

**WEST CROFT SCHOOL**  
**MINUTES FOR FULL GOVERNING BOARD MEETING**  
**Autumn Term 2025**  
**21<sup>st</sup> October 2025, 5.30pm – 7.30pm (SLT office)**

Item	Notes	Lead
<b>1. Present &amp; apologies</b>	<p><b>Present:</b>  Martha Mills (Chair) - MM  James Ebsworthy - JE  Sam McGregor - SMc  Christina Baldock - CB  Dawn Ashford – DA  Doug Bushby - DB  Lisa Johnston -LJ</p> <p>Rachel Paxford (Clerk) - RP  Mel Hurle (Subject Lead) – MH  Dawn Wright (Finance Manager) - DW</p> <p><b>Apologies (sanctioned):</b>  Michelle Chappell</p>	MM
<b>2. Declaration of conflict of interests</b>	None	MM
<b>3. Minutes of last meeting 24/06/2025</b>	Agreed as a true record and signed by MM.	MM
<b>4. Matters arising:</b>	<p><b>4.1 WRAP forecast and next steps:</b> <i>Refer to 7.2 below.</i></p> <p><b>4.2 Maternity Policy:</b> Christina confirmed that the extension of compassionate leave from one to two weeks is reflected in both the DCC and school’s policy.</p> <p><b>4.3 Code of conduct:</b> signed copies received but not all Governors have updated compliance section of Governor Hub.</p> <p><b>4.4 Register of Interest:</b> A/A.</p> <p><b>4.5 KCSiE 2025:</b> A/A. CB will ask Katie Ebsworthy to ensure Governors included in the all-staff weekly Safeguarding email that includes useful 1-pager guides.</p> <p><b>4.6 Governor Hub access:</b> DB should now have access</p> <p><b>4.7 Westa Coffee:</b> DW advised that Westa Coffee has been set up as a separate entity.</p> <p><b>4.8 CAIRB:</b> <i>Refer to 9.2 below</i></p> <p><b>4.9 HT performance review:</b> meeting scheduled and training details and DCC guidance shared.</p> <p><b>4.10 Pay &amp; Performance Committee:</b> <i>Refer to 11 below.</i></p> <p><b>4.11 Governor School Visits:</b> <i>Refer to 12 below.</i></p> <p><b>4.12 Ofsted Committee Formation:</b> established. <i>Refer to 13 below.</i></p> <p><b>4.13 Updated Safeguarding Policy:</b> ratified by MM</p> <p><b>4.14 Skills Audit:</b> <i>Refer to 15.1 below.</i></p>	MM
<b>5. Any actions completed/not completed/next steps</b>	As above	MM
<b>6. Subject Lead Update</b>	<p><b>Mel Hurle:</b>  Refer to report shared and also uploaded to Governor Hub for full details.</p>	MH

Of particular note:

- Aim is for all children to be actively engaged in their maths learning through the use of manipulatives, high-quality questioning and carefully planned scaffolding, ensuring that every learner, including those with SEND, can access and succeed in mathematics.
- Previously following White Rose Maths scheme but now implementing NCETM Prioritisation Curriculum, supported by National Oak Academy resources and a West Croft bank of quality-assured materials, ensuring learning is carefully sequenced to build depth and mastery.
- In Reception and Key Stage 1, children follow the Mastering Number programme, which develops strong number fluency and a secure understanding of number relationships. For years 1 and 2, this session is in addition to their daily NCETM lesson.
- In Key Stage 2, children use No Nonsense Maths to build fluency, reasoning, and problem-solving skills. Again, this is additional to the daily hours Maths lesson.
- CAPE marking approach introduced to improve responsiveness to children's needs; generate greater pupil ownership and engagement and deliver more efficient and consistent marking.
- CPD focussed around Maths talk has supported staff in modelling precise language and creating opportunities for pupils to use key terms regularly, which has improved clarity and depth of understanding.
- Also seen an improvement in pupil engagement: children are now more willing to verbalise their thinking, use mathematical vocabulary accurately, and engage in peer-to-peer discussions with a noticeable shift from passive to active participation.
- Positive feedback from Local Authority review visit in March and in the most recent *Pupil Voice*, children themselves were positive about their Maths learning.
- While progress is being made, there is still work to be done to ensure a balance between fluency, reasoning, and problem-solving in written work. Teachers are skilled in modelling and demonstrating concepts, but pupils need more opportunities to actively use manipulatives to explore and consolidate their understanding independently. Finally, there is a need to ensure that all teachers consistently use assessment data, including times tables progress, to inform and adapt their teaching.
- Priorities for this term include:
  - increasing the percentage of pupils in KS2 achieving 70% or higher on termly arithmetic assessments by further developing the structured weekly arithmetic progression programme to provide challenge beyond fluency and gap-plugging, ensuring all pupils are stretched appropriately.
  - increasing the percentage of Year 4 pupils achieving 20 or more out of 25 on the Multiplication Tables Check (MTC) compared to 2024–25 outcomes by embedding a structured Times Tables *Rockstars* programme and focussing on developing times tables fluency and recall speed across Years 2 to 4.

**Q1:** Is an hour too long for a KS1 Maths lesson?

**A:** Includes 15 minutes for practical mastering session

**Q2:** What's the typical class size?

**A:** 26-31

**Q3:** In the past children would be streamed according to ability. How do children move together if they are at different levels of ability/understanding?

	<p><b>A:</b> Curriculum now focusses on understanding, reasoning and talking with inclusion at the heart of school’s approach. Carefully designed scaffolds ensure that children with SEND are able to access and achieve within lessons, while targeted challenge stretches those who are ready to deepen their understanding. Teachers use ongoing assessment and flexible grouping to ensure that every child is supported/challenged appropriately.</p> <p><b>Q4:</b> How do you make Maths fun?</p> <p><b>A:</b> By focussing on practical, hands-on, real life applications. Eg. In Year 6, children take part in an enterprise project at Westa Coffee, where they apply their mathematical skills in a real-life context, developing financial awareness, problem-solving, and teamwork</p> <p><b>Q5: What are manipulatives?</b></p> <p><b>A:</b> Objects designed to facilitate learning of mathematical concepts by allowing them to manipulate them physically.</p> <p><b>Q6:</b> does the Local Authority still offer in-school support?</p> <p><b>A:</b> LA no longer have any Maths Advisers, instead directing schools to resources such as the Jurassic Maths Hub</p> <p><b>Q7:</b> There are massive jumps across all classes from Autumn to end of 2024-2025 SATs results in relation to reaching expected. Does this highlight discrepancy in the assessment approach?</p> <p><b>A:</b> There has been training for all staff in accurately assessing where teachers project the end of year data to be based on current learning, this will lead to more accurate data at the beginning of the year.</p> <p><b>Q8:</b> Next steps section of report refers to the aim of increasing percentages. What would be considered an achievable increase?</p> <p><b>A:</b> We will be focussed on narrowing the gap from last year’s percentages towards national averages.</p> <p>Next subject update will be <b>Writing</b> presented by Kyle Paine</p>	
<p><b>7. Finance</b></p>	<p><b>7.1 Autumn Term FRS report</b>  Report shared prior to meeting and is available on Governor Hub.  Estimated carry forward to 2026/2027 is currently £920K but this currently excludes three roles so will reduce.  Data shared in report is for 1<sup>st</sup> April to 8<sup>th</sup> October 2025.  2025/2026 YTD actual spend is normally reviewed at end of this term.</p> <p><b>School budget share:</b> Spend in three cost centres already close to annual budget (curriculum, cover, consumables). DW and LJ will meet after half-term break to review.</p> <p><b>Q:</b> Have budgets been impacted by the reduction in enrolment numbers V last year?</p> <p><b>A:</b> Yes. Although actual numbers are higher than budgeted for, they are still lower than last year.</p> <p><b>School improvement:</b> YTD spend at £16K with further £23K projected in line with annual budget. No questions.</p> <p><b>7.2 WRAP sustainability data &amp; next steps</b></p> <p>At Governor’s request, DW shared more information re. session prices; comparisons with other local schools and trend and forecast data for pupil numbers and associated income to inform decision-making re. options first presented at FGB on 23.06.25. See FRS report and supporting document shared prior to meeting and also uploaded to Governor Hub for details.</p>	<p>DW</p>

	<p>In summary, staff costs have increased whilst pupil numbers have decreased resulting in projected income for 2025/2026 of £27.5K and projected spend of £35.2K (excluding indirect costs) resulting in deficit of £7.7K. This will be covered by £9K carry-over but improvements in income position necessary to ensure service is sustainable going forward.</p> <p><b>Q1:</b> Are other schools experiencing the same challenge?  <b>A:</b> Not possible to tell from published data, but other schools are at full capacity so potentially more pupils to attend their provisions.</p> <p><b>Q2:</b> Why do some other local schools seem to be at capacity unlike West Croft?  <b>A:</b> West Croft is serving a different catchment area with different demographics. More of West Croft parents are not working fulltime and therefore do not need pre and after school provision for their children</p> <p><b>Q3:</b> what are current staffing levels?  <b>A:</b> One Senior Playworker, who will be included in annual appraisal process for the first time this year with appropriate responsibilities and targets, and one Assistant Playworker.</p> <p><b>Q4:</b> is the deficit expected to be ongoing?  <b>A:</b> yes, if nothing changes.</p> <p><b>Q5:</b> Has the school applied to external funding bodies such as the Bridge Trust for financial support?  <b>A:</b> Applied for and received £10K Bridge Trust grant for Forest School in 2024/2025 but not applied this year.</p> <p><b>Q6:</b> Has the school considered exploring if anyone in the communit might be willing to provide 30 minutes after school activities such as music lessons to generate more interest and uptake?  <b>A:</b> No, but this is a good idea.</p> <p><b>Q7:</b> Who will be responsible for formulating action plan to drive increased uptake and secure new funding to bridge gap?  <b>A:</b> LJ will coordinate with Wilhelmina, Magic and Dawn</p> <p>LJ shared that one of the children is being taken out of school early and would like to offer them a free after school place to avoid this happening in future.  <b>Outcome:</b> Governors delegated decision-making responsibility for free places in exceptional circumstances to Head Teacher.</p> <p><b>7.3 Photocopier contract</b>  Darren has advised that recommendations regards the photocopier contract will be brought to back to Governors after Christmas.</p> <p><b>7.4 Renewal of updated Finance Policy</b>  Ratified and signed by relevant Governors.</p> <p><b>ACTION:</b> LJ will coordinate with Wilhelmina, Magic and DW in the development and implementation of a WRAP action plan.</p>	
<b>8. Head Teacher update</b>	Refer to report circulated prior to meeting and uploaded on to Governor Hub for full details.	LJ

	<p>In summary:</p> <p><b>Staffing:</b> EL returned from maternity leave and assumed SEND Co role three days a week; two new teachers have joined the team along with three new TAs to support high-needs children and a new trainee teacher will start shortly.</p> <p><b>Curriculum:</b> implementation of new Read Write Inc programme began this term to deliver rapid improvement in English school-wide and 90% pass rate in phonics within three years. Staff have received relevant training with ongoing support available from the programme developers and the Ilsham English Hub. Planning, assessing and teaching effective writing lessons remains a priority for all teachers as does developing active learning and oracy supported by additional professional development time, training and monitoring.</p> <p><b>Character curriculum:</b> school continues to develop and implement character curriculum with explicit and implicit educational activities that help children to develop six personal traits (one each half-term) - respect, kindness, resilience, honesty, curiosity and cooperation.</p> <p><b>Appraisals:</b> all teachers and support staff have had their annual appraisals reviewing last year's progress and agreeing targets for this year, informed by the school's development plan.</p> <p><b>Behaviour:</b> data shared in HT report is incorrect and correct data presented in meeting. Of particular note is the increase in refusals to comply. Note too that the report numbers do not represent separate incidents.</p> <p><b>Q1:</b> There are three areas which have seen an increase in occurrences. Is the increase linked to a particular age group or child? How are we using the data collated to best deal with behaviour?  <b>A:</b> Data is reviewed by the SLT every Monday alongside a more detailed breakdown to support analysis and any teacher support needs.</p> <p><b>Q2:</b> can this data be broken down by eg. class and child (anonymised)?  <b>A:</b> Yes.</p> <p><b>Q3:</b> Can this breakdown be summarised for Governors in next report?  <b>A:</b> Yes</p> <p><b>Q4:</b> is this data useful for Governors?  <b>A:</b> Governors agreed with LJ that this data provides helpful further context for both the school and children's needs as well as the opportunity to track progress eg. the number of racist incidents from 15 to 1.</p> <p><b>Q5:</b> what does staff hurt category mean?  <b>A:</b> refers to incidents including where teachers or support staff might have been kicked or something thrown at them. Not always intentional to hurt for example staff supporting a child who is dysregulating.</p> <p><b>ACTIONS:</b></p> <ul style="list-style-type: none"> <li>➤ LJ to update and reshare report with correct behaviour data</li> <li>➤ LJ to share anonymised summary breakdown of data will be in next report</li> <li>➤ LJ to analyse staff hurt data and share details in next meeting</li> </ul>	
<p><b>9. SEN update &amp; CAIRB</b></p>	<p><b>9.1</b> SEND report and results analysis excluding high-needs children both shared prior to meeting and uploaded to Governor Hub.</p>	<p>LJ</p>

	<p>In summary:</p> <p>School currently has 411 children on roll, 88 children are on the SEND register, 68 receive in class SEN support and 26 have an Educational Health Care Plan (EHCP).</p> <p>The percentage of KS2 children with SEN reaching the expected standard in 2024/2025 are 25%, 5%, 10% and 5% for Reading, Writing, Maths and RWM respectively.</p> <p>All children on the SEND register receive additional support, detailed in a <i>My Plan</i> which outlines any additional support the pupil is receiving. Parents/Carers are consulted regards targets and they are reviewed regularly. Most classes have both a teacher and a teaching assistant to be deployed as appropriate to meet the needs of the children. For some children with complex needs 1-1 teaching assistants have been allocated.</p> <p><b>9.2 CAIRB</b></p> <p>The school now has a Resource Base, established in response to the demand for increased special educational needs provision and to enhance the inclusive capacity of our mainstream schools. Provision is for learners who have an Education and Health Care Plan (EHCP) and placements have been agreed by Devon County Council's (DCC) SEN Statutory Team.</p> <p>Currently have 9/10 places filled, all with a diagnosis of autism spectrum disorder. The tenth place is likely to be filled by DCC very soon. DCC has spent a lot of time in school in the last 12 months and recently recommended West Croft as a model of best practice to another school.</p> <p><b>Q1:</b> are children attending the CAIRB following the national curriculum?  <b>A:</b> All are to differing degrees, dependant on individual pupil need are they not necessarily expected to meet age-related levels in all subject as a result of complex need. CAIRB is new so children previously in mainstream schools with benchmarking data available.</p> <p><b>Q2:</b> How old are children?  <b>A:</b> Age 6-11.</p> <p><b>Q3:</b> How does DCC monitor CAIRB?  <b>A:</b> By reviewing EHCPs and conducting in-school observations. There is no formal, separate review but the CAIRB is included as part of each local authority review of the wider school. Previously these were once per term but may not even be annually going forward.</p> <p><b>Q4:</b> does HT feel sufficiently supported, particularly as relatively new to role?  <b>A:</b> New DCC inclusion structure outlined by LJ. Governors have supported LJ to access a Leadership Growth Network coaching programme with Tim Salavadori.</p>	
<p><b>10. Ratification of new policies</b></p>	<p>Behaviour, Mobile Phone, Staff Code of Conduct, Health &amp; Safety and Finance policies all ratified.</p> <p>Q: are all policies base don DCC models.  A: 3/5 are.  <b>ACTION:</b> SMC to email typos to LJ</p>	<p>LJ</p>



	<b>ACTION:</b> Governors to contact RP directly if they would like any support using Governor Hub and accessing the Key.	
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<b>Next meeting: 5.30pm Tuesday, 2<sup>nd</sup> December 2025</b>
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