



The John Fisher School

Teaching, Learning & Standards Committee Part A Minutes – 14th May 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	Present
Mr P Hall (PH)	Staff Governor	Present
Dr A McGowan (AMc)	Foundation Governor	Absent
Father Francis Murphy (FFM)	Foundation Governor	Absent
Mr T Richmond (TR)	Co-opted Governor	Present
Mrs M Ryan (MR)	Foundation Governor	Absent
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

Mr K Tomlinson (KT) – Head of Year 11
 Mr S Gamage (SG) – Head of Maths
 Mrs J Beeson (JB) – Croydon Education Partnership Clerk

MINUTES	
1.	Apologies for absence & declarations of interest Apologies for absence were received from ATi, MR, FFM, AMc - these were accepted. The meeting was quorate. There were no declarations of interests.
2.	Minutes from the meeting on 26th March 2025 The documents were taken as read. The minutes of 5.2.25 were scrutinised page by page. Both sets of 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. The actions all formed agenda items of the current meeting.
3.	Student Leadership presentation Charlie – Head Boy (HB); and Paul – Deputy Head Boy (DHB), gave a presentation to the committee which broke down the format of the team. Charlie explained this includes:- • 5 senior prefects who support the HB and DHB at events such as open evenings and parents' evenings. • 6 Heads of House. • 5 Chaplaincy prefects – each who take a day per week to lead the morning prayer during form time between 8.45-9.05am. There has recently been a change in the chaplaincy prefect leadership with a boy new to JF in the 6th form taking over this role.



A governor asked the boys why they had wanted to be HB and DHB?

Charlie explained he had stood for the role because he felt it was a great opportunity, he had been in the school since Y7 and thought this was part of giving back to the school, he had thought it was something he would be able to do well and was also good for his university personal statement.

Paul said he had thought about running for HB but had felt he was not quite ready to do it, but having spoken to Charlie had thought the DHB role was perfect for him to be helpful but not to be the main leader.

A governor asked how they bring the other prefects along with them in their decisions?

Charlie explained they had not yet had to make a lot of major decisions, but part of choosing the senior prefect team was because they would be on board with the way they wanted to work. He and Paul discuss matters first and speak to those prefects concerned with the specific area of responsibility.

A governor asked what the chapel prefects do and did Charlie and Paul have any thoughts on what they want them to do?

Charlie said they took morning prayer in the chapel, once a month the choir participate too. The chaplain gives them a sheet of the things he wants them to do e.g. the prayer, gospel reading etc. He said he thought this was an important role for the prefects to set themselves a role models for the younger pupils. They hope to get students lower down the school involved in elements e.g. leading the prayer in class.

A governor asked about their thoughts on succession planning for the student leadership team to ensure the next cohort are also good leaders?

Charlie thanked the governor for commenting on them being strong leaders. He said it was important for the team to make their presence felt throughout the school, to build connections with all the boys, he said they work in the canteen serving the younger years and hoped things like this inspire other years to want to be role models too. He said they had chosen a cause to work on and had opted for men's mental health. He explained that when they were going through the selection process the previous HB and DHB were involved in choosing who they thought would be suitable, so anticipates this will happen again this coming year.

A governor asked about their work on mental health.

Charlie said they had the 'Talk Easy Trust' initiative which is a mentoring scheme and is part of the reward tax JF operates in the 6th form. They had applied to do it and taken part in a training day with Miss Barrett, with the scheme pairing a Y12 boy with a younger boy, typically a Y7 boy. They meet once a week to talk and listen. Following a rough structure this is a great way to build a connection for both boys and hopefully helps with their mental health. Next year for the Y7s coming in September, this will be advertised more to help them with their transition from primary to senior school. They want to get as many signed up as possible. The scheme was introduced about 10 years ago but had not been widely known about, he himself had been unaware of it as a younger pupil.

Paul added that Mr Mawer had created a panel of students to take part in the new Safeguarding/Inclusion appointment. The panel had asked them how they would react to different situations. He felt it was so good to have the students involved in this selection.

The Chair thanked the boys and said their presentation had been amazing.



	(Charlie and Paul left the meeting at 5.50pm)	
4.	Discussion/presentation of Interventions in Year 11 (presented by KT)	
4.1	KT gave a handout of the strategy for Y11 which included:- • The actions taken over the annual cycle from June/July of Y10 to June of Y11 • The Attainment 8 and Progress 8 of Y11 in 23/24 and 24/25 • The anonymised PPE data on predicted grade vs target grade for October and February • The Y11 revision sessions timetable KT explained that the annual cycle showed actions over the year and where they had stepped in throughout the year to guide the boys.	
4.2	He praised the Head of 6th form for introducing the boys at the end of Y10 to the 6th form centre to see what happened there and sow the seed of what JF offers in the 6th form. This had been an incredible success and had showcased the 6th form before they got into Y11. They had discussed the boys' choices, college, another school or staying at JF and ensuring they had the information they want to know. They looked at any barriers to staying at JF and talked those through and introduced conversations around their plans for Y12. For September there are 175 applications to stay in the 6th form from 191 students. In addition there were 55 external applications. It is looking good for next year but they will have to wait until after results as to who arrives.	
4.3	There is an outline of the actions and efforts taken between the 2 PPE periods. Interventions started. He indicated that generally the students were very on board with these and recognised the need for them. The data looks at the boys' target grade and where they actually are and leads to the conversations becoming more individual for each student to ensure they are getting their grades up across the board. This had led to a number of meetings with the students and their families on a 1:1 basis with the parent, student and member of SLT so it is a partnership and review of what's going wrong? The parents were thankful for the effort being put into their son and they were appreciative of knowing where they were. Results day is like a real results day when each PPE results come out and pupils are grouped by improvement level with effort/results discussed. Senior staff spoke to each of the boys when things had not gone to plan to establish where it had gone wrong while the boys were able to voice their concerns. The school had sung the boys' praises where there had been improvements to build positivity, e.g. recognising a move from a 3 to a 5, rather than just those who achieved the highest grades. In February/March they had introduced the extra English and Maths sessions for those on the borderline. The boys were not forced to attend but the school found that they wanted to. P8 has shot up.	
4.4	RT commented that the attitude at the start of the GCSEs in recent days has been excellent. KT agreed that the Y11s seem to be in a good place. He said that in June there would be a farewell BBQ to celebrate each other.	



4.5 4.6 4.7	A governor said the whole staff should be congratulated on how well they know the pupils individually and the level of detail on each boy. It shows that they know them as individuals in terms of their strengths and where they need to focus. She asked whether the meetings were by the team or KT himself? KT replied that some of it is with the tutors and help from SLT, otherwise he goes through each one. He commented that on a NPQSL course he is doing, the participants were talking about this sort of intervention and others had said in their schools that staff would expect to be paid extra for this, whereas here teachers put in a lot of effort and sign up for the sessions. A parent governor whose son is in Y11 commented that KT was underselling himself and what he has done with Y11. She said her son had been on a journey and had made real progress due to the time and support given by KT. She said it should be recognised that it takes time to get to know the boys and what makes them tick. A governor added she could see they had been doing an awful lot of work. A governor asked if they also teach the boys how to relax? KT said they had told the boys before each of the PPEs to take care of themselves and if they are stressed this will not help them perform. They had offered them a voluntary stress workshop during a double lesson which around 50 of the boys had attended on how to handle exams and also how to switch off. A governor asked how KT felt he had evolved as a Head of Year over the last couple of years? He felt that KT had done a sterling job and he could see that it was very different from previous Y11s. KT commented it was all about the relationship with the students. They have tried to change how negative it can get e.g. pulling them up on behaviour. This year they went for the attitude of 'we want the best for you' and felt this aligned with them better. They had tried to always stay positive e.g. celebrating the PPEs. He felt he had learned how to handle situations better. The Chair thanked KT for all his hard work. <i>(KT left the meeting at 6.15pm)</i>
5. 5.1	Overview and Mapping of enrichment <i>(presented by SG)</i> SG gave a handout of the May letter to parents and students detailing the range of super-curricular opportunities (dates, times, target group etc), which included:- • Target Medicine: Become for Y9 & 10 • UCL Department Taster Days for Y12 • Student Finance information session for Y12 • Personal Statement workshop for Y12 • Do Something Different Day for Y12 • Oxford University open days for Y12 • Keble College Admissions webinars for Y12 • Arts and Humanities Summer residential for Y12 • Cambridge open days • Subject masterclass – Natural Sciences, Biochemistry & Genetics for Y12. • King's College KS4 Aspiration programme for Y10 and Y11.



5.2 5.3 5.4 5.5 5.6 5.7	SG said their focus by the enrichment was broadening horizons and transforming their aspirations. The idea was not that enrichment should be something extra, but rather integral to the student's life. It was also to support the school's key priority of academic excellence for all. It was building skills to extend beyond the classroom. The programme is tiered 1-3. Tier 1 is aimed at all students and they and their parents receive the monthly super-curricular update (as per the handout). Things like the maths challenge was enjoyed by the students and they had said it had a massive impact on their maths engagement. Tier 2 is targeted at high performing students e.g. to deliver the Fisher Scholar lectures; to participate in the UPMT senior challenge and to give them university entrance test preparation. SG commented that for the last 10 years the school has not produced any medical students, but he thinks that in the next year they will fix that and it is one of his goals. Tier 3 is designed to be inspirational for high potential students from less advantaged backgrounds e.g. those on Pupil Premium e.g. introducing the Imperial/UCL/Oxbridge access programmes. Looking at the impact on students, SG said this reaches beyond the classroom and students reference the super-curricular engagement. The aim is to give them greater confidence, intellectual curiosity and readiness for higher level study. He feels it enhances the quality of learning in how they think and engage. Other examples were:- • The school had visitors to talk to the boys such as a person explaining how to do an Oxbridge applications. • A student had applied for an Easter course at Oxford. • A previous Head Boy who is now doing his PhD at Cambridge in History came to talk to the boys. • Russell Group applications have shown a massive improvement in numbers from 35.4 in 2023 to 78.6% SG said there is now an enrichment wish list with things for them to work on. This includes:- • All form tutors and Heads of Year to actively encourage enrichment participation right from Y7. • The enrichment is embedded within RHSE across all year groups. • At least 2 successful medicine offers next year (a personal target for SG) • At least 8 Oxbridge applications with a minimum of 2 offers in the next cycle. A governor asked about the Fisher School lectures. SG said this is where the students prepare a lecture about something of their choice. RT commented that the standard has been very high and this format gives the opportunity to look at something in depth. A governor asked what the Russell Group applications had been prior to 2023? SG said he did not have exact data but the dip was in 2023 but had been dropping since 2014 when he joined the school. Now there is more support for it. A governor commented she thought it was a very good thing that boys are included from Y7 to build their confidence from the start of their time at JF and that enrichment was part of their school life.
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	RT said they plan to run an enrichment fair in Y7. There will be a new Head of Y7. The Chair thanked SG and said this had been very informative and inspirational. It had been enlightening for governors and reminded them of all the brilliant work the staff and school does.	
6.	AOB	
6.1	NW advised governors about the new sexual harassment training which was available but had clashed with this evening's meeting. She confirmed she is holding details of all governor training and asked anybody to forward details to her.	
	TLS committee meeting dates this academic year Tuesday 1st July 2025 @ 5.30pm	
	The Chair thanked everyone for their attendance. The meeting closed at 6.55pm	

Actions list 2024 - 25

	Action	For	Date	Comments	Status
Meeting of 26.3.25					
1.	RT to arrange for the Head Boy team to present to governors.	RT	TBA		Completed
Meeting of 20.2.24					
2	Impact assessment of the enrichment programme	RT	July 24		Completed
Meeting of 9.7.24					
1.	Careers report	NW	9.10.24		Open / cf