



## The John Fisher School

### Teaching, Learning & Standards Committee minutes – 14th May 2024

<b>Governors:</b> Mrs J Cole (JC) Mr D Fox (DF) Ms G Grabowski (GG) Father F Murphy (FM) Ms S Nasser (SN) Mr T Richmond (TR) Mr R Teague (RT) Mr A Theobald (AT) Mr A Tierney (ATi) Mrs N Walsh (NW)	Parent Governor Foundation Governor Foundation Governor – Chair Foundation Governor LA Governor – Vice Chair Co-opted Governor Headteacher and Ex-Officio Foundation Governor Parent Governor Foundation Governor	Present Present Present Absent Present Present Present Present Present Present
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Attendees : Mr N Owen (NO) – Assistant Head Teacher  
Mrs J Beeson (JB) - CEP Governance Clerk

MINUTES		
1.	<b>Apologies for absence &amp; declarations of interest</b>  Apologies for absence were received from FM due to diocese duties - these were accepted.  The Chair welcomed DF a new governor who has joined this committee.  The meeting was quorate. There were no declarations of interests.	
2.	<b>Minutes from the meeting on 12<sup>th</sup> March 2024</b>  The document was taken as read. GG went through page by page. There were no further comments or questions.  The minutes of 12.3.24 were accepted as a true and accurate record of the meeting and approved by all governors.  The outstanding actions:- <ul style="list-style-type: none"> <li>• Austin's Butterfly to be distributed – completed.</li> <li>• History results – completed.</li> <li>• Data to be presented with ethnicity – completed (part of new format data as agenda item).</li> </ul>	
3.	<b>Year 11 data summary and results</b> <i>(Presented by NO)</i> <i>(papers distributed)</i>  NO commented that the final Y11 predictions data was very recent having only been created in the last week, therefore the level of analysis was brief, he outlined some key details including:-	
3.1	There was a slight decrease in Progress 8 (P8) and attainment prediction scores – the former +0.19 to	

	<p>+0.14 and the latter 54.5 to 54.0 which equate to approximately half a grade. This drop is consistent across prior attainment groups. All the groups are mixed ability in the Open buckets (NO re-explained what this refers to) and these are more likely to be volatile.</p>
<b>3.2</b>	<p>NO gave the explanation that historically last year a number of departments had overpredicted therefore this year they had reined this in and were being more cautious. Also, in subjects where there is coursework the anticipated progress across the rest of the year has not necessarily materialised and moderation which has taken place in school has meant these take a hit.</p>
<b>3.3</b>	<p>In departments such as history, business studies and economics, there are new subject leaders and so the question of whether these staff are absolutely up-to-speed on predictions remains a question. NO has only been able to meet with each twice this year due to other constraints, which potentially is not enough time to work on their data and how sound it might be. This will be for future CPD.</p> <p>Specifically at level 8 and 9 there are no students whereas usually in these subjects they have 3-4 students each year. However, the reluctance is due to previous overprediction. The PPE results were poor therefore they were not willing to put the stretch on predictions. The issue will now be how to get to previous levels, so they will be having regular Academic Curriculum Board (ACB) meetings for leaders to share what they are doing. They have only had 5 of these this academic year which is a pared back number due to the additional curriculum requirements.</p>
<b>3.4</b>	<p>A governor asked NO to clarify the issue of predictions to trend.</p> <p>NO outlined that they had looked at the 2018/19, 17/18 and 22/23 average of how the department performed, these being the most relevant years due to the examination basis.</p> <p>The same governor wondered if there was further analysis of who those pots of grade 9s are?</p> <p>NO explained they look at the accurate use of the students' data and their flight path. However, he agreed it is an artificial measure and inexact.</p> <p>The governor commented that it was important also to examine the thresholds, taking the example that in economics there is nothing beyond a grade 7.</p> <p>Another governor queried whether this related to the curriculum having changed?</p> <p>NO said it had not.</p>
<b>3.5</b>	<p>A governor commented that any teacher holding a Head of Department role should already know how to use data or whether this was more they were inexperienced in motivating and guiding the departmental staff?</p> <p>NO replied that the Head of History is new to the school but has 10 years of experience as a teacher.</p> <p>The governor commented that if they are experienced this should not be new to them, therefore this should not be the reason for the drop.</p> <p>NO replied this was just what the data shows. However, there is coaching to have conversations with each other on the use of data. The data is only the starting point and it is the conversations which are the valuable part of it. In isolation data is not useful.</p> <p>A governor asked about staff covering as Head of department and if they have the same experience level of data?</p> <p>NO agreed that this varies. They contribute to the data therefore the level of competence varies and</p>

	there has not been able to be the oversight, as outlined.	
3.6	<p>The same governor asked if the data is shared with the other staff?</p> <p>NO said there are departmental meetings before the data-drop and it is a collegiate approach.</p>	
3.7	<p>A governor asked how they had talked through the rationale?</p> <p>NO gave the outline that they had moved from a 59 period fortnight to a 60 period one, therefore the protected CPD slot had been lost. Therefore, the ACB had gone into the normal cycle of meetings rather than have its own place.</p>	
3.8	<p>Page 3 of the data is trends over time. The P8 measures are based on last year's results because this year's will come out post the actual exam results. 2023 was a normal year therefore these should be in line with 2019. (20/21 was teacher assessed and 22 was adapted content). He clarified that Attainment 8 related to 8 best subjects added together. The school is above the national level and towards the 2019 level of attainment.</p>	
3.9	<p>Page 4 – key detail 90% will meet the benchmark of 4+ which is the new relevant level to be able to go into the 6<sup>th</sup> form. He highlighted this might impact on numbers.</p> <p>A governor asked whether they had any data on grades 8 and 9?</p> <p>NO said not yet but he thought it would be a fairly small number.</p>	
3.10	<p>Another governor said it was also important to cross-reference against what the national level is at grade 5+ for English and Maths.</p> <p>Another governor asked about whether they had comparative data with other Catholic schools and similar local schools?</p> <p>RT said that they shared publicly-available data across schools in the Archdiocese and some confidential data. They also worked in partnership with Greenshaw for teaching and learning and shared comparative data with each other.</p> <p>The same governor asked if the Archdiocese was forthcoming with information?</p> <p>RT said they were.</p>	
3.11	<p>A governor asked about KS2 data to cross-reference, to establish those who were above average/ average etc and see what progress these were making. She asked for this to be an action for future data – <b>ACTION</b>.</p> <p>RT said the average was 108.6 They use GLS Assessment to get a trajectory for KS3 to 4 to 5 mapped.</p> <p>A governor queried what do they use whether there is no KS2 data information?</p> <p>RT replied that they use CAT data but this was incomplete, so also have Yellis data to allow them to benchmark. So they have the baseline for most of the students but others have joined since this was done.</p>	1.
3.12	<p>A governor asked about the gap with black and non-black students; and secondly about identifying ways to narrow this gap? She commented if the data on page 5 was indicative of the gap and whether any data analysis had been done on the results?</p>	

	<p>RT said this was a complicated picture nationally in that there were overlapping measures e.g. disadvantage which skewed the data. The school was targeting those who are furthest from where they should be rather than simply focussing on race.</p> <p>A governor asked whether Pupil Premium (PP) funding is being used for this?</p> <p>RT said that they were using this largely for tutoring alongside things like music lessons because of its crossover effect. Moving forward they will be looking at ways to increase the impact of this funding. A huge factor is literacy so they will be channelling funding into that.</p>	
3.13	<p>A governor asked about those with high prior attainment?</p> <p>NO replied there was an anomaly in English where the tendency was to be less 'cut-throat' unlike in Maths and science where results were more defined, their approach was to have mixed ability groups which did not necessarily reflect the drive and nature of boys' competitiveness. Although they are set from Year 9 the only groups where they move up and down is in Maths.</p> <p>RT added that from September they will be streaming for Years 7-9 with 2 bands of 3 forms. There will be higher prior attainment and the other 2 split evenly. Maths will be blocked in bands.</p>	
3.14	<p>Page 6 subject-level analysis – a governor asked about how combined science fits in?</p> <p>NO outlined how the triple versus individual sciences were split.</p>	
3.15	<p>A governor asked is the ACB will now react to this data?</p> <p>NO said that they will have been putting things in place before this, and then there will be further line management discussions to where they want the results to be based on the data. They already identified students for action on the back of the November and March data-drops. Then in August they will do a review on results, look at exam papers, set new targets for departments to work on.</p> <p>RT said they would also have whole-school CPD.</p> <p>A governor asked is the governors could be given a report on action and next steps post the results on how we intend to improve on where we are over the year – <b>ACTION.</b></p>	2.
3.16	<p>A governor asked if they planned to review the PPE dates?</p> <p>RT said they did and also they were working with middle leaders on data.</p>	
3.17	<p>The Committee Chair asked if there was also the option to train governors on how to use data– <b>ACTION.</b></p>	3.
3.18	<p>A governor asked about the role of link governors in this process and their helping with the issues and to understand the individual subject areas?</p> <p>The Committee Chair agreed the governors as a group had not done anything about this yet, although some governors had.</p> <p>AT said he had sent around the list to governors inviting them to write back about the areas they wanted to focus on, so this was being worked on.</p> <p>The Committee Chair acknowledged this was a governor error, not the school's, and it was agreed this must be something they all focussed on. All governors asked to respond to AT's email – <b>ACTION.</b></p>	4.
3.19	<p>A governor asked about any issues encountered so far with exam attendance?</p>	

3.20	<p>NO replied there had been none so far. There had been a small amount in last year's A levels.</p> <p>A governor asked about the food provision for children entitled to free school meals (FSM) during the period of study leave and exam days and whether the school offered vouchers?</p> <p>NO said that if they were in school for exams then they could have school lunch.</p> <p>The governor commented that it might be a distraction if they were hungry when they should be studying for exams. She asked if there was any breakfast provision on exam days?</p> <p>RT said the students could access food from 10am onwards. He has spoken to the caterers about general provision of breakfasts which they are keen to do. Now they have moved to a single lunch period and that has settled in they will be bringing it in.</p>	
<p>4.</p> <p>4.1</p> <p>4.2</p> <p>4.3</p>	<p><b>KS3 cohort ability plus new data and assessment procedures</b></p> <p>No outlined that the previous average score for Y9 is 108.6, for Y8 – 108.1 and for Y7 – 108.2</p> <p>The current Y11 do not have the Catherine cohort which will have its knock-on effect on headline figures of grades at 7+. There are between 10-15 students who will be able to make progress but not at those levels. He added that how Catherine works is that once the students are settled they then graduate out into the rest of their year group cohort.</p> <p>From September the streaming (already discussed) will introduce a competitive element of 'doing as well as you can'. There will be reports to the parents, currently these give a 1-5 scale which will move to percentages. They will know the rough rank of the top 50 boys, but this is not about shaming but about celebrating attainment. The reports will include the levels per department e.g. 70% in one department might not equate to the same ranking in another. This will also be on displayboards.</p> <p>A governor asked if this would be across the school?</p> <p>NO replied just between Y7-9 because at GCSE there were more tangible grades already. A lot of the departments were already doing tests which give a percentage but in the creative subjects this might be more challenging e.g. for a piece of art. He will be presenting to the ACB on how to assess and measure.</p> <p>A parent governor said that she welcomed this idea and asked if there will be communication with parents about the changes?</p> <p>NO said there would.</p> <p>The Committee Chair asked if they could be given an update of Y10 – <b>ACTION</b>.</p> <p>The governors thanked NO for his work on the data presentation. He left the meeting.</p>	5.
5.	<p><b>Literacy and English</b> (<i>report previously distributed</i>).</p> <p>RT outlined that a key priority was how central literacy is in that it overlaps with so many other things, i.e. behaviour and the ethos of the school.</p> <p>The planning for next year will look at the report done by James Murphy some years ago in the school which gave recommendations which have been since diluted over the years since. From September they will introduce corrective reading which involves using a screening test in the early weeks of September to identify the boys who need further support. They will have 6 different bands. Some boys are so far behind that they are falling behind in everything else, so they will intervene intensively which will involve using some lesson time as well as their form time. It will be a direct instruction scheme</p>	

	<p>delivered by LSAs in small groups which is more economic to help far more boys more quickly to get to their correct reading age and beyond.</p> <p>Greenshaw has been recognised for some time as one of the leaders using guided reading. The boys will have 3 form times per week with reading a text which they will follow whilst it is read to them. This is to hear language modelled well and is proven to have a dramatic impact on their reading ability. It uses software to avoid inconsistency across different teachers. The students will have a book to fill in before and after. Fiction is used to give a sense of story and help ensure all students get into literacy and enjoying literature.</p>	
5.3	<p>The way of communicating in class will have an expectation that oral answers are given in full sentences to develop a sense of structure to their language. They will learn from feedback and correction.</p> <p>A governor asked about who decides on the material used? He said he had seen this done successfully using older pupils as mentors.</p> <p>RT agreed this was good for both parties.</p>	
5.4	<p>A governor asked whether school is generally aware of parental literacy levels – she gave a recent experience with another parent - and whether there were options to signpost some to adult literacy programmes? She also asked about how the school generally communicates any information to those parents with lower levels of literacy or with EAL?</p> <p>Another governor asked if it was feasible to have parent drop ins?</p> <p>Another governor commented that through her own work she was aware of Surrey County Council running adult courses in English and Maths.</p> <p>A governor asked if it was possible for the Head of Literacy to check with local authorities if they did have such provision and signpost it – <b>ACTION</b>.</p> <p>RT agreed it should go to all parents to avoid any stigma.</p>	6.
5.5	<p>The Committee Chair asked for it to be minuted that Shana Carquez was doing a lot of work on this.</p>	
5.6	<p>RT added they will not being doing this with Y11. In this year all the form tutors are maths teachers and they spend form time doing quick maths skills which also has impact beyond maths.</p> <p>A governor asked if they would still have a target for Y11 reading?</p> <p>RT replied they would and it will be done in form time English. This is a deep issue and goes far beyond just reading into their writing too. If English results were better this would reflect across other subjects. This is also a gender-based matter with boys doing less well in English than girls.</p> <p>A governor commented that they should not accept that as an excuse.</p>	
6.	<p><b>Attitudes – Race and Equality</b> (<i>report previously distributed</i>)</p>	
6.1	<p>A governor commented the report was very helpful for governors to see. He asked about the high level of My Concern issues logged and the racist issues in Y7.</p>	
6.2	<p>RT said the matter was not confined to Y7 and has to be dealt with in a sensitive way with more not necessarily being better. They have used a PowerPoint presentation for all Y7s taking a positive approach. He believes the issue of racism has got worse nationally over the last 10 years perhaps because of social media and the algorithms which then target certain information. Whilst it is difficult</p>	

	<p>to combat in school, it has to be in a way rooted in the whole school ethos to show it comes from the heart, from their Catholic ethos of other people being children of God and therefore differences are of no significance.</p>
<b>6.3</b>	<p>A governor asked if it is staff and student formation? She said grace is lacking in the school and whether this is key to change? When the governors had done diversity training in groups with staff, all the staff had complained about race in the classroom. There needs to be intelligent accountability across the school.</p> <p>RT agreed it takes time to change attitudes and is about formation.</p> <p>A governor commented it was a good thing they were planning to devote transition time for the new students to this as part of the induction.</p> <p>RT said it was quality of intervention which is so important.</p>
<b>6.4</b>	<p>A governor asked if the school has looked at any trends e.g. noticing that pupils for any particular primary schools are more prone to this?</p> <p>RT said he sensed it was more a case of influencers in a group who play a colossal role on their peers, but remains a small minority of the boys.</p> <p>A governor wondered if different areas the pupils came from in terms of their demographic had been noticed as having any impact?</p>
<b>6.5</b>	<p>A governor commented that she had noticed over 5-20 years the emphasis put on equality and people wanting to identify themselves by race. She said that the emphasis should be more on the children of God identity rather than by race because this is separating ourselves as human beings.</p> <p>Another governor thanked her for saying this and highlighting the qualities of grace and value. He asked if this is encapsulated the Fisher values?</p> <p>RT said they currently used the mnemonic of ASPIRE but this is to be replaced. This point had been also by the Catholic School Inspection where the lead inspector commented that the Fisher Family had become a substitute for the Catholic ethos therefore work was being done on it. The Fisher values had to be clarified and built on not to be amorphous.</p>
<b>6.6</b>	<p>A governor added that the work they were doing to make the physical school environment also makes a big difference.</p>
<b>6.7</b>	<p>Another governor asked whether they would be concentrating on the culture of respect in the transition period for new students?</p> <p>RT said they would be setting this as a starting point and that respect was not something which was earned but freely given regardless of the person's characteristics. He said it was also about routines in school which they would be driving home in the induction. They found that moving from Y6 to Y7 pupils were arriving less likely to know how to behave therefore they would use some explicit teaching on how to behave.</p> <p>A governor added it was also about love being the essence of the school, which was a basic and simple concept.</p> <p>A governor asked if particular feeder schools where any attitudes were becoming more obvious and where they know how to behave? Also to have respect from themselves and for school to be respected?</p>

	<p>Another governor agreed that if the student has respect for themselves they will respect other people. If they love God, then they love others and humanity.</p> <p>Another governor also commented it was about role modelling, having the older boys working with the younger boys.</p>	
6.8	A governor thanked RT for his role in leading about the cultural change in the school.	
7.	<b>AOB</b>	
7.1	<p>The Committee Chair outlined that the SENCO has identified that the charity which had supported the building of the sensory room would like to come in to visit and as part of the visit to meet with some of the governors. She asked if any of the governors were free on one of the afternoons.</p> <p>It was agreed that GG, AT and NW were available on 12.6.24 at 3.30pm.</p> <p>NW asked if RT would establish if the charity visitors wanted to meet with them when the boys were also there using the sensory room and whether the time might need to be changed? <b>ACTION.</b></p>	7.
8.	<b>TLS committee meeting dates this academic year</b>	
8.1	<ul style="list-style-type: none"> <li>Tuesday 9<sup>th</sup> July 2024</li> </ul>	
8.2	There was discussion about a possible change to the next FGB scheduled for 12.6.24. – AT to advise – <b>ACTION.</b>	8.
	<b>Closure of meeting</b>	
	The meeting closed at 7.05pm	

### New and Outstanding Actions list:-

	Action	For	Date	Comments	Status
<b>Meeting of 20.2.24</b>					
2	Impact assessment of the enrichment programme	RT	July 24		open
<b>Meeting of 14.5.24</b>					
1.	Future data to indicate previous attainment at KS2	NO		Ongoing	Open
2.	Post-results action plan and next steps report for governors	RT / NO	Sept 24		Open
3.	Training for governors on the use of data	RT / NO	Sept 24		Open
4.	Link governor refocus – respond to AT's list	<b>All governors</b>	Before July meeting		Open
5.	Y10 update??	NO	9.7.24		Open
6.	RT to ask the Head of Literacy to investigate local authority adult literacy courses and signpost these to all parents.	RT	a.s.a.p.		Open
7.	RT to establish the timing parameters for the sensory room visit.	RT	a.s.a.p.		Open
8.	AT to investigate possible date change of next FGB – move from 12.6.24.	AT	a.s.a.p.		Open