

Name of School	The John Fisher School
Headteacher	Philip McCullagh
Date of Visit	14/06/21
School Improvement Adviser	J Hassan
Children returning to full-time education post Lockdown	<p>Meetings were held with senior leaders and middle leaders. The advisor met with the Chair of Governors and the Clerk to the Governors.</p> <p>Although the school has returned to face to face learning they have made sure changes to the curriculum have taken place such as:</p> <ul style="list-style-type: none"> <li>• The statutory national curriculum is supported for all students whether at home or in school.</li> <li>• Establishing routines for the students in order limit the anxieties of students returning to school welcoming them warmly and slowly reconnecting with them.</li> <li>• An alternative form of study supporting a specific group of students with emotional and academic needs, which has been very successful during the lockdown.</li> <li>• Making sure reading is a priority and that a strategy is in place to improve reading throughout the school. A significant investment has been used to support this, including appointing a librarian and the addition of many books. World book day was celebrated, and staff were heavily involved in its delivery. Three different teams of staff members went out into the local community over two different weeks during lockdown.</li> <li>• Enrichment days which ensured the wider curriculum was being strengthened to support students’ cultural capital and broaden their experiences. This complimented the recovery curriculum to get students further engaged in learning more effectively.</li> <li>• Continuing to have a Black History month as a precursor to tackle discrimination in the curriculum.</li> <li>• By redeploying staff for one to one support of students with SEN.</li> </ul> <p>During lockdown changes to the online learning opportunities had been significantly strengthened. This included:</p> <ul style="list-style-type: none"> <li>• A wellbeing afternoon each Wednesday where no screen time was used and students were encouraged to be more creative and physical. This includes guest speakers from various walks of life to support this such as the England Rugby nutritionist. An app called ‘strava’ was adapted to support students access and share their achievements during this time.</li> <li>• A different amount of well planned blended learning for each year to ensure learning met the needs of each years students.</li> <li>• All students having access to online learning with feedback given by staff to ensure students move on in their learning.</li> <li>• All subjects were taught in Key stage 3, 4 and 5.</li> </ul>

	<ul style="list-style-type: none"> <li>• New content being taught to ensure students were covering the curriculum and not falling behind in their knowledge.</li> </ul> <p>Students moving to their next stage of development includes:</p> <ul style="list-style-type: none"> <li>• Supporting year 12 students in attaining work experience which included some online opportunities.</li> <li>• Supporting students to attaining a university or college place. The significant majority have managed to acquire a place.</li> <li>• Supporting new students to the school. Current year 6 students, along with their parents/carers are given opportunities to attend the school to include a summer school programme.</li> <li>• Providing bridging activities for year 11 &amp; year 13 students.</li> </ul> <p>All stakeholders have had support through:</p> <ul style="list-style-type: none"> <li>• The school’s website continuing to be used as an effective tool for support for students, staff and parents/carers.</li> <li>• Additional workshops for parents/carers during lockdown on wellbeing and e-safety.</li> </ul> <p>Governors have been very supportive. They:</p> <ul style="list-style-type: none"> <li>• Have been kept informed regularly of the way the school is supporting the students and how the students are performing in their learning.</li> <li>• Remain ambitious and continue to work effectively in a reciprocal manner with senior leaders.</li> </ul>
<p><b>Assessment</b></p>	<p>Opportunities for students to move forward in their learning has taken place by:</p> <ul style="list-style-type: none"> <li>• The use of specific tests to support student to ensure the ‘catch up’ funding was used effectively.</li> <li>• The use of assessment to ensure the older students achieved high grades to support them in their next stage of learning.</li> <li>• Year 11 performed well in tests and were less behind than expected.</li> <li>• Resits available to some student along with revision and catch up support from staff.</li> </ul> <p>Parents/carers have been supported by:</p> <ul style="list-style-type: none"> <li>• Having reports about their child which meets the statutory requirements by the end of term and virtual parent teacher meetings.</li> <li>• Receiving FSM vouchers via ‘Wonde’ topped up by the school’s PTA.</li> <li>• Having access to Collective Worship and community related events such as the ‘Masked Singer’.</li> </ul>

<p><b>Emotional Health and Well Being</b></p> <p><i>Staff well-being Pupil well-being including vulnerable pupils</i></p>	<p>Student’s wellbeing is supported by:</p> <ul style="list-style-type: none"> <li>• The school advertising, around the premises, which staff members can support students.</li> <li>• An amazing response by the school due to the bereavement of a student.</li> <li>• Embracing change to tackle discrimination within and outside the curriculum.</li> <li>• Appropriate trained staff to support the wellbeing of the students. Staff have weekly catch ups to discuss students who may require support. Directors of learning are kept informed to monitor potential students who are at risk. The school has invested heavily to support students in need. Outside agencies are used if needed such as an educational psychologist or therapist.</li> <li>• Involving students views in creating a new ‘Wellbeing &amp; Spiritual’ garden at the school.</li> <li>• Support for learning for those students.</li> <li>• Being taught the UN Rights of the Child through RSHE lessons and the school assessing themselves to attain the silver award, in the near future. The award is supportive of the schools ethos – ASPIRE. (it is important that it should be made clear how this award links with the curriculum – which subjects).</li> </ul> <p>Staff wellbeing has been supported by:</p> <ul style="list-style-type: none"> <li>• Ensuring staff who were extremely clinically vulnerable remained at home until ready to return. However, all other staff were in attendance at school.</li> <li>• Wellbeing blogs for staff and the use of external agencies to support staff if required.</li> <li>• Various online learning opportunities were used to expand and update their knowledge. This included bereavement and Elsa training. Autism champion training was also included to make sure staff would be aware of issues that may arise with particular students.</li> <li>• Having a BAME staff support group - valuing the diversity of the staff.</li> <li>• Social activities organised by the Staff Association such as virtual quizzes during lockdown and staff sports fixtures against other schools on the return to school and access to a gymnasium.</li> </ul>
<p><b>Safeguarding</b></p>	<p>Students have been kept safe by:</p> <ul style="list-style-type: none"> <li>• The school coordinating its provision for students even further by bringing together the expertise their Safeguarding Leads and Directors of Learning to support the needs of specific students, when required. This allows the school to tackle concerns more quickly.</li> <li>• A list of vulnerable children being regularly monitored for their attendance and their learning during lockdown to ensure they had access to learning. The school had a strong desire to ensure that no child was overlooked or left behind.</li> <li>• The attendance of the ‘Catherine’ group was exemplary. Their</li> </ul>

	<p>alternative provision was mainly taught outside to mitigate the risk of infection.</p> <ul style="list-style-type: none"> <li>• Ensuring those not attending school are monitored effectively. Overall attendance is high at over 96% for the whole school reflecting the students enjoyment in attend school. The school is working effectively with the local senior attendance officer to tackle persistent non attendees. (Although, persistent absence needs to be monitored from 90%).</li> <li>• Staff were quick to identify those students who were not involved in learning during lockdown as registers were taken each day for each form.</li> <li>• The use of local agencies to support relevant issues such as extremism, county lines and knife crime. They have been used to enhance the curriculum.</li> <li>• Staff having updated training in Prevent.</li> <li>• Staff being able to make referrals, (through 'My concern') which had increased, to make sure students identities were safe and prevent issues arising by identifying and monitoring them earlier.</li> </ul>
<p><b>School priorities for 21/22</b></p> <p><i>Views of stakeholders Protective measures still being taken – e.g. Bubbles</i></p>	<p>The school is moving positively towards next year by:</p> <ul style="list-style-type: none"> <li>• Supporting EAL students particularly those who are relocating from another country.</li> <li>• CPD for subject leaders to develop them further and the ensure they get the support they need for an inspection. The school may require support for these from Cognus.</li> <li>• Ensuring the 'Change team' support the students who are vulnerable and make sure they are safe and that they can access learning relevant to their needs.</li> </ul>
<p><b>Summary of Visit</b></p> <p><i>Key points from each of the above Considerations for future planning</i></p>	<p>The school has moved forward effectively by:</p> <ul style="list-style-type: none"> <li>• Ensuring some of the systems in place for lockdown may continue for next year as they have been successful. These may include different entrances for different years at the start and end of the day. Staggered lunchtimes and recreation times may remain.</li> <li>• Adopting a forward-thinking approach particularly on matters regarding the extended curriculum, on the students who have been most disadvantaged as a result of school closure, on equality and wellbeing.</li> <li>• Senior leaders work together and pursue the shared values of the school and show this in their decision making.</li> </ul> <p>The school has already identified areas to develop. They are:</p> <ul style="list-style-type: none"> <li>• Governors need to continue to ensure students have their curriculum entitlement.</li> <li>• Consider the need to ensure the wider curriculum is strengthened much further.</li> <li>• Continue to tackle all forms of discrimination by embedding them into the curriculum with a specific lead on Equality &amp; Diversity.</li> <li>• Strengthening healthy living opportunities at the school.</li> </ul>

