St. Joseph's Camberwell Catholic Schools' Federation

Minutes of a Curriculum & Achievement Committee Meeting Held via Zoom on Wednesday, 4th February 2026 at 5:30 pm

Present

Karina Ansah		
Vera Asiababor		In Chair
Caroline Obiyan		
Karen Chys		
Delia Jameson	-	Executive Headteacher
Theresa Mokogwu	-	Head of School

In Attendance

Odunola Ajibola	-	Clerk

1. Apologies for Absence

Apologies were received and accepted from Patsy Winters and Sawudatu Koroma.

2. Declarations of Interest in the Agenda

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

3. Minutes of the Last Curriculum Committee Meeting

3.1 Approval of the Minutes

It was **RESOLVED** to approve the minutes of the last meeting.

3.2 Matters Arising (not appearing elsewhere on the agenda)

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	Complete
2	Undertake a SEND link governor visit	Caroline Obinyan and Katie Brookes	January 2026	Ongoing

Ref	Action	Responsible	Timescale	Outcome
3	Circulate the safeguarding training link to all governors	Executive Headteacher	As soon as possible	Complete. Governors were reminded to upload their certificates on GH
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

Q: Is the Makaton training scheduled yet?
A: An in-school Makaton session took place during the recent INSET day. The EHT confirmed that governors will be invited to the next scheduled session.
ACTION
Executive Headteacher

Q: At the last meeting, there was a reference to the Parent WhatsApp group. How is that progressing?
A: The EHT explained that the group is developing well. It is supported by a member of staff who helps share relevant information, and a few staff members who are also parents are part of the group. The main forum works closely with the school office to coordinate events and key dates. Although still in its early stages, it is becoming established, and governors noted that it is a positive way of keeping the school community informed.

Karina reported that the Infant, Reception, and Nursery WhatsApp groups are active and supportive, with parents sharing information related to homework, school trips, and general queries. Other year group forums are beginning to engage and are gradually becoming more active.

4. Update on learning and achievement

a. Review of pupil progress

The EHT confirmed that the pupils are receiving intensive support, including 1:1 reading three times a week and additional phonics interventions. Although they will not appear in the national retake data, the school will continue to assess them internally and monitor progress carefully to ensure they are prepared for the next stage of learning. Governors acknowledged the school's targeted and responsive approach, as well as the continued focus on strengthening phonics outcomes. As part of the Reading Ambition for All (Little Wandle) programme, pupils who did not meet the expected phonics standard

will continue to receive structured support to help close the gap. The EHT also outlined plans to develop staff expertise in key intervention areas such as maths, phonics, and speech and language (SALT). These specialist staff will lead and deliver targeted interventions, ensuring pupils receive more tailored support that meets their individual needs.

The Executive Headteacher (EHT) provided an overview of current pupil progress, confirming that overall outcomes remain broadly in line with expectations. Reading continues to be a strength across the school, supported by targeted interventions funded through the pupil premium. Additional phonics and literacy support is having a positive impact. Although there is some variation across year groups, this is being addressed through focused teaching and intervention support. Governors received a summary of autumn assessment outcomes:

- Year 6: 63% of pupils are working at Age-Related Expectations (ARE) in Reading, Writing and Maths combined. Progress is expected to strengthen further as the year progresses.
- Year 5: Reading 64%, Writing 59%, Maths 69% at ARE.
- Year 4: Reading 57%, Writing 59%, Maths 72% at ARE. The EHT noted this cohort has experienced higher mobility, with several new pupils joining.
- Year 3: Reading 64%, Writing 57%, Maths 70% at ARE.
- Year 2: Reading 67%, Writing 65%, Maths 72% at ARE.
- Year 1: Reading 67%, Writing 61%, Maths 78% at ARE.

Phonics remains an identified priority. Currently, 64% of pupils are working at ARE, which is below expectations. The EHT highlighted that this cohort includes a significant proportion of pupils with SEND. Additional training for the teacher and targeted interventions have been implemented, particularly within Key Stage 1, with a strong focus on Year 1 to support accelerated progress. The school is also reviewing and reinvesting in reading resources to ensure alignment with the phonics scheme.

Governors had requested the reviewed outcomes for the Comber Grove cohort (previous Year 6). This small cohort of 11 pupils (7 boys, 4 girls). The outcomes were as follows:

- Reading: 64% achieved ARE
- Writing: 73% achieved ARE
- Maths: 73% achieved ARE
- GPS: 73% achieved ARE

Gender differences were noted, particularly in reading and writing, where boys outperformed girls. In mathematics, outcomes were more evenly distributed. Only one pupil achieved Greater Depth (9% of the cohort). The EHT, in the context of pupils' starting points, outcomes reflect strong progress overall. Targeted booster provision and SEND interventions have had a positive impact. However, it was acknowledged that earlier identification and support for some pupils would have further strengthened outcomes.

Phonics outcomes for Comber Grove pupils in Key Stage 1 were also

discussed:

- Year 1 (9 pupils): 67% met the expected standard; one pupil has SEND.
- Year 2 (10 pupils): retook the test, and none of the pupils passed. It was noted that all pupils have SEND.

The EHT confirmed that the children are receiving intensive support, including 1:1 reading three times per week and additional phonics intervention. While they will not be included in national retake data, the school will continue to assess them internally and monitor progress closely to ensure readiness for the next stage of learning.
Governors noted the targeted and responsive approach in place and the continued focus on improving phonics outcomes as a key priority. The school is part of the Reading Ambition for All (Little Wandle) programme, and the children who did not pass phonics will continue to receive support to close the gap. The EHT noted that the plan is to develop specialists in particular interventions, such as maths, phonics, SALT, etc. These staff will lead and run the intervention, providing more bespoke support to meet the children's needs.

Vera from 5:55 pm.

b. Review of SIP progress in relation to the committee

Progress against the SIP was reviewed, with leaders confirming that key actions are underway. Approximately 75% of allocated funding has been received, including core funding streams. Governors noted that work to strengthen outcomes and provision remains on track, although some elements are still developing. The need to ensure funding aligns closely with priorities, particularly for vulnerable groups, was discussed.

c. Review Curriculum Offer

The curriculum remains broad and balanced, with enrichment opportunities continuing to support pupil engagement. Leaders highlighted the planned introduction of a daily reading session through a 15-minute extension to the school day. This is intended to further embed reading for pleasure and improve outcomes. Governors supported the proposal and noted the importance of effective communication with parents.

5. SEN update - monitor provision for pupils with special educational needs and disabilities (SEND)

a. Report from the link Governor

The SEND Link Governor will liaise with the EHT to arrange a

link visit
ACTION
Caroline Obiyan

b. Report from Head
This was discussed under agenda item 4.

6. Review Quality of Teaching

Vera reported on a recent visit, noting strong practice across the school. In the nursery, children were highly engaged in purposeful learning, and the quality of teaching in the early years was particularly strong. A wider walkaround confirmed that teaching across the school is consistently good. The governor also observed provision for pupils with SEND, where structured 1:1 support and targeted interventions were in place.

The EHT reported that staffing has been effectively managed during a period of long-term sickness absence. One class has been covered internally to maintain continuity and ensure stability for pupils, although this has placed additional pressure on the team. The arrangement has worked well and the staff member is expected to return shortly. In the class where internal cover was not possible, a supply teacher has been appointed and has integrated quickly, demonstrating strong teaching practice.

7. Pupil wellbeing, engagement and behaviour

a. <u>Pupil Behaviour</u>

The Headteacher reported that behaviour across the school remains good overall, with clear expectations consistently applied.

A small number of pupils are currently receiving additional support through external provision. Three pupils have been supported through a placement with Summerhouse, with one pupil now successfully reintegrated into school. Two pupils remain on part time placements, attending the provision for part of the week while continuing their education in school. This arrangement includes outreach support, with specialist staff working directly with pupils in school and providing guidance to class teachers on effective strategies. Opportunities are also available for school staff to observe practice within the provision, thereby strengthening school support. The school has an assessment for the children.

Q: The children who have been referred to Summerhouse, what year group are they?

A: One in Y1 and the other in Y2.

Q: Has the Behaviour Policy been tested?

A: Yes. The Behaviour Policy works well for most pupils, giving a clear framework of expectations, rewards, and sanctions to support positive behaviour throughout the school. For the few pupils whose behaviour sits outside the policy, additional personalised strategies are in place. These include tailored behaviour plans, visual supports such as behaviour charts and planned movement or sensory breaks to help pupils regulate their emotions. Pupils also have access to sensory resources, including weighted equipment, fidget tools, and the sensory room when needed. Support is further strengthened by ELSAs, who provide targeted emotional and social interventions alongside classroom staff, ensuring that all pupils can engage safely and positively in their learning. support children. There has been work on supporting the children through bereavement and some friendship issues. Overall, the behaviour for learning is good.

b. Pupil Voice

The School Council have been delivering assemblies on key themes, including safety and anti-bullying. The school is also preparing for Safer Internet Day, with activities planned to promote online safety and responsible digital behaviour.

c. Review pupil attendance – (incl. indicative attendance baseline improvement expectations (ABIEs)

The school is currently transitioning to Arbor. Attendance remains strong across both key stages and is significantly above national averages reported by Arbor schools.
Overall Attendance

- KS1: 93% (compared with the Arbor national average of 80%)
- KS2: 95% (compared with the Arbor national average of 80.1%)

Unauthorised Absence

- KS1: 2% (national: 8%)
- KS2: 1.8% (national: 8%)

Unauthorised absence is notably low, reflecting effective follow-up and monitoring.
Persistent Absence (PA: attendance below 90%)

- KS1: 16% (national: 57.3%)
- KS2: 12% (national: 57.3%)

Persistent absence figures are significantly lower than the national average, indicating strong attendance management.

Q: What do you attribute to the school's good attendance?
A: Strong attendance is the result of a proactive and supportive approach for pupils and their families. Pupils enjoy coming to school, and the wide range of enrichment opportunities, clubs, and wrap-around care contributes positively to this. For pupils with medical needs, the school works closely with families and external professionals to ensure appropriate support. Where families face difficulties getting children into school, staff may offer practical help. Breakfast club and after-school care also play an important role in supporting good attendance. Although

attendance is consistently above 95%, ongoing work supports the small number of pupils who face medical or other challenges, including collaborating with hospital schools where necessary.

d. Review any Exclusions

There have been two internal exclusions issued when behaviour fell below expectations, with pupils working outside their usual classes under adult supervision. There has also been one suspension due to significant physical behaviour towards both pupils and staff; this pupil is supported through Summerhouse, and a range of wellbeing measures are in place to address underlying needs.

e. Pupil wellbeing

Pupil wellbeing remains a priority, with staff encouraging pupils to talk openly, participate in structured activities, and access a growing range of enrichment opportunities. Recent examples include pupils taking part in the London Youth Games. Efforts are ongoing to expand after-school provision, though securing high-quality external providers and managing staff capacity remain challenges.

f. Parental engagement and communication

Parental engagement remains strong. Parents attend meetings, support trips and swimming sessions, and participate actively in school events. They continue to communicate through established channels and are currently assisting with preparations for an upcoming school disco.

8. Safeguarding Update (incl review on filtering and monitoring as part of online safety audit)

- There are no pupils on Child Protection plans in either the Infant or Junior School.
- One Child in Need case has recently closed after four core group meetings.
- 36 pupils are on the school's vulnerable list (17 Infants, 19 Juniors) and are monitored through safeguarding meetings.
- One family has an allocated social worker.
- One family with two pupils is supported under a Special Guardianship Order.
- Two pupils are temporarily living with extended family members. Pastoral and Emotional Support
- 23 pupils are receiving Learning Mentor support, including Drawing and Talking, bereavement support, friendship groups, and emotional-regulation interventions.
- Interventions typically run in six-week blocks to develop social skills, emotional literacy, and resilience.

- Parents are supportive of pupils' access to these programmes.
- ELSA support is ongoing:
    - Autumn term: 2 Infant pupils
    - Spring term: 3 Infant pupils and 1 Junior pupil

Safeguarding Procedures and CPOMS Monitoring

- 119 CPOMS entries have been recorded this term, spanning safeguarding and behaviour concerns.
- A single staff member has been recording every incident, including many minor issues. This will be addressed with the staff to ensure consistent and appropriate categorisation of concerns.
- Four safeguarding incidents required referrals; these have all been followed up and subsequently closed.
- Safeguarding processes and training continue to be strengthened.

First Aid and Playground Incidents

- 104 playground incidents have been recorded this spring—an increase of 63 from last year.
- Incidents mainly relate to limited space, active play such as football and running, and accidental collisions.
- A quiet play area has been introduced, featuring art and calming activities to reduce incidents such as drawing.
- Additional play equipment, including skipping ropes, hoppers, and structured sports, has been reintroduced.
- Football remains available, with designated girls' sessions on Fridays in the Junior School.

Infant School

- 114 incidents recorded, including 14 head or facial injuries, seven more than last year.
- Parents are informed of all head, face, or ear-related injuries.

Junior School

- 124 incidents recorded this term, 44 more than the same period last year.

Q: You mentioned children drawing in the playground. Can you explain more about this?
A: Quiet areas with benches have been set up in both playgrounds for children who prefer calm activities rather than running or playing active games. Some children find the noise overwhelming, while others simply enjoy quieter options. They are encouraged to stay outside for fresh air while choosing activities such as drawing, colouring, or word searches. This gives them a comfortable way to socialise and enjoy breaktime.

A governor noted that it is positive that children have a range of choices and that the provision reflects their needs, not a lack of space or activities.

A governor highlighted the importance of staff trusting their professional judgement when raising concerns and emphasised that no safeguarding issues should be overlooked.

The Head of School (HOS) clarified that safeguarding training

reinforces that CPOMS should be used specifically for safeguarding or cause for concern matters. Some recent entries were more appropriately classed as behaviour issues. In these cases, the school's behaviour policy should be applied, including the use of the behaviour ladder, rewards, and sanctions.

The HOS confirmed that a discussion will take place with the member of staff to ensure CPOMS is used correctly and that behavioural concerns are managed in line with the school's established procedures.

9. Policies for review

a. Behaviour Policy

The EHT noted that there are no changes to the policy.

10. Date and time of next meeting

- **26 May 2026 at 6:45 pm**

Any Other Business

The EHT reminded governors to review the SFVS document that has been circulated and to send any comments to her or the SBM. The statement must be approved by the Board at the FGB meeting in March 2026.

The Chair noted that Racial Justice Sunday was celebrated at St George's Church on Sunday, 1 February 2026, and that the event was well attended.

Signature……..Date…….

Ref	Action	Responsible	Timescale	Outcome
3	Invite governors to the next Makaton Training	EHT		
5	Undertake a SEND link governor visit	Caroline Obinyan and Katie Brookes		