



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	Present
Ms J Cole (JC)	Parent Governor	Absent
Mr D Fox (DF)	Foundation Governor	Present
Dr A McGowan (AMc)	Foundation Governor	Present
Father Francis Murphy (FFM)	Foundation Governor	Present
Mr T Richmond (TR)	Co-opted Governor	Present
Mrs M Ryan (MR)	Foundation 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

Mr N Owen (NO)	-	Assistant Headteacher
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 JC after the meeting due to work commitments delaying her - these were accepted. The meeting was quorate. There were no declarations of interests.	
2.	Minutes from the meeting on 20th November 2024 The documents were taken as read. The Part A and B minutes of 20.11.24 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.	
3.	Data Update <i>(presented by NO – report electronically distributed previously and hard copies at the meeting)</i> 3.1 NO outlined that they had redesigned the format for Y7-9 data reports, with the KS3 data presented in a percentage as a raw score rather than as before with age-related expectation (ARE) scores. They will now have more frequent data drops with 3 in each year with the aim this is useful for the teachers and HoDs as to the pupils' progress levels. The new presentation of data aims to give parents the information to contextualise their son's data, not only on achievement but also attendance and behaviour, thus making the data more relevant for both the parents and the students themselves. The subject page shows their raw attainment but also where that percentage sits. The subject leader	



3.2 3.3 3.4 3.5 3.6	writes the content and the expectation for all students and how to get there with links to relevant study links. Effort and behaviour is also ranked 1-5 with descriptors for each. There is a ranking poster per department of the top 100 students named, which is to be aspirational for all 180 students. A governor asked about these listing names from a GDPR perspective? NO confirmed these were internal for around school. Anything external only states first names and surname initial. The subject level analysis shows the data broken down to include groups such as SEND, PP etc and how they are represented in the different top categories of 25,50,100. It is for the departments to ensure there is as little a gap as possible. This data for Y7-9 does not measure progress directly as it does in KS4, but comparisons are made with baseline data to detect significant changes within the rankings. Cohort analysis shows achievement overlaid with effort and behaviour, which shows a similar pattern. Prior data through to progress data is the next step in unpicking it at departmental level and now they have the data, what are they going to do with it? It informs the interventions which need to be put in place. Streaming has been introduced in Y8 and Y9 from last September. Y7 is not yet streamed because they have quite narrow previous data, therefore they want to give the boys 2 terms of John Fisher teaching and then assess and use the data to stream them at Easter. The subjects used for this purpose are RE, English, maths, science, geography, history and PE with each student's worst grade excluded from the calculation. In Y9 there will be changes to the stream sets each half year, with the boys restreamed after half term. In Y8 the restream will be at Easter after their assessment. In Y7 it will be after Easter. A governor asked if the streaming is done based on exams or coursework? NO said it was from ongoing assessment and exams, varying across the different subjects. He added that they would like to introduce in due course 2 blocks of skill sets in different streams e.g. science/maths oriented and literacy oriented. A governor commented that she very much liked the chart with the streaming outline and found it very clear. She asked if this could be sent to parents who she felt would appreciate it? NO confirmed the plan already is to send it out next week to parents. A governor asked what had been the reaction of the students? NO replied it had not presented any issues with the ranking. They look for their names on the posters and there has been a lot of interest to get onto the poster and no real reaction from those who have not go in. They are very keen to know what they have to do to achieve it. He acknowledged that some will be disappointed, but the school is clearly signposting to the boys what they have to do to get in. A governor asked if there is a ranking per subject? NO said there is, hence boys might be on some top 100s but not others.
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3.7	A governor voiced that this sensitivity for less able boys worried him. He asked about the overlap with attitude and behaviour and were they avoiding the automatic link with SEN and behaviour issues? It was important that each boy is recognised. NO said each subject has its top 100 and there has to be a cut off. RT added that this week they had held a breakfast for 30 boys in Y8 who were top in the behaviour ranking as a reward, which they had enjoyed. NO commented that all HoYs track the effort and behaviour data and can use this to compare with the top 10 on improvement. At GCSE they plot attainment alongside effort, some boys are underperforming but are no problem, they are just not getting it, so the HoYs meet with them to address this so it does not fall below the radar. The Chair asked NO if he would come back to the committee to report on the interventions and support which goes into improving performance, which he agreed he was happy to do – ACTION. A governor commented that if the data is analysed from an SEN perspective, for those starting from a lower starting point he wondered where effort and behaviour goes or does this impact on that? What were the trends? NO said there are 35 and a further 17 have other elements of disadvantage, the school recognises that these are complex and multiple needs which have to be addressed. The Chair thanked NO for the work and presentation which she said had been very helpful for the committee. RT added they had received good feedback on the new report format which NO had designed. A governor agreed that it was good for both parents and pupils to know where their percentage sits in line with their peers. <i>(NO left the meeting at 6pm)</i> RT distributed an FFT report which was the official analysis of the GCSE grades from 2024 which had been published since the last meeting for governors to consider.	1.
4. 4.1 4.2	Presentation on summarising the research-led teaching and learning initiatives in the school with Greenshaw <i>(report previously distributed electronically)</i> RT highlighted the main points when they had compared their results with Greenshaw (GS). Whilst GS has a similar profile of prior attainment, there is a big difference at GCSE. At the lower grade level they were largely similar, however as the grades went up JFS fell behind somewhat. GS are doing a great job with progress throughout the ability range. GS is one of 33 research schools and over the last 7 years have been developing their teaching and learning practice. So JF is working with GS, including JF staff visiting GS and vice versa. They are taking the current methods and thinking what will give JF the foundation for solid improvement. They have decided the focus will be on '100% attention' which whilst this appears obvious is often overlooked. There is some brilliant teaching at JF but a lack of consistency, which leads to a lack of	



4.3	consistency in behaviour and expectations. They want to achieve all teachers sharing the same expectations and using the strategies to achieve that. There is an awareness of the problems with concentration which is a big area of research. The key idea behind this is a far more precise idea of what learning is and it must involve change in long term memory – ‘memory is the residue of thought’. They must harness the attention about what is to be learned. The next steps are IJ, JE and RT will meet with GS and prepare to launch this to the staff, and for the summer term to embed good attention habits, so that by the end of next term positive norms will be embedded. A governor asked how this had been received by the staff? RT said the reception was mixed, after the first visit to GS the subsequent ones had been more positive. Views within JF reflect views within the wider profession, and the approach at GS is not universally popular. Many staff see the need for the change and are positive. A governor asked if staff are not enthusiastic about it what are the implications? RT said that, once in-class routines were agreed, following them would be non-negotiable but he wants staff to see it as valuable and to make a positive difference to their teaching. A governor asked if they had started it yet? RT said it was in its infancy. There are currently routines at the beginning and end of each lesson. A governor commented that GS’s results prove that their method works. RT said their work on literacy and also of applying research were key elements and would be vital if JF wants to push to the next level.	
4.4	A governor asked if GS were using a lot of tech? RT said they were not. The only thing they were doing differently was the use of ipads for the teacher to move around the class. So JF are looking at that too.	
5.	CPD 5.1 School CPD – RT said that DF had come into school to run a fantastic session on Catholic social teaching. The subject leaders were establishing links for each of the subject areas. The teachers were working in professional learning communities – each one studying research on separate topics to help formulate the strategy going forward. National professional qualifications – 2 staff were doing NPQH and 6 staff doing NPQSL. These are free to the school other than the cost of cover. Directed time – was being given to the restructure in the main as a priority, though this Friday they will start with the Catholic social teaching audit and use this time to talk to everyone. 5.2 A governor asked about the 2 colleagues with A level law training and whether this was with a view to bringing this in from September?	



	RT said it was. In a poll it had been the 3rd most popular subject and when further analysis was done was the 4th. He felt this will be a good selling point for external students too, as a lot of schools do not offer law. DF said he wanted to commend Danny Jackson who had liaised with Nick the chaplain and established the chaplaincy prefect. They were doing good work on this and had been incredibly helpful. RT agreed that Nick is building the chaplaincy well and has been well supported by Danny.	
6.	Part B minutes.	
7.	AOB TR requested that Katie Hall the SENDCO was invited to a future TL&S meeting to present about SEND – it was agreed she would be invited to the next meeting on 26.3.25 - ACTION. The Chair asked that the Y11 and Y13 data drop is added to the next agenda - ACTION.	2. 3.
	TL&S committee meeting dates this academic year After discussion It was agreed these dates would remain in place without change. - Wednesday 26th March 2025 @ 5.30pm - Wednesday 14th May 2025 @ 5.30pm - Tuesday 1st July 2025 @ 5.30pm	
	The meeting closed at 7.15pm	

Outstanding Actions list 2023-4

	Action	For	Date	Comments	Status
Meeting of 5.2.25					
1.	NO to report back with regard to interventions and support to improve performance.	NO	?? see note to GG		Open
2.	Katie Hall to be invited to present on SEND at the next meeting	KH	26.3.25		Open
3.	Data drops for Y11 and Y13 to be reported at the next meeting	NO	26.3.25		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