



THE JOHN FISHER SCHOOL

Headteacher: Mr P E McCullagh BSc (Hons), PGCE, MA, NPQH

Peaks Hill
Purley
Surrey
CR8 3YP

27th November 2020

Dear Parent/Carer,

Election of new Chair of Governors

Congratulations to Mr Simon Drury who has been appointed our new Chair of Governors. There is much pressure on a Governing Board now and the school is confident that Mr Drury and his team of Governors can make nuanced, principled and educationally-driven decisions during this difficult period.

Catering

The John Fisher School has ended its contract with the current Catering providers, Caterlink, and the school will be returning to work with Harrisons from the start of next term.

Attendance: W/b Monday 24th November

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	93%	95%	98%	96%	94%
Year 9	96%	96%	97%	97%	97%
Year 10	97%	96%	95%	99%	96%
Year 11	92%	94%	98%	95%	95%

End of Term arrangements

The school would normally mark the end of this term with a Kennedy Cup Assembly in the Sports Hall with an earlier finish at noon. The Kennedy Cup will not be able to take place this term as students cannot be with other students from other year groups. Term will therefore end on Thursday 17th December for all students. Staff members will be in school on Friday 18th December but will have an earlier finish.

Fundraising

Please go to our 'Funding Fisher's Future Christmas Hampers' justgiving page to donate to help those families who need it most: £1,619.78 already raised!

Local Authority Review

The school had a review recently by the Local Authority and some of the comments from the report are listed on the next pages. The full report will be made available on the school website.

Yours sincerely,

P E McCullagh – Headteacher

Review by the Local Authority - November 2020

Structures and Systems

- All pupils are being well supervised at all times, including arriving at school, break times 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' and 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.

Barriers to Learning

- 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, which includes the use of the Covid19 funding.
- The school has decided 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 & Wellbeing

- Staff having observed high levels of positivity from children. They wanted to return to school.
- ***Pastoral care is exemplary and supporting others in need is a strength of the school.***
- Attendance being slightly higher than the usual attendance rates at this time of year (over 96%). Those entitled to Pupil premium are at 97%.
- The school is 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.
- The school is supporting those pupils and families with anxieties about returning to school. Pupils know who to go to should they have any concerns.
- A large number of teaching 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.

Special Educational Needs

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 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 EHCP's 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.

Overall Summary

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 have 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 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, have the ability to develop strategic plans which they can modify according to need.***