



# THE JOHN FISHER SCHOOL

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

Peaks Hill  
Purley  
Surrey  
CR8 3YP

29th April 2022

Dear Parents/Carers,

Some important messages for you:

### **Message from Mrs C Forde - Industrial Action – Update**

*The National Education Union (NEU) have been involved in talks facilitated by the Advisory, Conciliation and Arbitration Service (ACAS) this week regarding the current dispute. It is hoped, that the Archdiocese of Southwark will actively participate in future talks ahead of the planned days of industrial action on Wednesday 4<sup>th</sup> May and Thursday 5<sup>th</sup> May to find a resolution. To help parents/carers understand more of the context of this situation, please read the recent Ofsted report, which you can access from the message box on the school website. School representatives will be continuing to reinforce the impact of further closure on our young people in the next round of talks. There is a common objective, which is to endeavour to resolve this situation amicably.*

### **Ofsted Section 8 Monitoring Visit**

Sincere thanks to the students, staff and parents/carers for their contribution to the recent Section 8 Monitoring visit. Here is a summary of the key findings regarding the school:

- This is a caring community, where all pupils are welcomed and included in the 'Fisher Family'.
- The work of leaders and staff is guided by shared values, centred on dignity and respect for the individual. These values provide a unifying thread for all aspects of school life, and in particular the personal development curriculum.
- Pupils' conduct and attitudes reflect the high expectations that leaders and staff have of them. Positive character traits, such as perseverance, service and integrity are routinely promoted, celebrated and modelled by staff.
- Each part of the personal development curriculum is planned to develop pupils' readiness for life in modern Britain, both now and in the future.
- The knowledge taught, for instance in personal, social, health and economic education, is selected carefully and delivered sequentially. This means that, over time, pupils deepen their understanding of important concepts, such as respect, tolerance and service.
- Within school, leaders regularly seek and act on pupils' ideas.

- Pupils contribute to a wide range of community projects. For instance, some sixth-form students recently took part in a national campaign to end violence against women and girls.
- Leaders and staff make sure that pupils have plentiful opportunities to consider the views and experiences of others. This includes discussing sensitive issues related to social justice, such as racist or intolerant attitudes. Pupils said that this helps them to recognise prejudice as well as develop the confidence to call out discriminatory behaviours or opinions.
- Relationships and sex education is comprehensive and meets the expectations set out in government guidance.
- Pupils spoke with maturity about what they are taught and how they try to apply their understanding in their day-to-day lives. They are clear that everyone should be valued equally, and that difference and similarities represent the richness of human experience.
- Pupils are also taught age-appropriate information about positive and healthy relationships, including consent.
- Staff deliver the curriculum with confidence because leaders ensure that they are well trained and knowledgeable.
- Pupils appreciate that they receive clear, factual information and that any questions they have are handled sensitively.
- Pastoral care is strong, with pupils' individual needs and circumstances front and centre.
- Leaders have created a culture of openness, underpinned by effective systems for pupils to raise any worries that they might have.
- Pupils who are experiencing difficulties benefit from tailored approaches, drawing on support from external professionals when needed. Leaders join up all the information available to them on pupils' welfare. They make sure that pupils receive the right level of help at the right time.
- Pupils feel listened to and well supported. They know that concerns will be taken seriously and acted on.
- The personal development provision is well led. Leaders and staff are not prepared to rest on their laurels. They continually seek out ways to enhance what is on offer.

Have a lovely Bank Holiday Weekend.

Yours sincerely,



P E McCullagh  
Headteacher