



The John Fisher School

Teaching, Learning & Standards Committee Part A Minutes – 5th February 2025

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	Present
Mr D Fox (DF)	Foundation Governor	Present
Mr P Hall (PH)	Staff Governor	Absent
Dr A McGowan (AMc)	Foundation Governor	Absent
Father Francis Murphy (FFM)	Foundation Governor	Present
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	Absent
Mr A Tierney (ATi)	Foundation Governor	Present
Mrs N Walsh (NW)	Parent Governor	Present

Attendees

Mr N Owen (NO)	-	Assistant Headteacher
Mr D Jackson (DJ)	-	Head of Sixth Form
Mrs K Hall (KH)	-	SENDCO
Mrs Y Epale (YE)	-	Diocese Observer
Mrs J Beeson (JB)	-	Croydon Education Partnership Clerk

MINUTES		
1.	Apologies for absence & declarations of interest	
	FFM opened the meeting with a prayer.	
	Apologies for absence were received from AT, MR, SN, AMc - these were accepted. No apologies were received from PH.	
	The meeting was quorate. There were no declarations of interests.	
2.	Minutes from the meeting on 5th February 2025	
	The documents were taken as read. The Part A and B 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 actions set had been completed. The Chair signed the hard copies to be held in school.	
3A.	Y11 Data Update (presented by NO – report electronically distributed previously and hard copies at the meeting)	
3.1	NO outlined the Y11 data analysis as per the document distributed and on screen. This included:- - The progress data outline. - The internal tracker process using an internally produced tracker taking target grades from FFT both at the Top 50 and Top 20 percentile.	



- The 4 Matrix software data outline.
- The prior attainment data outline.
- headline figures (including 2024 PPE 2 grades, March 24 predictions, 2024 outcomes, 2025 PPE grades and 2025 March predictions).
- The Year 11 subject summary (with the breakdown of 7+, 5+ and 4+ percentages).
- The matching English and Maths matrix.
- The ethnicity breakdown with raw numbers in each grouping, their 5 A* to C grade in English and Maths, their Attainment 8 and Progress 8 levels.
- A PP / SEN / EAL Venn diagram
- A PP & SEN student 2024 & 2025 comparison of Progress 8, Attainment 8, 4+ in English and Maths, 5+ in English and Maths, 5+ in English and 5+ in Maths.

3.2 He detailed that this information was taken from predictions after the second round of mocks/PPEs after the February half term, when the boys sat 2 exams in English and maths, RE and one in their other subjects. At this point most of the boys will have done all the papers for each of their subjects.

In terms of the progress data, CATS has been used because there are no KS2 scores for this cohort because of COVID.

The data allows the school overall and the individual subject teachers to maintain the levels of performance at 4+, 5+ and 7+ and filter it by classes, students, groups etc. They can identify students who need action to have the relevant impact on their grades.

There has been a trend of teacher reluctance to predict 7+ which leads to conversations.

3.3 The 4 Matrix software is fixed and produced once the reports have gone home. They have used a formula to convert the CATs into SATs scores. It is recognised this is the best that can be done, accepting it is not as accurate as SATs. Having tracked prior attainment of the last 4 cohorts, it is felt they currently have more boys at the top end.

3.4 In terms of the subject summary, NO commented that the sciences are looking strong but he felt there was a possibility of over-predicting.

3.5 The matching of English and maths allows them to target groups for those who are not getting the required grades. There are lots of grade on the grade 3-4 boundary and therefore additional support is being provided by specialist tutors for those boys.

3.6 Ethnicity – most groups are doing well. There was discussion about the 10 Other Asian boys where the P8 was -0.1

3.7 SEN / AEL / PP – NO outlined that many of the boys in each of these groups overlap (as seen on the Venn diagram) e.g. of the 22 PP students, 11 have multiple needs. This presents issues of unlocking this and addressing the need.

He highlighted that for the PP students, the 4+ in English and maths is 81% compared with 52% last year. However, he cautioned that this might be overpredicting of grade 4+.

A governor asked how many of the EAL were truly without English?

NO said this data is taken from the students' primary schools and therefore the actual number is probably less than what is recorded as by the time they are in senior school they are totally fluent in



	English. He estimated that around half were speaking their native language at home and many are bilingual. The Chair thanked NO for his presentation.	
3B	Y13 Data Update <i>(presented by DJ – report electronically distributed previously and hard copies at the meeting)</i> 3.8 DJ outlined the Y13 data analysis as per the document distributed. This included:- • The headline data with a grade breakdown of A*-A, A*-B, A*-C, A*-D & A*-E for the cohorts of 2023, 2024 (actual percentages), 2025 & 2026 (predicted percentages). • The subject breakdown of number and percentage of students at each of the grade levels. • A breakdown by individual student of their Employability Report alongside their academic levels. • The Y13 UCAS offers and interventions. • The UCAS comparison of 2023, 2024 and 2025 - numbers of each cohort making applications, Oxbridge applications, Oxbridge interviews, Oxbridge places and Russell Group places. • Culture update – Y12 and Y13 data from 1.9.24 – 17.3.25 relating to attendance average, minutes late totals, students over 100 minutes late, presentation logs, poor conduct logs, misconduct logs, student interactions across each cohort. • Sixth form application update. • Next steps. 3.9 DJ highlighted various points commenting that the headline is positive and things are moving in the right direction. However, he cautioned that 2025 data is optimistic. He said that at this point in Y13, teachers want to give the students the benefit of the doubt so as not to discourage them. This is only week 1 of the PPE 2 for Y13 whereas for Y12 they have finished their mocks so the data is far more accurate and representative of the cohort. 3.10 The A level only entry numbers have dropped because there is a large cohort of BTEC students in Y13. 3.11 The current Y12 cohort is the smallest for some time because of the new entry criteria which were required. Had this same criteria been used on the current Y13 there would have been fewer, therefore the actual net number is an increase. A governor asked if there will be a further increase in criteria this year? DJ said they will not be changing anything this year, taking account of factors such as the decreasing demographic and the fact that local grammar schools had increased their intake. There had been the plan to ramp up the criteria but that has been put on hold also bearing in mind the funding. RT added that the entry criteria had made a positive impact this year and also it reflected that the school is trying to help each boy to be at the place which is the best for him. DJ also commented that from next year, if they were to accept students with less than a 4 in English and Maths, the school would have to provide 4 lessons per week to be timetabled for them to receive the funding. If this was not provided the funding would be lost. A governor asked if the Y12 cohort was better than the Y13 one? DJ said they were stronger both on academic and non-academic measures.	



	RT agreed that the profile of students had shifted upwards. A governor asked if DJ would consider level 4 grades low or high? DJ said the school is in line with other schools in the borough in terms of the requirement, but the financial realities within the school outweigh this aim.	
3.12	A governor asked how did this allow them to maintain the academic standards for all subjects at A level? DJ said this was just the key to the door, e.g. in addition the students had to also have 7s in STEM subjects and it would depend on the student's chosen combination of subjects if they accepted lower. He added that their way to maintain academic rigour was in knowing how to motivate them i.e. it was presented that if they wanted to go to university, this was what they needed to achieve. This makes the requirement something which is for themselves rather than because of what the school wants them to do it. The school has also invested in a UCAS package to support the boys to get where they want to be – 69 out of 90 got their first choice destination. He also commented last year's Y13 was the first where there was GCSE data and KS5 data and in the published league tables John Fisher was 4th in the borough on P8 ahead of Wilsons, St Philomena and Sutton Grammar.	
3.13	DJ highlighted that the subject breakdown had be shared with subject teachers which allows them to change the focus of interventions. They generally are focussing on non-academic measures and 'Employability Reports'. These have been embedded in Y13 and Y12 and relate to them as a young adult, ranking each factor from 1-5. He gave a range of examples. This report is shared with parents. DJ commented that if governors cross-referenced this with the academic data they would see the close correlation, which underpins their belief this is where to target intervention. Each of the boys has a conversation about their report with DJ or the Deputy Head of 6th form.	
3.14	A governor asked if they give the boys mock job interviews? DJ replied they currently they did not, but felt this was a great idea and something they might look to incorporate. Generally, he said their ethos was to focus on restorative conversations on why the boys need to do things and move away from detentions for not doing things. The 3Rs of rights, respect and reward emphasised they had to earn promotion, just as in the workplace. A governor commented there was also value in the boys interviewing their peers, learning how to 'sell' themselves and understand what an employer looks for in them.	
3.15	They intervene with the lower end students and get the bottom 15 students into school with their parents. They have seen fewer in Y12 with only 30 of the boys below the average. At Christmas, all of the students on D or lower had to come in for study sessions, and this time they will make it optional.	
3.16	The UCAS data has been shared with teachers so they can have the relevant conversations about intervention where there is a shortfall. He detailed that universities often make contextual offers, therefore due to this cohort having ranked below average at GCSE, this classes the school as disadvantaged even though that is no longer the case. As a result they offer lower grade requirements – he gave various examples.	



3.17 3.18 3.19 3.20 4. 4.1	DJ attributed the new policies and procedures focussing on non-academic criteria to the improvement, drawing governors' attention to the Y12 and Y13 culture data. A governor asked whether a future conversation might be around contribution as a Catholic school, with things like the Head Boy and chaplaincy prefects, the idea of contributing to the school and whether this might be an added criterion on the Employability Report? DJ said they had the '6th Form Tax' which related to their 6th form service, again taking the language of the workplace. They had to make a contribution on a repeated basis to receive the rewards, he gave examples such as coaching a rugby team, taking part in Y7 enrichment, running history film club, music, choir etc. It was a case of doing something for others. A governor suggested that it might be better to promote a sense of altruism and might need to be broadened out to develop that part of life. DJ added with regard to interviews that they did give the boys university style interviews but it was now quite unusual other than for Oxbridge even with Russell Group to do interviews. They did UCAS form and personal statement preparation and take the Y12s to the UCAS fair in East London. The 6th form application has been revised, as has the prospectus. They have built option blocks from the preferences and reduced the number of sets from 26 to 23 so are financially more efficient. In terms of external students, they have been attracting more top students particularly from Carshalton Boys with 7s across the board. For those students who have just missed out, they will take the strongest for any places left. A governor asked about increasing the prefect element and was this something the school would look at? RT advised they had increased the number and the timing of when prefect team and Head Boy year runs, it is now January to January and is a 3 stage process. The appointment process is run like an Apprentice-style series of tasks e.g. to sell the 6th form to the Y10s which was recorded and the Y10s voted for their preferred candidates. The Chair asked if the Head Boy team could come to do a presentation to the governors on whatever subject they chose. It was agreed it would include Catholic Life. RT agreed he would take this forward – ACTION. The Chair thanked both DJ and NO for their data presentations. <i>(DJ & NO left the meeting at 6.50pm).</i>	1.
	SEND Presentation by Katie Hall and TR <i>(report previously distributed electronically)</i> TR detailed that there was much to celebrate about SEND at the school. He said this is currently part of the public discourse about the SEND population and the effect on SEND families. The school already has a very good reputation for the provision and it faces the challenge of increasing SEND numbers. The model of Catherine is highly regarded and successful. There is a keenness from the LA to seek places in the school and this reflects the very effective relationship with them. He particularly commented on the transition process from primary to secondary which starts as early as Y4 with early support. The team hold coffee morning meetings at the school for parents to talk to	



	staff and governors which is an important part of the offer. The therapy dog and sensory room are also aspects of great value. He said that governors should feel secure in the knowledge that the upskilling of the staff is done in real collaboration. It is important that KH sits at the heart of the provision mapping for students.	
4.2	KH's report referenced:- • National statistics • Local information • John fisher SEND cohort statistical breakdown • September 25 SEND pupil numbers • Transition • Catherine • The departmental breakdown and training • Finances • Future plans	
4.3	KH discussed the consultation process for SEND children opting for John Fisher. The school has to look at if it can meet the needs of the child in terms of the Section F (provision required on their EHCP). This is why transition is so important. It is totally bespoke for each child which is something no other school does. Starting at Y4 when the parents contact the school, they are invited in to discuss the needs, take a tour of the school, they work with the child and build positive relationships. Even for those families where it is decided JF does not meet their need, they help them to find the right place.	
4.4	Catherine is a success countrywide. After the radio interview KH did, she advised other schools how to set up a Catherine provision, the nearest being at Carshalton Girls. The original Catherine students are not in Y11, there are 7 with EHCPs of which 5 want to go into the 6th form and they are on track to get the grades to do so, 1 of the 7 is going for an apprenticeship and 1 is going to college. KH pointed governors to the parents' letter in the report detailing what they had offered their son and family. The department has a target of responding to any contact within 24 hours even over holiday periods. Their goal is to build strong relationships.	
4.5	A governor commented they were worried about the work-life balance for the team. Another governor asked how many hours a day KH and the team work? KH acknowledged that they worked very long days.	
4.6	KH outlined that the Y8 Catherine boys will graduate into the mainstream school after Easter. In Y7 they have 9 and another boy starting next week. They have benefitted a lot from the 6th formers coming in to help e.g. with maths. None of these boys took part in their primary school Y6 production, so they did a nativity at Christmas and will be doing an Easter production which they have written themselves, this will be showcased to their parents.	



	They are taking them to a circus skills workshop next week. There is an emphasis on faith in Catherine, so they will be hosted by St Monica's Priory to say the rosary and meet the people there. TR added that he had observed an RS lesson and the boys were very insightful in their discussion. KH said the ethos of the department had changed and was all based on First Corinthians. SEND boys are also made in the image of God and are brave and resilient. It is important to celebrate differences. The department believe their work is done with love because this changes everything. The team work tirelessly to serve.	
4.7	KH gave some detail of the team composition and the CPD they have. She said they have a very good relationship with the LA which means that much of the training is free. Cognus (who did the report included in the pack) consistently choose to come to the school. Each Wednesday morning they run a community of practice, to discuss the boys. The LA and the relevant therapists often take part in these meetings. They pull all aspects together and make whatever adjustments are needed. Timetables change each half term so that everyone has what they need. Emergency interventions are picked up on throughout the day.	
4.8	Finances – the department is in credit as they can reduce the therapist costs by getting LSAs trained in the different skills. They have also reduced the number of LSAs required.	
4.9	The future – KH said it was important role within the school and must not be marginalised as it historically had been. It was important for the wider staff to receive training to get routines established in the classrooms. They run a work survey every term which allows staff to identify what training they need. In terms of workload, the SEND and inclusion teams come together to pinpoint the interventions they can each offer. There needs to be better use of LSAs. KH teaches 10 hours per week, in addition to the usual SENDCO tasks (e.g. 27 meetings per week) whereas generally other SENDCOs work 4 per fortnight. This is a conversation which she and RT are already having. She has to work during the holidays because the LA do not close like the school does.	
4.10	A governor commented that she had visited Catherine and it was an amazing job they were doing there. YE commented that she had been in a different borough speaking to somebody who was singing the praises of Catherine and what it offered. KH responded that the team works hard to support pupils and families which is why the school is the first choice for many and also for the LA.	
4.11	TR referenced back to the data sets and trends of the previous presentations, he said that in terms of this SEND population there should be discussion about measuring their success. A governor agreed that with regard to all specific groups – disadvantaged, high ability – they felt these were often lost. RT said it was important to celebrate academic achievement in the way that achievement in other areas of school life – such as sport- are quite rightly celebrated. . He added that the report from Cognus reinforces that they are adapting teaching across the school to meet the needs of all students. If they can continue to get that right for pupils with SEND, all pupils will benefit. There were some changes	



	under consideration to put SEND at the hearty of practice, because different parts are not necessarily working in tandem, so this will support an integrated approach throughout school. A governor agreed this was a whole staff conversation and they also have to account for progress and attainment of SEND not just the Catherine team.	
4.12	RT said they had changed the data collection for KS3 and therefore can track progress more closely due to more detailed evidence of progress by individuals and groups. Once we have multiple data drops, we will be able to use the data to monitor progress. A governor commented it was the high attaining students which was the group making the least progress across the Diocese of Southwark.	
4.13	A governor asked if they were using INSET days to get best practice from the rest of the teaching staff? RT said this was booked for next term about adaptive and inclusive teaching. A governor added this was an area very much on Ofsted's minds and so Catherine bodes well for JF.	
4.14	TR reminded governors that the Easter production was in the chapel on Thursday 3.4.25 and invited them to attend.	
5.	AOB – none.	
	TLS committee meeting dates this academic year - Wednesday 14th May 2025 @ 5.30pm - Tuesday 1st July 2025 @ 5.30pm	
	The Chair thanked everyone for their attendance and the 3 staff members for their presentations. The meeting closed at 7.40pm	

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		Open
Meeting of 20.2.24					
2	Impact assessment of the enrichment programme	RT	July 24		Open / cf
Meeting of 9.7.24					
1.	Careers report	NW	9.10.24		Open / cf