



The John Fisher School

Teaching, Learning & Standards Committee minutes – 10th October 2023

Governors: Ns G Grabowski (GG) Father F Murphy (FM) Mr A Theobald Mrs J Cole (JC) Mrs N Walsh (NW) Ms S Nasser (SN) Mr R Lawton (RL) Mr T Richmond (TR) Mr R Teague (RT)	Foundation Governor – Chair Foundation Governor Foundation Governor Parent Governor Parent Governor LA Governor Staff Governor Co-opted Governor Headteacher and Ex-Officio	Present Present Present Present Present	 Absent Absent
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Attendees : Mr D Jackson (DJ) – Head of Sixth Form
Mr N Owen (NO) – Assistant Head Teacher
Mrs Y Epale (YE) – Education Commission Observer
Mrs J Beeson (JB) - CEP Governance Clerk

ITEM	MINUTES	Action
6.	Presentation by D Jackson, new Head of Sixth Form on destinations information from 2022-23 <i>(papers distributed)</i>	
6.1	DJ outlined the range of destinations for the 126 students who left the school in July 23 – excluding 5% of those who have not responded to communications despite the school's best efforts to gain this information. 68% to university (with breakdowns of names and which university) 7% into employment 6% into apprenticeships 4% on gap year 4% to college 4% to resit A levels 1 self-employed whilst waiting for an apprenticeship.	
6.2	The most popular university is Nottingham Trent – 8 students. The most popular course is some form of business – 13 students, with 6 accountancy and finance.	
6.3	The school had received several requests to resit Year 13, but only accepted one due to the particular circumstances of the boy in question immediately before the actual exams and his approach throughout his final academic year. Others which were not accepted were all considered on their individual merits but did not have the criteria of mitigating personal circumstances. They were however referred to appropriate alternative options.	

6.4	<p>Next steps, currently 112 in Y13 down in numbers from last year's 126. There are 94 live UCAS applications; of which 7 for Oxbridge who are being given additional preparation for their applications; 9 entry exams for medical courses and 1 external application for a Conservatoire course.</p> <p>In Y12 there are 111 boys.</p> <p>A governor asked how many students in last year's Y13 had applied to Oxbridge.?</p> <p>DJ was unsure of the number but would check the transition information from the former Head of 6th Form and advise - ACTION. He said that the boy resitting was for Oxbridge.</p> <p>A governor asked how many students had applied to Russell Group universities?</p> <p>Action - as above.</p> <p>A governor asked how many Russell Group applications were going in from the current Y13?</p> <p>DJ said that once the applications were finalised he would provide this information - ACTION.</p> <p>A governor asked how many of the Y11s went into the 6th form and how many were new to JF?</p> <p>DJ confirmed that in Y12 there were 111 pupils of which 13 were external pupils. The 4 pupils who had de-enrolled since the beginning of term were all JF pupils. Of the externals several were from Trinity who had come not for academic but for financial reasons. One of the Trinity candidates had four grade 9 passes. Generally the new external students were making a positive contribution to the school.</p> <p>A governor asked how DJ how he was finding his new role?</p> <p>DJ confirmed it was busy, but he was enjoying the challenge. Case of going back to basics, concentrating on culture, uniform, attendance, punctuality. Creating an employer/employee relationship. Treating them like adults in the workplace. Same approach to lates as an employer would have, the minutes late are recorded and then made up on the Friday. Last Friday the school had 24 on lates which they feel is too many, but the approach is having an impact on the culture - also for the lower years in seeing how the 6th form is behaving and being dealt with.</p> <p>A governor asked how the school had ensured that students were on the right subjects for their ability?</p> <p>DJ said they were reviewing the entry criteria and being rigid with applying them. This is an area which needs to improve, and they are taking action for next year. They are having individual conversations with students about it. They will publish the entry criteria but will manage the situation for those who just missed out. The deadline is Friday therefore they have delayed on publishing the prospectus and will use reserve entry criteria which is not published. Whilst this cohort cannot be changed, moving forward there is the plan for greater suitability.</p> <p>A governor asked what the full capacity for the 6th form is?</p> <p>DJ responded that it is 240 across both years, however even though the facilities have been renovated it still remains a challenge in terms of physical space to accommodate this number comfortably. He gave the example that the lunch queue starts at 11.30am and is still serving</p>	1A 1B 2.
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	<p>at 12.35pm. The option to be able to leave for lunch when there are no afternoon classes has to be earned this year, all part of the culture change. The boys have to demonstrate their commitment over a sustainable period of time. For this reason to contemplate increasing over 240 would be a stretch.</p> <p>GG thanked DJ for this report and said it had been very helpful for the governors.</p> <p><i>(DJ left the meeting)</i></p>	
	<p>Opening prayer by RT</p>	
<p>2.</p>	<p>Apologies for absence</p> <p>Apologies for absence were received from FM, RL and AT – these were accepted. No apologies were received from TR.</p> <p>The meeting was quorate.</p> <p>It was commented that various governors do not always pick up on their JF emails, which might be the reason for non-attendance. JB agreed it was not a problem to send a prompt email to governors’ personal email addresses to advise of paperwork on their JF email accounts. GG asked any governors who wanted this prompt to send their personal email address to JB - ACTION.</p>	<p>3.</p>
<p>3.</p>	<p>Minutes from the meeting on 9th May 2023</p> <p>The minutes of 9.5.23 were accepted as a true and accurate record of the meeting and approved by all governors.</p> <p>There were no matters outstanding.</p>	
<p>4.</p> <p>4.1</p> <p>4.2</p>	<p>Results analysis & target setting – presented by NO <i>(papers previously distributed)</i></p> <p>A Levels - NO outlined that the comparison chart referenced the 3 year trend back to 2017, excluding 2020 to 22.</p> <p>He highlighted various points including:-</p> <p>Reduction of the percentage of A* to E, this year they had got 30 U grades. However, these are taken out of the analysis because they were for boys who should not have been on those courses. These were students who took their GCSEs in 2021 but the school had elected to honour the levels achieved i.e. in 2021 50% of the students got good maths grades therefore went on to do subjects like maths, physics and computer science, many had got 7s rather than 6s therefore they were accepted onto those courses.</p> <p>A governor commented that within 6 weeks of starting the staff would know they were not right for the course and asked why they were not dropped from it?</p> <p>NO said that the school had completed the Autumn census which relates to the funding received for the 6th form which is tied to learning aims, so if this was then changed it would affect the funding badly.</p> <p>NO commented that these pupils also affected the BTec outcomes because those students who got the U grade would previously have done BTec IT so it affected the top end of the lower courses and BTec cohorts.</p>	

<p>4.3</p>	<p>He expanded the issue of course suitability, explaining about how if they had a 5 in English they could then do an A level which linked to an inherent snobbery associated with high value subjects. Despite having conversations with those pupils, given they had achieved the published entry criteria they then opted for the 'better' subjects despite the advice and wanted to do 3 A levels.</p> <p>An observer re-emphasised this supported the need for a revised focus on entry criteria.</p>	
<p>4.4</p>	<p>NO added there was the further complication in that to be able to offer the range of options to students they needed to have enough students taking a course to be able to fund it, therefore it was the balance of the student feasibly opting to go elsewhere if they were not allowed to do the subject and A level options. Whereas JF might be advising them to do 1 A level and 2 BTecs, somewhere else would allow them to do 3 A levels which would potentially result in the school haemorrhaging students to other institutions. So it had to be a balance of financial viability. If there were only 3 people on a course, this couldn't be afforded, therefore they too might go elsewhere. He said that DJ's secondary criteria allowed where appropriate for a student to be accepted onto a course.</p> <p>An observer said it was for the school to determine the grades to qualify.</p> <p>NO added this was the case however JF generally were higher grade criteria than Reigate or Coulsdon Colleges, because whereas JF is bothered about the individual student the colleges are solely interested in filling places.</p> <p>A governor said that with her son they had looked at Reigate and the difference in required grades was dramatically different. In some cases they were accepting 4s and 5s.</p> <p>A governor asked whether NO felt their TAGs and CAGs were rigorous or whether they had been overestimated?</p> <p>NO responded that the first round had been extremely rigorous and punitive to the students. However, the second round following government guidance in January was not.</p> <p>The same governor said that because it was higher with TAGs the students therefore went onto courses which were unsuitable. She reference that As nationally stood at 26.5% which was higher than JF.</p> <p>NO responded that it was a cause for them doing less well. With a level 5 or 6 they should have been able to achieve a C or D but getting Us was due to lack of work. Those students who got Us were getting 3 Us not 2 good grades and 1 U. It generally related to their behaviour historically throughout their time at the school.</p> <p>The same governor asked whether NO felt this was now corrected?</p> <p>Both RT and NO agreed that this was so and also that now there was a normalisation of grades.</p> <p>A governor asked whether behaviour was taken into account for students to go into the 6th form at JF?</p> <p>NO said they are not allowed to preclude a JF student based on this criterion if they get the relevant grades, whereas the colleges can. This is a factor the school is pushing with the Y11s to tell them to focus on this as it has potential ramifications.</p>	
<p>4.5</p>	<p>GCSE results – NO highlighted various points in the report:-</p>	

<p>4.6</p> <p>4.7</p> <p>4.8</p> <p>4.9</p> <p>4.10</p>	<p>These were down at the top end of the grades but the 4+ held up based on the historic trend. The big difference was the 7+ grades were significantly down.</p> <p>The Progress 8 benchmark was -0.03, this doesn't look at every subject, just the top 8 subjects achieved. This was in line with national.</p> <p>Attainment was above the national average of 5.2, with the key benchmark matching English and Maths with a minimum grade 4 was 86% and grade 5 was 63%.</p> <p>RT commented that they had looked at the patterns of the Sutton schools and at 4+ JF is doing well, however as grades go up JF is doing correspondingly less well.</p> <p>A governor asked about the EBacc in terms of attainment and progress?</p> <p>Another governor asked how many pupils achieved 8s and 9s?</p> <p>NO said this information had previously been supplied at the FGB</p> <p>RT added that the data outlined 7+ grades overall.</p> <p>NO & RT agreed they would supply the list of 9s and 8s, in terms of numbers of students and subjects – ACTION.</p> <p>RT expanded on the future plans for looking at progress from Y7 through to Y11 was that there would be a journey of rigorous assessment throughout rather than focussing all attention once pupils are in Y11. They would get a pupil profile in KS3 including CAT scores, reading age etc all synced with FFT for prior attainment.</p> <p>There would be baseline tests in English, Maths and Science to establish where they start with the curriculum. Then have end of year tests in Y7 in English and Maths, then again in Y8 and Y9. They would continue to assess reading age and monitor this until it was in line with the pupil's biological age. He felt this would help a lot to see progress through to Y9. Once in KS4 more ongoing assessment.</p> <p>To support this, they will be utilising a data package to ensure that internal assessment is right and analysing how accurate they are, because if the assessment is not right then the data lacks value. He felt this would help teachers with their target setting and allow every teacher in every class will be able to see the Progress 8 data and understand better how they are doing.</p> <p>NO added that they would also be using an Excel format which will allow them to enter live data and achieve greater levels of accuracy. He said that where boys join after Y7 who do not have CAT scores, they will be looking at an age-appropriate CAT test because some boys didn't sit them at KS2. It will be an internal measure for the school.</p> <p>A governor asked whether this will be managed through line management and whether they were planning meeting with the core subject teachers?</p> <p>RT confirmed there would be academic reviews.</p> <p>A governor asked whether the school held mock results evenings?</p> <p>NO confirmed they do a results day 1 and 2 and envelope openings, putting the students into relevant groups e.g. those who haven't got English and Maths, or based on attainment or attitude. They then give the groups bespoke presentations, pitched at them at the time when it is most appropriate. They run results afternoons with informal discussions with parents advising them on what they should be getting their child to do. All is tailored to individual</p>	<p>4.</p>
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needs. He commented that the current Y11 are engaging well with learning, going to revision classes, have a good attitude and are putting the effort in. Mock exams are on for the next 2 weeks until next Friday, there has been no study leave, they have had structured revision classes. Some will get study leave if appropriate in the second round of mocks, but it might be student focussed and earned.

4.11 NO said that targets were centred around specific groups of students e.g. high attainers, FSM/PP and focussing on those areas. They are using the Fisher Five to teach to the top and scaffold down to the bottom ability to stretch and challenge.

4.12 Different departments are looking at introducing Collins booster books, separate books for different ability levels.

A parent governor commented that the revision sessions had been very helpful and well received.

4.13 A governor asked about the media offer?

NO confirmed that they had to withdraw this option for the Y12 because of long term illness in that department, where agency staff have not proven suitable to cover; therefore they had to use the internal resource available to cover the exam years of Y11 and Y13. They are keen to offer this again but challenging to find staff and hard to run a department with one member of staff.

GG thanked NO for his presentation which she said had been very helpful and informative for governors.

4.14 RT expanded on the ideas to improve academic outcomes :-

- Tracking which had already been spoken about in KS3 and 4.
- Target setting and grade distributions.
- A curriculum review with 3 strands
 - The number of GCSEs in Y10
 - Whether a 2 or 3 year KS4 was the best model.
 - The balance of subjects – certain subjects have more multiplying effect therefore there is the need to look at the balance to help overall learning.
- Only in maths subjects where boys perform at the same level as girls, otherwise nationally that is not the picture where girls outperform boys. Issue around writing and verbal dexterity. Need to look at how much opportunity to write the boys are getting and then adjust to set strong foundations.
- Use of the Fisher Five as a good set of teaching behaviours, staff will be doing Learning Visits, lots of staff involved on a daily basis, all practical material – good start to the lessons, do a ‘now’ activity, building in desirable difficulties to the lessons, have clear learning objectives etc.
- School culture and behaviour. If behaviour is not good the students will underachieve and stop others from learning. He feels progress is being made in this area.
- RT and David Mawer are going to the school with which they are twinned as part of the DfE initiative.
- This will lead to an action plan and new behaviour policy – pupils needs to see it is good for the school and good for them.

NO added that they want to teach good behaviour not just punish bad behaviour. Want the boys to see what good behaviour is and how it benefits them.

A governor commented that it required consistency of approach.

	<p>RT agreed their focus was consistency and that they were all committed to making fundamental change in January but starting with certain measures now. He said there was a noticeable change in the 6th form already.</p> <p>A governor asked if they were twinned with a boys' comprehensive?</p> <p>RT said there had not been a choice as part of this DfE programme which had looked at their characteristics to match them. It is the Ashmole Academy, however he said they also worked closely with other schools such as Wimbledon College, Richard Challoner, London Oratory.</p> <p>A governor asked if RT had any links with Glyn School, a non-selective boys' comprehensive she knew on a personal level. She praised their excellent rewards system and said they were a former grammar school which had retained the ethos of its former time.</p> <p>Another governor recommended speaking to St Thomas the Apostle in Peckham which she said was an amazing school.</p> <p>RT said he would follow these up.</p>	
7	<p>Policies</p> <p>GG said there were a lot of school policies which required review this year and felt to make it more manageable this should be done by a sub committee for policies. Some being statutory but others which are needed even though not statutory.</p> <p>RT agreed he would send the list of all the school policy to GG and JB to establish a course of action in terms of a working party group. – ACTION.</p> <p>A governor commented that some good work had been done by the former clerk establishing a schedule.</p>	5.
	<p>Closure of meeting</p> <p>GG asked for it to be minuted that this had been the most productive meeting the governors had held. She thanked the 2 teachers for their presentations.</p> <p>Next TLS committee meeting date - Tuesday 21st November 2023 at 5.30pm</p> <p>The meeting closed at 6.55pm</p>	

Actions list:-

	Action	For	Date	Comments	Status
Meeting of 10.10.23					
1	DJ to advise governors on number of Oxbridge applications and Russell Group applications from the 2023 cohort of Y13.	DJ	21.11.23		Open
2	DJ to advise governors on the number of Russell Group applications which will go in with the current Y13 cohort once submitted	DJ	21.11.23		Open
3	Any governors who want an email prompt to look at an email going to their		a.s.a.p.		Open

	JF email should send their email address to JB	Governors / JB			
4	Data on GCSE - number of 8s and 9s with subjects	NO / RT	21.11.23		Open
5	RT to send list of school policies to GG and JB	RT / GG / JB	a.s.a.p.		Open

draft