

Name of School	The John Fisher School			
Headteacher	Philip McCullagh			
Date of Visit	25/11/21			
School Improvement Adviser	J Hassan			
2019 Attainment and progress scores	Secondary		16 to 18	
	Progress 8	+0.23 0.11	A Levels av	C+(C+)
	Attainment 8	54.6(46.7) 53.6	Progress score	0.11
	Entering Ebacc	58%(40) 41	Completing study	93.4(91.3)
	Ebacc average	4.96(4.07)	Academic quals(incA)	Av C+(C+)
	Grade 5+ Eng/Maths	66%(43) 59	"	Av progress 0.08
	In EET	99(94) 100	Vocational (11 students)	33.33 dist (28.91)
				Progress 0.21 and completing study 100%(86.5)
	EAL did better than peers in most areas Disadvantaged did less well than their peers			
2022 Attainment and progress Scores (predicted)	Secondary		16 to 18	
	Progress 8		A level average	
	Attainment 8		Progress core	
	Entering Ebacc		Completing study	
	Ebacc average		Academic quals	
	Grade 5+ Eng/Maths		AQ - av progress	
	In EET		Vocational number	
	The school is in the process of helping students realise their option subjects which will be completed by 3 rd December. The school is supporting those students who have fallen behind, including the disadvantaged by: <ul style="list-style-type: none"> • Having interventions using National Tutoring Programme (NTP) for 30 students. The school vetted the NTP to make sure all the students were being taught by qualified teachers in English /Maths /Science and RE. • Impact achieving a passing grade 4. There are 30 students who include pupil premium (50%) for those suffered in remote learning –and will have the most impact on ‘attitude to learning’ scores. • The ‘Tutor Doctor’ supports students in Years 8 – 11. All are pupil premium. • Some students are supported by accelerated reading which includes thinking skills in reading. This intervention is known to be effective to develop students reading skills. • The school is using a Probe test which is one to one to see what difficulties there are. The school has identified 46 students who are weak at comprehension. They will have paired reading with a more able student in Year 10 and will be using staff trained on guided reading. A re-test will take place to see if there has been a specific impact and an increased level of progress made. • The school is making sure interventions are rotated across several subjects so students do not miss the same areas of the curriculum regularly. • There are strategies in place to support students remotely. There is a small virtual library to access literature and revision guides for all core subjects although remote learning is being used less because almost all students now attend school. 			
Leadership and management Vision of the school visible across the school.	<p>2019 school population.</p> <p>There is a high retention of staff with only one new member of staff appointed who is having an induction programme to support her. The school has won a mental health and well-being award. There is an excellent article in The Daily Telegraph linked to sport as well as work done with parents to help develop a strong sense of community with their stakeholders.</p> <p>The current school population has changed as there are:</p> <ul style="list-style-type: none"> • More children with EAL, including eastern European, Asian and Caribbean students • A small reduction in the main cohort of White British. 			

	<p>Certain COVID protocols are remaining such as:</p> <ul style="list-style-type: none"> • The sanitising and cleaning of hands. • The entry and exit points for each year group attending the school. • Face masks in assemblies and staff briefings. • Having very few external school trips at the moment. • Having designated areas at break times. • Making sure all students are safe, so regular phone calls take place when a child is absent. <p>This is because there has been a surge of Covid cases - 133 students and 6 staff members have tested positive since September.</p> <p>Safeguarding has been strengthened by:</p> <ul style="list-style-type: none"> • All staff having been updated on KCSIE as well as governors. • The SCR being kept up to date and regularly checked. Some personnel file checks have taken place too. • All staff (on a rota basis) are having a new DBS check processed if theirs 5 or more years old. This is being done at random, to take GDPR into consideration. • Having achieved a Data Protection Award. <p>There are no CP issues currently.</p> <p>Catch up funding: is being used to support learning in various guises as already mentioned.</p> <ul style="list-style-type: none"> • Parents have been very supportive of the school. Parents of the 'Catherine' students (a class developed in Year 8 to support the most needy) have been particularly supportive. A strong transition programme for some subjects will take place before completely leaving Catherine. Parents are spoken to every week. They regularly attend mass with the students. The main teacher is supported by a Subject Leader e.g. maths and school leaders have been extremely supportive. A science subject specialist is used to support learning. EHCP students are excelling on their target. • SEN children get a follow up every week. Their secure EHCP's are in place as well as provision maps which include OT/ES/SALT. • The Catherine class may change to Year 7 next year. The school is very aware of the children entering the school from the primary schools. Transition will start by Easter. They are meeting the National Curriculum. • Governors are being very supportive and increasing their knowledge of the curriculum at KS3 and 4.
<p>Quality of education Intent and curriculum vision Implementation Impact</p>	<p>Intent. Leaders have:</p> <ul style="list-style-type: none"> • Ensured there are collaborative curriculum conversations to support training and to deliver a subject. • A curriculum strategy which is being strongly developed. Middle leaders work on key themes led and are supported by the SLT. Key Stage teams to support curriculum development with KS3/4/5 working together although it is in its early stages. The Ethos of the school 'Love of learning (enjoy learning) love of understanding' is being embedded but as of yet this needs to be reflected in conversations with the students of the school. • Planned a transition programme, for the Catherine group, over two terms so they are prepared for KS4. • Library lessons have been improved and staff have been trained in 'screening of reading' to see what areas of development students need to improve their literacy. • Made sure the curriculum is based on research evidence and this is available on the school website. <p>Implementation. Teachers are:</p> <ul style="list-style-type: none"> • Making sure the Catherine group of Year 8 are nurtured and supported. They have the full range of subjects taught by one teacher and this has helped them progress. They have recently been taught by specialists ready for KS4. • Making sure the current Year 7 are being supported in their attitude to learning to

	<p>develop their engagement and resilient behaviour.</p> <ul style="list-style-type: none"> Delivering GCSE options in mixed ability groups such as within the school's sports programme. Addressing gaps as a result of Covid. Some knowledge is currently sequenced and repeated because of the gaps not covered in lockdown. Adaptations are being made so there is an impact on learners deeper understanding. Making sure the needs of the lowest 20% are starting to be addressed so they can improve in their subject knowledge. <p>Impact. Students:</p> <ul style="list-style-type: none"> In Year 11 the children have had tests to find a benchmark to see where students are. Who have had mixed ability teaching, have higher tier vocabulary encouraged and students had improved their subject specific vocabulary. Have benefited from different Key Stages working together to look at progress on core subjects taking place. In Catherine the students have made excellent academic progress. Parents have reinforced self-help strategies and as a result these students have become far more independent. Catherine class is supported in literacy and their CAT scores show some have improved their reading ability significantly. Who are the lowest (25) across the school have been supported to develop study skills. This has had a significant impact and the students' improvement has ranged from 8 – 32 months progress. Have made positive comments about the NTP and that they have improved their learning in English, Maths and Science. 			
<p>Behaviour and attitudes</p>	<p>2018/2019</p>		<p>2021 Autumn term</p>	
	<p>Overall attendance</p>	<p>Persistent</p>	<p>Overall attendance</p>	<p>Persistent</p>
	<p>5.2/94.8% (5.5)</p>	<p>11.1% (13.7)</p>	<p>96%</p>	
<p>Personal development</p>	<p>The school take non-attendance seriously and has strengthened protocols by: On top of Difficulty - attendance – of CP and CIN – tackling disadvantaged students.</p> <ol style="list-style-type: none"> Providing a flexi school agreement (with support from the L.A.) for a looked after child. There is a social worker involved and the inclusion coordinator is in contact twice weekly and the student is safe. Year 11's attendance is low due to study leave being included. The school reviewing historical trends to identify parents. <p>For this academic year there has been:</p> <ul style="list-style-type: none"> A robust start to academic needs and parents have been informed of their child's attendance. The policy has been updated and a new 4 stage system is in place. Any student below 96% and the parent receives a letter, to students with attendance at 92% requiring medical evidence. At 90% EWO have already been to talk to parents. An improvement in punctuality but still want to improve the punctuality of FSM and SEN. No particular group of concern – 95.42% EAL. 			
	<p>Personal development is being enhanced by:</p> <ul style="list-style-type: none"> RSE curriculum being strengthened with a focus on training on Trans inclusion. The school is working with 'Our Streets Now' to help the boys focus on the treatment of girls and women. Some students are going on a demonstration march which is to enhance the cultural capital. This social action is based on the Ofsted findings. Finished new development – working environment opened a new office area for external agencies to be part of the school such as SALT/OT and EPs The new established garden is used by most students during the day. Charitable work and work on human rights has secured the bronze award by UNICEF for Right Respecting Schools. 			

<p>Summary of Visit</p>	<p>This large Catholic school is attempting to do ‘Covid repair’. The school is working hard to meet the needs of students who have fallen behind because of Covid. They have also supported the most vulnerable in a class called ‘Catherine’. This class in Year 8 has mainly one class teacher for most subjects. There is a strong relationship between the class teacher and the students which has allowed them to flourish. They have become confident and resilient learners. For example, for subject areas that are too challenging, they try to develop them in small steps and a student read aloud who was ‘non-verbal’ for the first time. The school are serving students to meet their needs.</p> <p>The school is aware that the curriculum needs to be strengthened and there is a robust programme of improvement being actioned. The school is also making sure the protected characteristics are being embedded in the school’s curriculum.</p> <p>Areas to consider</p> <ul style="list-style-type: none"> • Opportunities for students to feedback learning from their understanding of curriculum subjects. • Use the knowledge about the lowest attaining students to close the gap between disadvantaged students and their peers at KS4. • Strengthen teachers’ pedagogical and subject knowledge to enable students to recall learning. • Ensure the national curriculum aims are being met and revisited to embed the knowledge of each subject. • Develop curriculum conversations with students to find out what they know and about their experiences of learning. • Governors to strengthen their understanding and organisation of the school curriculum.
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