Autumn Term Visit 2020

Name of School	The John Fisher School
Headteacher	Philip McCullagh
Date of Visit	13/11/2020
School Improvement Adviser	J Hassan
Children returning to full- time education post Lockdown	A written risk assessment policy is in place. A comprehensive range of risk assessments show that leaders take appropriate actions to minimise risks to pupils on and off the school site. Protective measures have been put in place throughout the school, such as: • Opening the school to pupils in Year 7 prior to the start in September 2020. • Asking pupils in other year groups to return to school a year group at a time. • By 7th September 2020, all pupils were expected to attend full time. • All pupils are being well supervised at all times, including arriving at school, breaktimes and leaving the premises at the end of the day. There are staggered starts, breaks and lunchtimes. The school has developed an increased number of access points where pupils are brought to and collected from school to avoid 'bottlenecks' to avoid cross contamination. • Regular cleaning of communal areas such as toilets, takes place throughout the day. • Remote transition days for new pupils to the school. • Pupils in Years 7 to 9 are studying all of the subjects that are usually on the school's curriculum, but with some adaptations. • Pupils in Year 7 and in Year 8 stay in one classroom for almost all of their lessons. This means that staff move to the classroom to prevent bubbles being affected and avoid cross contamination. Pupils will resume all the usual curriculum when they are able to access all specialist classrooms. • Curriculum trips have been postponed until it is safe to travel on public transport. Since lockdown and last term, the pupils had access to the curriculum by: • The appropriate years being in school to support their learning, which includes work from other sources which the government funded (Oak Academy). • Planned on-line learning for those at home, nearly based on the curriculum they would have in school, which included live and recorded lessons.

	• Pupils having returned to almost a full timetable of subjects and an adapted curriculum in some subjects, such as Design and Technology, P.E. and Music. Should there be another lockdown, the school has taken appropriate steps to ensure: • Pupils who require support at home have access to electronic devices. • Systems are in place to support learning from home, including staff planning lessons to meet the requirements of the curriculum. Parents have had access to important information by: • A specific Covid-19 page on the school website. • Information which supports the return of pupils to school and conforms to GDPR requirements. • Newsletters and videos via the school website. Governors have supported the school well prior to, and since the lockdown by: • Good attendance at all meetings including FGB's (remotely). • Weekly supportive phone calls by the Chair of Governors to the Headteacher. • Contacting the school to thank staff for their hard work. • Ratifying the Child Protection policy for the Covid-19. addendum and ensuring all safety procedures have been put in place to keep staff and pupils safe.
Actions School has taken to tackle barriers to learning	Barriers to learning are being tackled by: • Teachers having identified what pupils in Year 11 and pupils in Year 13 have remembered and forgotten since March 2020. • There is a Raising Standards Leader in post who will be ensuring how the National Tutoring Programme can be used to support the pupils who will benefit most from it. • Teachers having found out if pupils in other year groups have any gaps in their knowledge, understanding and skills. Teachers are using this information to make decisions about what pupils should learn next, and how Covid-19 funding could be used effectively. • The school deciding to deliver remote education through an online system. This allows pupils to participate in lessons when they cannot be in school. This system has helped pupils to access the planned curriculum when they have had to work remotely this term.

| Emotional Health and Wellbeing | Leaders actively promote the well-being of pupils through:

• Staff having observed high levels of positivity from pupils. They wanted to return to school. Pastoral care is excellent and supporting others in need is a strength of the school.
• Hygiene routines being well established and adhered to throughout the school by pupils.
• Making sure there are appropriate staff on duty when pupils are outside and within a bubble.
• Staff planning in the summer for the return of pupils to make sure there was a smooth transition into the new academic year.
• Attendance being slightly higher than the usual attendance rates at this time of year (over 96%). Those entitled to Pupil Premium are at 97%, however, there are a number of pupils who are lower.
• The school, working closely with the families of pupils who are absent, and the steps taken in this area. For example, staff contact families regularly to support and encourage more pupils to attend school.
• Supporting those pupils and families with anxieties about returning to school. Pupils know who to go to should they have any concerns.

Staff have supported all the changes well. Last term after lockdown and since September, staff supported the school by:
• Ensuring the school risk assessments are adhered to, so that all staff are safe on site.
• All staff returning to school and supporting the pupils with relevant lessons in the summer term.
• Attending CPD to update the Safeguarding and Covid-19 response required for the school.
• Ensuring pupils have well planned lessons on site, but also being prepared to support pupils at home in the event of another lockdown.
• Staff who are vulnerable have an opportunity to work at home to keep safe.

The school actively promotes the well-being of their staff by:
• Those at risk prepare work offsite to cater for their medical needs.
• Social distancing for PPA and a variety of workspaces are available.
• Innovative ways of creating a 'feel good factor' in the school.
• Constantly getting feedback from staff about any concerns and adapting processes so they feel safe.
• Ensuring vulnerable staff are kept safe, including those who are pregnant.
• A large number of teaching and support staff members have |

	been trained in Mental Health First Aid and two new Mental Health and Wellbeing Coordinators were appointed in June. These coordinators have a clear vision of how they want to be able to support pupils, staff and parents.
Safeguarding	Currently there are no CP pupils at the school. • Leaders have a robust safeguarding policy in place. It is up to date and meets all current statutory requirements. Leaders have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote their welfare at the school. They have considered pupils with special educational needs and/or disabilities (SEND) and their particular vulnerabilities. • There are designated safeguarding leads within the school. Staff receive appropriate safeguarding training to include safer recruitment. They receive regular updates on areas such as Covid-19 procedures, KCSIE and on-line learning. New staff receive the appropriate safeguarding training. • The school has not observed changes in student behaviour through its monitoring procedures. • Vulnerable children being monitored effectively to ensure their safety. This includes children in need and children who are looked after. Weekly reports are in place should there be anything that needs following up. • Outside agencies are used to ensure their safety such as social workers and EWO's.
SEND *Support these children have had during/post lockdown and currently.* *How leaders have involved parents / carers / specialist services.*	Leaders have considered pupils with special educational needs and/or disabilities (SEND) and their particular vulnerabilities. During and after lockdown, the school has supported them by: • Ensuring children with EHCP's (25) were supported with parents getting the appropriate resources from the school to support learning at home. • The Inclusion and SEN lead keep in regular contact with the families. • Ensuring that all the pupils with EHCPs have now returned to school for their learning to continue. Differentiated work was in place to make sure children could access the learning at home.
Summary of Visit Key points from each of the above considerations for future planning	Remotely, JH met with the Headteacher and leaders of the school. JH also met with members of the governing body, including the chair of the governing body. All staff, regardless of their position, are highly committed to ensure the safety of the pupils and their learning. There is a strong collaboration process by all to support the pupils. Leaders' vision

has made the school a real hub of the community for their 'young gentlemen.' They achieve this well. The school's work is underpinned by a strong ethos and its shared values are carefully applied. The curriculum is focused on helping pupils become confident and successful learners. The school's nurturing spirit imbues every aspect of school life. Staff make good links with parents. Staff explain their work and show how parents can support learning at home. Parents work in close partnership with the school, which was reflected through recent fundraising, when over £20,000 was raised to support some children and their families. The school actively promotes community cohesion, is proud of its inclusiveness and celebrates its diversity.

The school is aware that almost all the pupils who have left the school have gone into some form of education or training. It is clear leaders and staff demonstrate a high level of experience, knowledge and commitment in providing a good quality of education for all pupils despite these difficult times. Leaders and staff understand the importance of their roles and have the ability to develop strategic plans which they can modify according to need.

AOD:

- The statutory national curriculum needs to be considered for all pupils, whether at home or in school. While testing is an important tool, the monitoring of the skills and knowledge should be seen to ensure programmes of study are being taught. The school wants to continue to shape its vision for learning so that there is a high level of consistency around the standard of teaching.

- The school should plan on how to coordinate its provision for pupils even further by bringing together the expertise of its Safeguarding, SEND and Wellbeing teams. The school's website should continue to be used as an effective tool to help signpost support for pupils, staff and parents which will be particularly helpful out of hours.

- While governors have been heavily involved in the school return to normality, they need to consider if the statutory national curriculum is being taught remotely to ensure the pupils have their entitlement.