



**Minutes of the TL&S Committee Meeting – Part A
Held on 9th July 2024 at 5.30pm
At The John Fisher School**

Governors	Category	Attendees (non-voting)	LGB Clerk (non-voting)
Ms G Grabowski (GG) Chair	Foundation Governor	Ms Yvonne Epale (YE)	Ms Nadina Bedlow (NB)
Ms S Nasser (SN) Vice Chair	LA Governor		Mr N Owen (NO/AHT)
Ms J Cole (JC)	Parent Governor		
Mr D Fox (DF)	Foundation Governor		
Father Francis Murphy (FFM)	Foundation Governor		
Mr T Richmond (TR) - Aps	Co-opted Governor		
Mr R Teague (RT/HT)	Headteacher, Ex-Officio		
Mr A Theobald (AT)	Foundation Governor		
Mr A Tierney (ATi) - Aps	Foundation Governor		
Mrs N Walsh (NW)	Parent Governor		
Ms Anita McGowan (AMc)	Foundation Governor		

Item	Minutes	Action No:
1	<p>Welcome, Apologies for Absence and Quorum</p> <p>The Chair welcomed those present to the meeting opened the meeting at 17:35 and FFM with a prayer</p> <ul style="list-style-type: none"> i. Apologies for absence were received from: TR (prior board meeting) and ATi (prior board meeting). The apologies were accepted by the Committee. ii. The meeting was declared quorate and commenced at 17:36 . 	
2	<p>Declaration of Interests</p> <p>There were no declarations of pecuniary or personal interests in respect of any agenda item.</p>	
3	<p>Minutes of the Previous Meeting – 14.05.2024</p> <p>The minutes of the above meeting were AGREED as an accurate and complete record.</p>	
3a	<p><u>Matters Arising</u></p> <p>Adult literacy</p> <p>KS2 data</p>	
3b	<p>First meeting back of the TLS will be data training for governors as agreed.</p> <p>Sensory room visited by GG and AT, NW</p> <p>AT advised the Committee that a local charity (creating facilities for SEN) offered £17,000 of funding. The Sensory Room was a beautiful facility and very calming.</p> <p>The Charity offers funding to schools within specific geographical region. Very</p>	



	<p>calming facility.</p> <p>NO advised that boys across the school had used the room and was suitable for boys much higher up in the school.</p> <p>A governor noted that students with emotional requirements could use the suite for ELSA.</p> <p>Coulsdon and District Day Nursery Fund.</p> <p><i>NW arrived at 17:39</i></p>	
4	<p>SEF Including Quality of Education</p> <p>Summary of GSCE results 2023 and predictions 2024</p> <p>A governor asked when we had the meeting with NO you presented the figures, he said there were still question marks over some of the predictions, have we smoothed them out?</p> <p>NO replied that was penultimate but there has been another round and a lot of work has been done on predictions, I would be surprised if there were any discrepancies.</p> <p>Subject Leaders are confident of improvement.</p> <p>Main headline is if predictions are accurate they will be looking at improvement in progress 8 but not a huge one.</p> <p>A governor asked what is the prediction?</p> <p>NO responded that last year -0.03 and predicted is +0.14</p> <p>English is still an issue, there are wider issues which is why literacy has to be a major focus and will have a positive impact.</p> <p>In touch with a company EduSolutions who review LT and Leadership in late September, which will help in diagnosing some issues.</p> <p>Reading can be very expensive, so considering options and need something quick wins with the new year 7.</p> <p>The key information is getting the reading age and identifying the boys below 90% then doing placement or probe tests to find out what the problem is.</p> <p>‘Thinking Reading’ is good for pupils who have quite serious problems, previously there might not be needed.</p> <p>Corrective Reading is another scheme – both are being considered.</p>	



A governor asked if there is a fee per school?

NO replied the main cost is training. If you do 121 it helps. Catch Up Literacy has been removed from the list of promising projects as the evidence is not robust, it's a cheaper option but not substantiated. I would rather spend more. With Thinking Reading you're paying for the training.

With corrective Reading, once it is up and running can be conducted with small groups. The impact is quite significant.

A governor commented that Thinking Reading is limited to 20 students (as a start) and 2 members of staff are required. HT noted there may not be that many with serious needs.

A governor asked if this if it is for pupils with EAL?

Some are and there is some overlap. Corrective reading is not recommended for EAL, Language Learners is and readers for reading age of less than 7.

A governor asked if we know this before they come?

NO replied that we don't get the files, we will be doing NGA, tests when they arrive.

The HT advised that two SLT visit most schools to speak with teachers and meet boys in the setting and have parents' induction and boys' induction. It is an entire day, sample lessons in the morning and games in the afternoon. Induction works well, more in for next year as well.

Partly as a response from the last FGB meeting, had problems with racist insults and other things coming in. More to do to make expectations clear in all year groups. Slightly reduced programme for the older year groups.

KS5 summary (p5) predicting fairly significant increase on last year – confident on data.

Equally – Danny Jackson pointed out current Yr 12 are a difficult year group and will need more support to prevent slippage in 2025.

The progress in A Level subjects is higher than in the BTECs.

They want to offer appropriate courses, some courses are more difficult for JF than a college with more facilities.

Quality of Education is divided into three corresponding to the curriculum.

The curriculum section – good work done on sequencing using external consultants. Looking at curriculum as whole offering, looks haphazard. Offering not designed with pupils in mind.



Example: 6th Form is skewed, 25% of lessons on 6th form sport and social sciences. National comparison identify that the school is out of sync with the number of students studying science is below the national average, and other subjects are much higher. Some factors are to do with staffing and due to the fact the school is not retaining enough GCSE top performers but they are more optimistic for this year.

A governor asked whether we have access to data on where they go after – what paths they are taking?

NO responded that the Y11s they are losing are going to grammar schools or other schools offering subjects we don't offer.

A governor asked what are we missing and why are they leaving?

RT responded the competition with grammars is always difficult and there are other schools that stand up better to that competition. There is almost a level playing field at 6th form.

The Committee discussed anecdotal reasons some pupils were leaving. Keeping more able pupils in a school environment those going for more traditional A Level courses. This year will be interesting, if there is an increase it will build momentum.

A governor noted that a cultural change had been noted by some pupils.

Danny Jackson had put marketing in the 6th form corridor.

HT noted better GCSEs and A Levels will build momentum.

A governor asked if there have been any applications from Wallington Boys?

RT said there had been quite a few. Most of them are boys who are very anxious and want a back up plan, not sure of how many will come. We need to leave the door open. Whatever policy we have we need to be able to make sure that good candidates can join.

A governor asked if they are upping the grade expectations?

RT said they have introduced a hurdle, grade 4 Maths and English. Very modest, the intention, depending on this year. If numbers go up in spite of the hurdle we might move it incrementally.

Each subject for this year there is a complicated system. Danny Jackson has done some research in terms of probabilities to reaching Bs in subjects – grouped subjects together.

A governor noted it is important not to set children up to fail.



EBAC % low is a concern that the take up is as low as it is.

A governor asked if that because of History?

RT replied that everyone is doing science, so it's coming down to humanities and languages. One way is to compel everyone and that is not serving the best interest of the boys.

A governor commented that not offering French at A Level discourages people from taking it at GCSE.

RT said there are certain subjects we want to commit to: French and Spanish.

The Committee discussed the impact of being able to offer two languages. The HT noted that currently it was a choice, there are more students who want to do Spanish 1/3 split. Unintended consequences as Spanish was more popular. Those who chose Spanish went into one band and the others who didn't return the slip go into French. Have changed it to make sure that the bands are properly balanced.

They have reduced the number of GCSEs taken, typically between 10-12 average, student was doing 1.5 more than the norm. Want to get better grades in a smaller number of GCSEs.

Huge range of subjects on offer at GCSE and possible too many.

A governor noted that there was kudos for undertaking more GCSEs – considered 8-9 GCSEs for all students as appropriate.

They have increased English and Maths and optional subjects.

A governor asked if they are financially viable?

In isolation they are will not be financially viable, for example A Level Music. I want the whole 6th form to be financially viable. With music you will never get those numbers.

With Music we would run 1 or 2,

If we don't commit to that the 6th form and the school will suffer. If we can offset the effect of running those subjects the school will benefit.

The Committee discussed the financial impact/realities of offering this type of subject.

A governor asked if there is a good uptake with GCSE Music?

RT said it varies from year to year, it's a minority subject. There is no A Level Music at the moment. Boys with interests in modern languages had left in previous years



because of the lack of offering.

A governor asked if we are offering a MFL in A Levels?

RT said Spanish but not French but hopefully the year after.

A governor noted that an increase in interest in music could increase with the teacher returning.

A governor suggested that some subjects could be looked at when there is natural wastage. Consider the offering in relation to staffing. If there is only a handful of students doing Music – noted the cost of staff and how timetables are filled to make it more cost effective. Wanted to review staffing when vacancies arise.

RT noted the pattern was important in terms of numbers each year. We have the numbers are sufficient for that. French and Spanish two sets of each for KS4.

A governor noted that options should be reviewed in terms of MFL. If you look at option groups that MFL are in (DT and Media are more interesting).

RT noted that option groups were scrapped and option choices were given to the boys and then put into Blocks. They had been offering too many subjects, removed some GCSE course, Media Studies – great course, but trying to make savings in terms of staffing changes – opportunity. Business BTEC (several). Will get EBAC numbers up

A governor asked how are Classics progressing?

RT said he thinks it will be a good addition to the curriculum for lots of reason, was a mainstay of the school until recently. Latin or Classic civilisation.

A governor asked if the skillset exist.

NO we need to know more about the staffing plan, we could appoint someone part time to get it into Yr. 7 and build it up.

A governor asked if computer science counts as a language?

RT said it counts as science, Latin counts as a language. It is an EBAC subject.

Implementation

Headline:

Fisher 5 Approach to teaching. More work on the basics with staff – routines. Greater impact on the short term. L&T Committee established focusing on commonalities in every lesson and strengthening basics – consistency of good teaching across the school. They are working with Greenshaw High School – free



help.

A governor asked what are they doing?

RT said they have observed and are hosting staff to see what they are doing.

A governor asked if any eyes had been opened as a result?

RT acknowledged that there had been some positive impact.

A governor asked if they had sent others to see how they respond – top down/bottom up?

RT said the problem is the perception. Greenshaw have evidenced learning. KS2 prior attainment they have the same profile as we do, but their results are much better. The grade 4 threshold we are level, but we then flat line.

A governor asked if they had challenge partners?

There is another model in Sutton run by Dave Jones in Wallington, we haven't been part of that. Nervous of who we are partnered with.

One of the responses – Greenshaw is ordered and consistent, the pupils only talk on task. RT noted that the problem is teachers are not seeing the value of modelling behaviour.

A governor noted that the misperception from staff is that the certain feedback doesn't apply to the school – Fisher exceptionalism – indicators showing not as good as we think. She noted the stability of implementation – Greenshaw - tried and tested

A governor asked what do they do that is so different?

What you see is a really good use of time and is research-based. What works well in the classroom and what doesn't. introduction of ipads in COVID worked well – used for modelling live. Fisher, lack of challenges, getting children to engage with text. The whole thing is very loose and has a lack of urgency. The big element is missing is the basics.

A governor agreed that getting the teach, mark and basics would really make a difference. Make expectations clear when setting targets, they should be blunt.

A governor noted that if you don't stretch pupils they become bored and disruptive.

A governor noted changing performance management, benchmarking and review of the school.

RT noted that the unions have expectations on observations, those have been



replaced by learning visits here. Idea being to create a learning community.

Formal observations are still valuable for showing what great teaching looks like and subsequent dialogue.

A governor commented that it was normal/best practice. The impact and everything they are doing is to support better outcomes.

Behaviour & Attitudes - Behaviour has improved, but more required. Lack of urgency. Very nice boys on the whole, the issue is low level non-compliance.

A governor asked if the policy is changing things?

The surveys indicate that it's improved, there is a long way to go, it's started. There are challenges for this site. The key is consistency to get everyone to implement it.

A governor asked if staff value exclusions?

RT said they did, in the first term there were a core of boys in each year group out of control. That has improved, some were excluded and some took note. Detentions are better, they used to be set and a large proportion of boys didn't attend and get an SLT detention and Saturday detentions. The only way to deal with that is to have consequences

A governor commented that behaviour in detentions was also terrible.

RT said they had started a group who had a lack of connection run between the school – SENCO and Inclusion – trying to bring it together – SLT regularly meet Inclusion, SENCO, Heads of Year to discuss interventions to prevent suspensions – early interventions.

Personal Development – A governor noted that JF conduct great enrichment – trips, choir, music, drama and sport.

RT agreed it was a strength of the school. Music and Sport are the big hitters, debating. Two members of staff are on NPQH and several NPQSLs – senior leadership qualifications.

A governor asked if any mid leaders aiming to go higher in scale?

RT replied there were 11-12 applications for the NPQSL – 6 were confirmed.

A governor asked what is the attraction/difference?

NPQSL grew out of three courses, one in behaviour and culture teaching and learning and another was put together to cover all things – how you implement things – there was a project involved.

A governor asked if they are running the risk of paying staff to a certain level and



	<p>then they leave?</p> <p>RT replied we are not paying them it's the last guaranteed year of funding. There are associated costs of covering. There is the balance of job satisfaction.</p> <p>A governor noted that everyone benefits – new staff can also have similar training or return.</p> <p>CSI is different, we think we have a Chaplain for September part-time. Very impressive and visited the school, very keen to come for an interview next week.</p> <p>A governor noted there were more RE teachers.</p> <p>Second specialist Catholic/RE Teacher in post now.</p> <p>L&M - System for Performance Management to be reviewed Restructure of the Leadership Team – not significant but will change the dynamic.</p> <p>Quality of 6th Form Provision - DJ good job as Head of Sixth Form. The improvements in 6th Form noted – long way to go.</p> <p>A governor asked what are numbers like?</p> <p>RT said if you compare applications at the same point, there was a huge increase in applications. We don't know how it will translate – DJ had marketed more.</p> <p>Open evening in September. A governor noted that RT did good job – he had an honest approach and confirmed the new strategy.</p> <p>RT noted that previously they had tried to retain all students in the 6th Form but that was not sustainable. Hope for an increase in numbers.</p>	
5	<p>SIP Priorities and SIP overview</p> <p>P6 Strengthening the Catholic Ethos QofE – continue to review curriculum Literacy Assessment and feedback – NO TL – JE Behaviour – DM (KS3 Line Manager) Changed line management to give some people either academic or pastoral focuses.</p> <p>More consistency in terms of line management and leadership – following up properly in terms of behaviour, DM solid and supportive of those year groups.</p> <p>Character Education – with Catholic Ethos.</p>	



	<p>Supporting Effective Line Management No specific 6th form objective</p> <p>A governor asked if DM is DSL, if he is the KS3 Lead what happens with that responsibility?</p> <p>RT replied that he remains that for the whole school and the posters indicate there are 9 people training. Officially there is one DSL and two deputies. 9 trained as DSLs but 3 who are nominated. Too many people can muddy the waters.</p> <p>Governor extended thanks to RT for preparing the report.</p>	
<p>6</p>	<p>Policies Update</p> <p>AM noted that a number of policies were reviewed, some more urgent than others which are going to FGB for approval. Some will go back to HT with queries.</p> <p>Sick Teachers Pay Appraisal Capability All linked to standards of T&L and hopefully lead into accountability. T&L Policy – Added by GG Curriculum – added by GG</p> <p>Will go back to H&S Premises Management</p> <p>Looking at some areas that need to be addressed in the school and how policies will support that when holding people to account.</p> <p>GG downloaded list of statutory policies – focus on that, more litigious and more legal.</p> <p>A governor noted that language/semantics needed to be more clearly defined</p> <p>AT, NM, GG reviewed policies and had made necessary amendments.</p> <p>RT is getting review of employment contracts by HR – Strictly Education</p> <p>A governor asked if it is RT’s intention they are in place before September?</p> <p>They will be approved first meeting in the new academic year and circulated prior.</p>	
<p>7</p>	<p>Update on Data Headlines</p>	



8	TL&S Committee Meeting Dates Autumn Term Meeting dates confirmed Action: send meeting dates for FGB. NB	
9	Confidential Items <i>None noted.</i>	
10	Any Other Business TR noted that there was an issue relating to Careers Week and a personal commitment. DofE Awards are also being conducted during Careers Week and asked if they could be reviewed. NW noted that the careers fair is aimed at Yr 10 so everyone will get the opportunity to attend. Yr 9s not to miss careers opportunities, though they do get it in Yr 10 – same offer made if not doing DofE Ask tutors to ensure that students know that. Action: NW as Careers Link will report back in September.	1.
11	Closure of Meeting <i>The meeting closed at 7pm in with prayer and a vote of thanks.</i>	

Signed: _____ Print Name: _____
Date: _____



Action Points

Outstanding Actions and Actions arising from 2023-24

	Action	For	Date	Comments	Status
Meeting of 20.2.24					
2	Impact assessment of the enrichment programme	RT	July 24		open
Meeting of 14.5.24					
1.	Future data to indicate previous attainment at KS2	NO		Ongoing	Closed
2.	Post-results action plan and next steps report for governors	RT / NO	Sept 24		Open
3.	Training for governors on the use of data	RT / NO	Sept 24		Open
4.	Link governor refocus – respond to AT's list	All governors	Before July meeting		Open
5.	Y10 update	NO	9.7.24	Agenda item	Closed
6.	RT to ask the Head of Literacy to investigate local authority adult literacy courses and signpost these to all parents.	RT	a.s.a.p.		Open
7.	RT to establish the timing parameters for the sensory room visit.	RT	a.s.a.p.		Closed
8.	AT to investigate possible date change of next FGB – move from 12.6.24.	AT	a.s.a.p.		Closed
Meeting of 9.7.24					
1.	Careers report	NW	9.10.24		Open