviour Policy but behaviour points had reduced in line with this. A governor referred to the high number of detentions as a ratio of the number of pupils? SL said this was due to students playing the system, but the nature of the BSL (Behaviour Support Room) is changing. A governor asked if there is any way that a student might not know they have a detention accounting for some missing one? SL said that was not now possible as it had been at the beginning of the Autumn term. She outlined the automated system via Bromcom with emails going to the teachers to advise the pupils, the list outside reception and also on the Bromcom app which all the students have. Where there are clashes with activities after school this is coded on the detention register and they are getting tighter at re-scheduling.	
4.6	SL summarised that one of the positive outcomes has been to streamline levelled behaviours. It has simplified the system and so staff are able to apply it more coherently and consistently. Pupils are able to anticipate the response from all staff and the consequences which are non-negotiable. Pupils are responding well. RT commented that when the sanction tariffs increased in January the points dropped, therefore this measures the positive impact it is having in the lessons. SL added that lates automatically receiving a sanction is having a definite effect. Also, with lates to class sanctions, the boys are responding well. It has a very high tariff of 20 minutes detention. PH said this was one of the most noticeable changes. The boys now have a sense of urgency.	
4.7	The late to school procedure means the gates are now closed at 8.40am and line up begins. SLT are on the gate and lates are moved to the late room automatically. There are high tariffs – first late is free but after that the second time is 20 minutes and the third 40 minutes. A governor stated they had witnessed the effectiveness of the late tariffs that day. PH said those who were habitually late are fewer. SL agreed there will always be lateness but the next phase will be to serve the community who struggle e.g. with phonecalls. She also plans to speak to TfL about the possibility of specific school buses. There is more support and picking apart of the problem required.	
4.8	The impact has also played out in the suspension data where there has been a reduction. They are managing behaviour in-house and catching them early. Heads of Year are being able to respond quicker and the staff member in the BSL has a good grasp of Bromcom. The new mechanism for the pre-suspension meeting has set the threshold lower therefore they can respond quicker and set targets over 10 days. This makes the parents aware that things are not going well. This allows them to stop the behaviour in its tracks quicker and therefore avoids suspension. However, suspensions are getting more serious e.g. fighting. They are having pre-suspension drives with daily behaviour checks.	
4.9	PB added that the first set of PPEs had poor starts, but this has become so much better because of the routines.	



	SL added that they are upskilling the Heads of Year and via messages delivered at assemblies. PH said the atmosphere is different, being tighter and more purposeful. RT said the boys are very positive about the new practices and say they are learning more in lessons. SL added that a recent pupil survey in the last 2 weeks the boys had indicated they were very happy with it.	
4.10	A governor asked that since the Behaviour policy focused on pupils, how was the school dealing and supporting any member of staff who had poor classroom management? SL said they have the daily pastoral system to establish they know where the higher behaviour points are coming from. They can see the patterns and trends in classes or particular teachers who might be finding things difficult, so this allows them to use the on call system to support them. RT said they are looking at how people are using the system and a minority of teachers are not using the system and have problems. SL added that some are over-using it, but they are also on to that with things like casual walkabouts.	
4.11	A parent governor indicated she was aware that some Y8 parents have been unhappy because their sons who had never received behaviour points are now doing so. She therefore queried what feedback had been given to the school and how was it being handled? SL said that the app means that all the points look like they come from her, but this was on purpose to remove the teachers' names. There is work to do on this, which is why the rewards are so important and building relationship to be strong. She hopes the Vision meeting next week will reinforce this.	
4.12	RT added he had received a letter signed by 15 parents about the implementation of the Behaviour Policy. He had replied with why they are doing what they are, and showing the data of the positive effects. He said they are always open to parents speaking to them. When he speaks to the boys, except for a small number of them, he gets the same answers that they are learning more and know where they stand.	
4.13	A governor said he understood how effective this was being, but asked how much of a challenge was this for the teachers in Y11 to balance children remaining in class because of their GCSEs despite negative behaviours? SL agreed that in some schools in Y11 they prioritise learning at all costs, but there needs to be a shift of not putting up with things. This year some staff want to keep them there due to the learning and this means a drop in behaviour standards. However, as the year groups come up through the school, the hope is the classes will be on the same page and it will not be necessary. A governor commented that the system seems to be working well, but asked if they will review it as they go along to continue flexibility and respond to the need for any amendments? RT said they have made clear they are trying to improve things, but if they see a different outcome, they will change things. A governor asked if they thought some parents might be finding the system difficult because it was not what they had before hence the transition may feel regimental? Another governor said that many pupils were 'good boys' therefore previously lates might have been overlooked, now it is automatic after 8.40am, therefore it is no longer personal bias for boys who previously had never received demerits.	



5.	Year 12 and 13 data (presented by PB – documents previously distributed with hard copies in the meeting)	
5.1	PB commented that the biggest selling point for the sixth form is the improvement made by boys as shown in last year's data. Only one of the grammar schools (Wallington) made greater progress. JF is just 0.01 short of second place for progress in the sixth form. DJ is confident with the Y13 data that there might be a 0.5 improvement on progress this year which would put the school top in the borough. There has been a 1.4 improvement over 2 years. These are the points to sell of how much improvement students make.	
5.2	In the latest Y13 data the students did better than had been expected. The Y12 data is concerning, but not alarming, as they have the time to put measures in place. If a student is under-performing in one subject, it is that subject area which puts in interventions. If it is a wider problem with a student underperforming more generally across the subjects, the 6 th form team step in – removing privileges, setting smart targets, directing their study time etc. Maths remains the biggest underperformer again. Page 2 (Y13 subject breakdown summary) and page 3 (Y12 subject breakdown summary) of the document indicate internal data and predictions.	
5.3	Page 4 indicates the interventions for individual students based on the number of grades below a B grade (which is the average grade the school is expecting – previously it was a C) together with the employability measures for those pupils. These are rated and monitored. Where they fall short interventions are put in place. There is also a rewards system in place for the sixth form which is very good, which they call the Business Tax with rewards granted and revoked if necessary e.g. right to go home early if they do not have classes for private study. The key factor to focus on is the progress if boys come here.	
5.4	A governor asked if they will be doing marketing for the sixth form? RT said they are doing but they are aware there needs to be more. They will share this excellent data at the Vision evening next week. This is the most improved school at GCSE and A level in the borough. A governor asked if they will explicitly market Summer results externally? RT said they plan to do so. A governor asked if they will be going into primary schools to speak to Y5 pupils as there is a lot of competition at a local level especially for the Sutton primary school children.	
5.5	A governor asked if the Y11s have the chance to engage in taster days in the sixth form? He asked what sort of numbers had applied for the 6 th form? RT said they did and they had also run sessions for the Y10s after study leave had finished. It is hard to call this year as it takes time for the reputation to build. A governor said she felt what they were doing lower down the school will ultimately bear fruit. RT said the applications for sixth form are around the same as last year when the school was going through some bad press. However, this year they will get good headlines so they will need to capitalise on that.	
5.5	A governor commented that the school's web page on results day needs to do more, as many other schools do – pupils opening their results. SL confirmed this was the plan to do. She agreed that they need to continue to build relationships.	



5.6	PB referred to page 5 of the report with the UCAS applications with the 2024 and 2025 comparative data. He added that some pupils are also looking at apprenticeships. A governor asked if there were any Oxbridge candidates? RT said there are none this year. PH added that 3 students are applying to do medicine which the school did not have last year. The results of their applications are still awaiting as medical schools do not usually make offers until March.	
6. 6.1	Building issues from 5.1.26 RT gave a list of problems which had arisen on the site since the beginning of the Spring term including 3 boilers down, blocked drains, electrical blackouts, a burst water tank, a fire alarm fault, Plough Lane roof collapsed, no hot water in the David Laine building. These had all had an impact on staff morale and teaching and learning as well as the financial burden to get things repaired. However, some better news had emerged from a meeting with Colette Doran Hannon, the Director of Catholic Education for Southwark Diocese and Tim Brett the Deputy Buildings Director for the diocese. Both could see the scale of the problems and will be trying to support the school getting on the DfE rebuild list. In the meantime, they have confirmed the diocese will fund £500K to spend in the summer on aesthetic refurbishment projects to help John Fisher. The school is seen as the poor cousin in Sutton and this money and proposed projects will make the school more competitive before the rebuild. Now the school needs to think about how to spend the funds best. A governor proposed that a canopy over the quad with sides and flooring would be a big win. He also felt the sports centre toilets should be considered. Both of these projects would be seen as positive marketing measures. Another governor said that painting and carpeting around the school had been discussed at the meeting with Tim to make the whole building more attractive when prospective parents, pupils and stakeholders in general come to see it. The Chair asked RT for an update to come to the next TL&S meeting – ACTION.	12.
7. 7.1	Policies update, plus statutory policies (<i>documents previously distributed</i>) The governors were asked to review and approve the following policies (<i>previously distributed</i>). • Acceptable Use of IT Policy • Acceptable Use of IT Student Policy • Attendance Policy • Health and Safety Policy (including First Aid) • Menopause Policy • Supporting pupils with medical conditions Policy • Whistleblowing Policy DECISION – the governors approved the policies listed.	
8. 8.1	AOB The Chair of Governors said he had met recently with the Chair of the JF Old Boys who had presented to the board earlier in the school year with regard to them offering career advice and also the possibility of someone within their group with professional expertise supporting the school in producing an initial feasibility study for a new build. AT will continue to pursue this option.	



8.2	A governor said he felt it was important that sixth form students took part in mock panel interviews to help them prepare for university or job interviews. DJ had said he would look into doing this and the governor wondered if there had been any progress? He thought that governors would be willing to support this initiative. PB said he would follow up on this – ACTION. NW confirmed that from her link governor meeting with Jack Greenwood he had carried out interviews with Y9 and Y10 boys.	13.
8.3	YE confirmed that she had done safeguarding training with DF and SN.	
	TL&S meeting dates this academic year - Wednesday 18th March 2026 at 5.30pm - Wednesday 13th May 2026 at 5.30pm - Tuesday 30th June 2026 at 5.30pm ** (<i>please note change of date from 1.7.26.</i>)	
	The Chair thanked everyone for their attendance. The meeting closed at 7.40pm	

Actions list 2025 – 2026

	Action	For	Date	Comments	Status
Meeting of 8.10.25					
4.	New Safeguarding Policy and updated Behaviour Policy to be presented.	SL	26.11.25	Carried forward 26.11.25	Completed
Meeting of 26.11.25					
8.	RT to distribute full FFT report.	RT	a.s.a.p.		Completed
9.	RT to speak to Sutton LA heads about the option of inviting them to mass.	RT	Next week		Completed
10.	Present homework strategy to the board.	PB	4.2.26	C/f to 18.3.26	Open
Meeting of 4.2.26					
11.	Careers lead (Jack Greenwood) to present at the May meeting	RT	13.5.26	Agenda item	Open
12.	Buildings projects list update.	RT	18.3.26	Agenda item	Open
13.	PB to check with DJ whether sixth form students are taking part in mock panel interviews.	PB	18.3.26		Open
Meeting of 9.7.24					
1.	Careers update	NW		Spring term 26	Completed

Part A minutes of the meeting held on 4.2.26. were agreed as a true record and signed by :-

Signed
Name
Date