St. Joseph's Camberwell Catholic Schools' Federation

Minutes of a Curriculum & Achievement Committee Meeting Held in the School on Wednesday, 22nd of October 2025 at 6.45 pm.

Present

Caroline Obiyan		
Karen Chys		
Delia Jameson	-	Executive Headteacher
Theresa Mokogwu	-	Head of School
Patsy Winters		Chair

In Attendance

Odunola Ajibola	-	Clerk

1. Apologies for Absence

An Apology was received and accepted from Vera Asiababor.

2. Declarations of Interest in the Agenda

There were no declarations of interest in items on the agenda.

3. Election of Committee Chair

It was **RESOLVED** to elect Patsy Winters as the Chair of the Committee until the first meeting of the autumn term in 2026.

4. Minutes of the Last Curriculum Committee Meeting

4.1 Approval of the Minutes

The wrong set of minutes was uploaded to GH by the clerk. The right one was presented during the meeting. It was **RESOLVED t**hat governors will take the time to review the represented set of minutes, and this will be approved at the FGB.

4.2 Matters Arising (not appearing elsewhere on the agenda)

Item	Action	By Whom		
5	**Complete Safeguarding link visit**	**Safeguarding link governor**	**Ongoing**	**Carryforward**
5	**Circulate link roles**	**Clerk**	**ASAP**	**Complete**

5. Review Committee Terms of Reference

The ToR was circulated prior to the meeting. It was noted that there have been no changes. It was **RESOLVED** to approve it.

6. Agree Committee Annual Work Plan

The Clerk confirmed that the model agenda covers the annual work plan as it sets out the agenda items for committee consideration.

7. Review SDP Progress in Relation to the Committee.

The Federation SDP is in the final stages of development and will be implemented immediately. It will be shared at the next FGB meeting and will be broken down into separate plans for the Infant and Junior schools to reflect their differing needs. This approach will help sharpen priorities and ensure strong, targeted SEND provision.

The new RE curriculum will be introduced in phases, alongside the use of Makaton to support pre-verbal pupils. Implementation has been deliberately paced to ensure it is manageable for staff. In addition, the sensory curriculum is being integrated into the wider curriculum. The EHT shared an example of a pupil successfully using Makaton signs to communicate a need, demonstrating the positive impact of this work. Staff are beginning to apply learning from recent training, and following half term, Makaton will be used more consistently across the school. Makaton training will also be offered to governors to support pupil voice during link visits.

Parental engagement is strong. Year group WhatsApp groups are in place, managed by parent volunteers, and the school will continue to support and build on this effective communication. Attendance last year was weaker; however, some pupils have now transitioned to secondary school, and there is an expectation that attendance will improve this year.

Q: Is there too much focus on pupils with SEND, and what about more able pupils?
A: Support for more able pupils is also a focus. The Head of School is leading on Key Stage 2 and the EHT on Key Stage 1. Initiatives such as the Maths Quiz and Science Champions have been introduced this term, alongside targeted support for more able pupils and those working just below age-related expectations.

Q: Given the challenges, is it fair to say the school is not meeting national averages?
A: No. End-of-Key-Stage data shows that pupils exceed the national average in several areas. While outcomes are slightly lower in Phonics and GLD, when the higher proportion of pupils with SEND is taken into account, the school is performing well. Disaggregated data shows outcomes above national averages in combined RWM, SPAG, Writing and Maths, and in line with national averages in Reading.

Q: Does the Local Authority recognise the increase in SEND, and is sufficient funding in place?
A: Local Authority officers are aware of the high number of pupils with complex needs. The school is proactive in applying for EHCPs where appropriate. There have been delays in the SEND funding for KS1, but confirmation has been received that it will be released shortly. In the meantime, the school has had to frontload support costs. The Local Authority is also reviewing SEND funding banding, which may have a positive financial impact.

Caroline left at 8:00 pm.

8. Evaluate Pupil Outcomes Using Relevant Performance Data from the Previous Academic Year.

The progress and attainment data at the end of last term were presented to governors. Overall, outcomes are positive, although some areas require further focus.

In the Early Years, 62% of pupils achieved a Good Level of Development, slightly above the national average of 60%. In Year 1 Phonics, 64% of pupils met the expected standard, a 17% decrease from last year, which is noted as a concern. Outcomes in the Multiplication Tables Check remain low at 44%, well below the national average of 75%, highlighting a continuing area for improvement.

At Key Stage 2, Reading outcomes were 71%, 4% lower than last year and below the national average of 75%, making it a key priority. Writing (82%) and Mathematics (83%) remain strong and above national averages (72% and 74%, respectively). The combined RWM outcome is 7% lower than last year, but still above the national average.

Grammar, punctuation, and Spelling are in line with last year and 9% above the previous year's national average.

Overall performance is good; however, outcomes at greater depth in Reading and Mathematics have declined compared with last year, while Writing outcomes have increased slightly. Outcomes at greater depth remain below national figures across all subjects except Grammar, Punctuation and Spelling. The Executive Headteacher noted that the focus to date has been on ensuring pupils reach the expected standard, and attention now needs to shift to pupils with potential to achieve greater depth.

The phonics programme has been updated to support pupils with complex needs, including non-verbal pupils, and progress is beginning to improve.

Q: Reading is a challenge this year. Is this fair?

A: Reading outcomes are usually strong; however, there has been a dip this year. A small number of pupils narrowly missed the expected standard, and some pupils joined the school from a closed school. While they have made progress, gaps in prior learning remain. Writing has historically been a concern.

The school continues to implement the WellComm programme, funded to allow earlier screening and targeted interventions, including for Nursery pupils. The phonics programme has been further adapted to support pupils with complex SEND. Reading remains a focus within the new Ofsted framework, with additional funding received for the Reading for All programme. While most pupils are expected to learn to read unless they have profound needs, the high number of pupils with complex needs continues to present challenges.

The year has been particularly challenging due to the admission of a high number of pupils from a closed school, many of whom were working below age-related expectations. Significant support has been provided to help close gaps, and overall performance remains strong. The school remains aspirational, ensuring pupils are supported and prepared for the next stage of their education.

The percentage of pupils receiving SEND support is increasing, alongside pupils with EHCPs. The proportion of children not eligible for FSM is decreasing, which is expected to impact overall performance outcomes.

Q: From the data, there appears to be an increasing trend in speech and language delays. Is this correct?

A: Yes, this is a significant area of concern. Many children have speech impairments, and considerable work is required to improve their speech before they can fully access the curriculum.

The Chair commented that mathematics has historically been a strength of the school and noted the lower SATs results. The Executive Headteacher assured the committee that additional resources are being directed towards mathematics in order to re-establish the school's strong performance.

The Chair asked whether it would be possible to extrapolate the data for pupils new to the school, including those joining from Comber Grove, from the SATs results in order to provide a clearer picture of St Joseph's overall performance.

Q: Had any support been provided to St Joseph's to assist with the admission of a significant number of pupils from Comber Grove?

A: No support had been provided. The Chair and governors expressed disappointment at this.

9. Update on Learning and Achievement

Discussed under agenda items 7 and 8.

10. Review Pupil Progress Data

This was discussed under Agenda Items Nos 7 and 8.

11. Review the Quality of Teaching

The EHT reported that teaching quality is generally good, with targeted support in place where required. Some teachers are supporting the induction and training of new staff, and teaching assistants are being encouraged to specialise in specific areas.

Q: Are there any teachers who require improvement?
A: No.

Q: Do you have any ECTs?
A: There is one ECT in KS1, and one teaching assistant is training to become a teacher.

Q: Did the school recruit a new teacher this year?
A: No.

12. Pupil Wellbeing, Engagement and Behaviour

Pupil wellbeing and engagement remain positive, supported by structured playtimes and input from external agencies for pupils with more challenging behaviour. Two pupils are currently attending Summer House. Since the last meeting, there has been one suspension, which the parent has supported, alongside an application for additional support through Summer House. It was noted that the

school is struggling to meet the needs of one pupil, and it is felt that the child would benefit more from a specialist provision better suited to their needs.
Overall, the behaviour for learning is good.

13. Pupil Attendance and Exclusion

Attendance since the start of the term has been good across both schools. Ongoing work continues to support pupils and families where attendance remains a concern. Attendance letters have been issued, and the school continues to work closely with Family Early Help.

14. Review and Agree on Pupil Premium Report/Strategy Statement (Publish by 31st December)

This is being reviewed and will be presented to governors at the next FGB.
ACTION
The Executive Headteacher

15. Safeguarding

15.1 Safeguarding Update
Safeguarding arrangements are effective, with staff well trained and vigilant, and a new camera has been installed in the infant playground to enhance site safety further.

It was agreed that the SEND Link Governor would complete a link visit in January 2026.
ACTION
Caroline Obinyan and Katie Brookes

The EHT will also circulate the Safeguarding training link to all governors.
ACTION
The Executive Headteacher

There is a school-wide review on how to keep children safe in nursery.

The Head of School gave a detailed report on safeguarding across both schools.

The following were highlighted:

There are currently 36 children on the vulnerable families watch-list, comprising 17 in Infants and 19 in Juniors, which are regularly discussed at safeguarding meetings. At present, one child has an allocated social worker, one child is subject to a Special Guardianship Order, and two children are not residing with their parents.

Support for pupils' emotional wellbeing remains a key focus. 23 children are working with the Learning Mentor through drawing and talking therapy, alongside support with emotional regulation and resilience. In addition, two children are currently receiving support from the school's Emotional Literacy Support Assistants (ELSAs) during the autumn term, focusing on emotional development, problem-solving and social, emotional and academic wellbeing.

There are currently two children subject to Child Protection Plans and one child identified as a Child in Need. A further seven families are supported through Family Early Help Assessments (FEH) and are reviewed at termly Team Around the School (TAS) meetings. Safeguarding data shows that 24 pupils are receiving family home support and that 22 families are involved in TAS processes, with two core group meetings attended.

Safeguarding training remains robust. Designated Safeguarding Leads and Deputies continue to keep their knowledge up to date through DfE guidance, online briefings, webinars, Safe2Learn bulletins and specialist training.
The Designated Safeguarding Team meets regularly, and relevant updates are shared with SLT and staff as required.

During the autumn term, staff logged 35 incidents on the Child Protection Online Management System (CPOMS). No incidents were recorded under the safeguarding or child protection categories, demonstrating that concerns are being monitored and managed effectively through early identification and support.

Q: The Chair asked whether 35 incidents was considered high.
A: The Headteacher explained that all incidents had been reviewed and managed appropriately and that some were minor in nature.

16 <u>Safeguarding Policy</u>

The EHT will present this to governors at the FGB.
The Clerk is to add to the agenda for the meeting.
ACTION
The EHT and Clerk

<u>SEN - To Review the Updated SEN Information Report and Recommend it to the Governing Body</u>**.**

This is currently being updated and will be presented to governors at the FGB by the EHT.

The Clerk is to add to the agenda for the meeting.
ACTION
The EHT and Clerk

17 Evaluate Links with Relevant External Stakeholders, i.e., Diocese and Community Groups.

The school continues to work on incentives to increase its profile and appeal to prospective families.

18 Review any Stakeholder Survey Feedback.

Feedback from staff, parents, and pupils surveys will be reported when completed.

19 Policies

Outstanding policies will be presented to FGB for consideration and approval.

20 Date of Next Meeting

4th February 2026 at 5:30 pm.

21 Any Other Business

There were none.

Signature……..Date…….

Ref	Action	Responsible	Timescale	Outcome
1	Complete the review and present it to governors at the next Full Governing Body (FGB) meeting.	Executive Headteacher	Next FGB	
2	Undertake a SEND link governor visit	Caroline Obinyan and Katie Brookes	January 2025	
3	Circulate the safeguarding training link to all governors	Executive Headteacher	As soon as possible	
4	Present the Safeguarding Policy to governors at the FGB	Executive Headteacher	Next FGB	Complete
5	Add the Safeguarding Policy item to the FGB agenda	Clerk	Prior to the next FGB	Complete