



The John Fisher School

Teaching, Learning & Standards Committee Part A Minutes – 13th May 2026

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	Present
Dr A McGowan (AMc)	Foundation Governor	Present
Father Francis Murphy (FFM)	Foundation Governor	Absent
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	Absent
Mrs N Walsh (NW)	Parent Governor	Present

Attendees (non-voting) :-

Mr P Bennett (PB)	-	Deputy Headteacher Academic
Mrs S Lovelock (SL)	-	Deputy Headteacher Pastoral
Mr J Greenwood (JG)	-	Careers Lead <i>(for item 3)</i>
Mrs Y Epale (YE)	-	Diocese Observer
Mrs J Beeson (JB)	-	Croydon Education Partnership Clerk

	MINUTES	
1.	Welcome, Apologies for absence & declarations of interest RT opened the meeting with a prayer. Apologies for absence were received from ATi, DF, FFM and TNS - these were accepted. The meeting was quorate. There were no declarations of interests.	
3.	Career presentation by Jack Greenwood – Careers Lead <i>(It was agreed to take this agenda item first to allow JG to leave immediately afterwards).</i> 3.1 JG gave a presentation which outlined the Gatsby benchmarks and the aims of the careers programme. This gives each year group 6 opportunities each year to address the matter. The presentation gave a breakdown of the activities for every year group. A governor asked if this was done in form time by the tutors or by JG himself? JG said that he sends the resources to the tutors and class teachers, also does assemblies and organises the outreach visits to employers. The 6th form team support the UCAS and apprenticeship applications. He outlined the range of careers opportunities and talks arranged. 110 students in Y10 and Y12 have signed up for work experience week. The school uses Unifrog as the careers platform throughout all the year groups. A governor asked about CVs and whether Unifrog provides help to create CVs which stand out? JG said that in Y9 there is a whole block on CV build and design. Students have the option to come and speak to him on a 1:1 basis for help with it.	



	A governor asked how work experience is set up, either by the school or left to the boy to organise? JG said they have as hands off approach as possible to allow the boys to see how difficult getting a job can be but provide help e.g. for the SEND or vulnerable pupils if they are struggling, but only after they have tried themselves. A governor asked if there was a raft of companies approaching the school and if they are making use of the alumnae networks? JG said they were, many of the old boys help and the school network of parents also support this. The Chair commented that this showed a very comprehensive programme and asked how he had come so far in so short a time? JG said that SL had previously done the job in a different school and had been able to support him. A governor asked if there was scope to expand to other industries beyond the financial sector? JG said that for 26/27 looking at the demographic of the cohort and their needs, they plan to arrange a 'trade show' recognising that there are students who are more likely to go to college than stay in the school for academic routes, so they will invite plumbers, electricians, carpenters etc. A governor commented that this was a very good idea as there were many students approaching their GCSEs and looking towards apprenticeships in these fields. JG said they also hope to have industry panels with Q&A opportunities. They will aim to have greater breadth of exposure in different industries to allow the boys to have as much information as possible to make informed decisions. A governor asked if there was anything which the board of governors could do to support this programme? JG said that any governors able to come into school and give advice were very welcome, also to do mock interviews etc. The Chair said the presentation had been excellent and thanked JG for his work in this field. <i>(JG left the meeting)</i> A governor asked about whether the school was also linking with universities and other providers to make sure the boys have opportunities they would otherwise not have access to? The Chair said when she was last in school there was a lunchtime talk about taking medicine at university which had been very good. SL added that the feedback from Neuberger was that JG is very organised and a good communicator. He is aspirational for the boys and has made good contacts who feel he is trustworthy to deal with.	
2.	Minutes from the meeting on 18th March 2026	
2.1	The documents were taken as read. The minutes of the 18.3.26 were scrutinised page by page. There were no comments or amendments. DECISION - The minutes were accepted as a true and accurate record of the meeting and approved by all governors.	



	The Chair signed the hard copies to be held in school. Actions:- 10 – it was agreed the homework strategy would be an agenda item at the June meeting – carried forward. 11 – completed. 14 – It was agreed the co-ed in the 6th form would be an agenda item at the June meeting, this will be a school decision after discussion with the SLT - carried forward	
4.	PPEs final update and predictions (<i>presented by PB – documents previously distributed with hard copies in the meeting</i>) 4.1 PB outlined the highlight elements with the predictions update. He said there were few changes from that detailed at the last meeting, the P8 remains constant with some minor fluctuations. Overall, the scores are very positive, especially in the sciences and maths. The P8 is predicted to be 0.85. He acknowledged that some departments are less than the school would like e.g. RE, but gave background to this. A governor asked whether the subject area had been stabilised? PB said a new approach had been put in and they are confident they will see improvement by the nature of the work being done, they have raised standards and there is consistency of teaching. RT agreed they feel this will bear fruit. There was discussion around how the P8 is calculated for this cohort being based on CAT scores as they had no KS2 results due to Covid. 4.2 A governor asked why RE only had 179 pupils with 5 not sitting the GCSE, she had understood everyone had to take the subject? PB said that some were withdrawn from RE for different reasons. RT said all the students had to take RE lessons but not the GCSE. They are taught the 10% which is required, but there is no obligation to take the GCSE. 4.3 A governor asked about the English language rating as she feels this is the key to success in other areas, she asked what interventions are in place? PB said that interventions are in place throughout the year to address the shortfall. RT added that the English department results are good in the context of a boys' school, but he agreed they are aware that they need to do work on literacy. 4.4 The Chair asked if they use the IDSR for this – she explained for the committee it is a concise data document created by Ofsted that summarises a school's key performance which they use to prepare for inspection. RT confirmed they did the analysis of the IDSR. 4.5 A governor asked about the grade 7-9 predictions and how it was reported as a benchmark? RT said they anticipate this category will fall due to the nature of the cohort with lower prior attainment. However, he pointed governors to the Pupil Premium and disadvantaged groups PPEs for 2025 and	



4.6	2026 and said the P8 was the consistent measure. The school had received a letter in 2025 from the DfE advising that the performance of their disadvantaged cohort place John Fisher in the top 10% of schools. A governor asked if this was the first year group with 3 rather than 4 options; and if they felt it had helped? RT said they think it did even though it gives less breadth, if they were left with 4 they are under more pressure, so it was the right thing to do. He thinks the new GCSE format will be less content heavy. His preference would be for a 3 year KS4.	
5.	Literacy and Reading <i>(presented by PB)</i> 5.1 PB advised that a lot of work had been done on the reading strategy. The key priority was to identify struggling readers and to provide excellent resources. The 2 measures outlined were:- 1. They will be using FFT Unlocking Reading, which is a DfE funded programme which is being rolled out in many schools, backed by research, providing a comprehensive package. It includes advice and guidance, with resources for teachers in promoting literacy skills. It is free. The evidence shows it is very effective. 2. They will be using Thinking Reading which is a phonics-based 1:1 package for those who are behind in reading when they come into senior school. Boys are tested when they arrive at JF. With Y7 they identified 20 whose reading level was 2 years or more below their chronological age. The reviews for this package are remarkable therefore the school hopes it will make an impact over a short time. They will also target those in Y8 and Y9 who will be retested. There will be intensive training for the team of 6 who will deliver this. There are 4 teachers identified and they will recruit 2 TAs alongside them. From September they will introduce an intensive programme, but they have yet to decide how they will be taught. The programme is data-driven to report progress and they will be retested frequently. This will sit alongside the whole school reading programme in form time. There is lots of professional development for staff so that all have a good understanding what to recognise and how to help children with reading. 5.2 A governor asked about how the testing is adapted and modified for the SEND pupils, e.g. the access arrangements? RT said they are aware that some students do not do themselves justice in tests, so the person from Cognus has set her own test rather than using the NGRT option. A governor asked if they were using increased dyslexia screening? PB said that Thinking Reading will incorporate children with those issues. There will be a new SENDCO from September and they will be one of the trained teachers in the programme. The Chair concluded that this is very labour-intensive but it is vital for pupils to be able to access the curriculum from as early as possible.	
6.	The School Day <i>(presented by SL – breakdown of the day distributed)</i> 6.1 SL outlined the proposed change to school day with the start of the day beginning 15 minutes earlier to come on-site and be guided to the quad with staff present to supervise. They hope in the future to be able to develop a breakfast club too. 6.2 The key change will be the role of the form tutor in AM form time. It will be a more effective way for form time to be managed and measured.	



	Break time will be reduced by 5 minutes and they will have 40 minutes for lunch. The PM form time will be to strengthen all the pastoral system. They will explore how tutors participate in stage 1 sanctions, but feel this will allow the right people to have the right conversations to reduce some of the barriers. For the boys it is a sign of where their behaviour sits and to give the right direction to them. A governor asked if this would pick up the boys who have never been in detention? SL said it would as it had happened in January/February and most of those boys have been able to self-edit. A governor felt this would also be good for developing the form tutors.	
6.3	A governor asked about the increased directed school hours. RT explained that the proposal moves from 8.45am to 3.25pm to 8.30am to 3pm which is the 32.5 hours as the DfE recommend. The main reason is the lack of time for weekly professional development which will allow them to have it every week. A governor asked what time the teachers are required to be on the premises? RT said it was 8.30am on a normal day, but there are things which happen before that time e.g. briefings and SEND briefings. A governor asked if it was worth having a prior chat with the unions around the 1265 directed hours? RT said the NEU will have the directed time set they are able to achieve what they want within the 1265 hours.	
6.4	A governor said that the timings would also have to be run by the parents as it is a change to the school day. A governor advised they would also have to speak to other local schools and also think about staff with disabilities by doing an equality impact assessment. ACTION – it was decided this should return to the meeting in June after further exploration.	15.
6.5	A governor asked when they were thinking this change would start? SL said ideally from September. RT said that whilst it would be preferable from September that was not an absolute requirement.	
6.6	A governor said she was aware there had been a reduction in the number of local buses (60/466) and asked if that had been taken into account? RT said they had done a transport survey with Sutton which takes every school into account. He said they are aware that JF is more dependent upon the one bus service – 127 – than many other school. He added that when they open the gates currently there are already lots of boys who have already arrived and they feel that it might be acting in the interest of the boys better for them to be on-site than outside.	
7.	Governor visit feedback	
7.1	CSI / Catholic Life and Mission – The Chair advised that DF had led on the CSI visit so he will feedback	



	fully to PB; she confirmed it had been an excellent visit and that governors left the school confident that a lot had been done since the CSI inspection in terms of improvement.	
7.2	Teaching and Learning core subject visit – The Chair and AT had done this visit with RT, PB and SL accompanying the class drop ins. It had been very purposeful and there was some great work being done. She outlined that they did a learning walk across the school and met with core Heads of Departments in Maths English and Science. She outlined the feel around the school was different and positive. The Chair said she would send the Governor Visit report to the TLS Committee – ACTION. AT added that the fundamental difference was in the behaviour giving a completely different feel in the school. The changes taking place are remarkable with hugely positive developments. He recommended other governors to visit school to witness this.	16.
7.3	The Chair said the visit had shown that the building needs work done and explained how the building impacted negatively on the teaching and learning. AT advised about the rebuild project. The second tranche for the government will be in 2030 with bids invited now. A huge amount of work was done and JF put a bid in but they will not find out the result until January 2027. In the meantime, the diocese have given money for some projects. RT advised that a lot of the work will be done over the summer.	
8.	The Chair thanked everyone for their attendance. The meeting closed at 7.10pm Final meeting date in this academic year :- Tuesday 30th June 2026 @ 5.30pm <i>(please note this change of date from Wednesday 1.7.26)</i>	

Actions list 2025 – 2026

	Action	For	Date	Comments	Status
Meeting of 26.11.25					
10.	Present homework strategy to the board.	PB	4.2.26	C/f 4.2.26; 18.3.26 & 15.5.26	Open
Meeting of 4.2.26					
11.	Careers lead (Jack Greenwood) to present at the May meeting	RT	13.5.26	Agenda item	Completed
Meeting of 18.3.26					
14.	Co-ed in the 6 th form to be discussed again in the summer term 26.	All		Agenda item 30.6.26.	Open
Meeting of 13.5.26					
15.	Explore further the proposed school day changes to come back to the next meeting.	RT / SL		Agenda item 30.6.26.	Open
16.	GG to distribute her visit report.	GG	a.s.a.p.	Emailed 15.5.26	Completed

Part A minutes of the meeting held on 13.5.26. were agreed as a true record and signed by :-

Signed
Name
Date