

**KINGSKERSWELL C of E PRIMARY SCHOOL  
MINUTES OF THE FULL GOVERNING BOARD  
24 03 2026 - 5.30 PM  
(online meeting)**

Governor Name		Attended	Apologies received	Apologies sanctioned
Revd. Michael Wilkie	MW	y		
Karen Strachan <b>HT</b>		y		
Becky Hutchens	BH	y		
Amy Vine	AV	y		
Sam Vine	SV	N	Y	Y
Susan Robinson <b>Chair</b>	SR	Y		
Adam Devine	AD	Y		
Paul Dodd	PD	N		
Danny Brown	DB	Y		
Simon Gibbs	SG	Y		
Chris Murphy	CM	N	Y	Y
Ollie Abercrombie	OA	Y		
<b>In Attendance</b>				
Louise Lloyd/Clerk	LL	Y		
Laura Twamley	LT	Y		

	Minutes
1	Welcome, apologies and sanctions of apologies
	There were no apologies.
2	Declarations of any potential conflict of Interest for Items on the Agenda
	There were no declarations of interest

3	Approval of minutes from FGB 21.01.26
	Governors approved the minutes.
4	Matters Arising from previous meeting
	<ol style="list-style-type: none"> <li>1. Lockdown procedures – <b>ongoing agenda item</b> AV: The policy was all written up, we are waiting for a twilight session as need to put into practice with staff</li> <li>2. Strategic Governance plan – KS: Have not had an opportunity to meet with OA , we had a date arranged but OA could not make it, we hope to arrange another date/time after Easter. <b>C/f to the next meeting</b></li> </ol>
5	Chair's Action/Update
	SR: Had nothing new to report
6	Monitor Lead Governor visits
	LL: Lead Governor visits have been completed by Simon Gibbs and Danny Brown. Their reports will be circulated to Governors ahead of the next meeting, providing time for review and the opportunity to raise any questions in advance.
7	<u>Head teacher's report</u>
	The headteacher report was emailed to Governors prior to the meeting.

KS shared a verbal update of actions/impact of key school improvement:

School Improvement Priority – Writing Action Plan – Review Priority 1 – Transcription:

The publication of The Writing Framework in July 2025 made Transcription a high priority for all schools and our action plan has already been focused to address this, building on actions already in place. With regards to handwriting, it has led to some important discussions around expectations and stages of development. Including how we ensure that children have the physical development for the demands of handwriting and the focus on correct letter formation before trying to accelerate progress too fast which may hinder motivation in the long term. This needs further monitoring.

Teachers are going to be asked to audit their PP children on their mastery of the Foundational Skills, which will lead to a more precise focus on ‘which individuals’ need ‘what support’ in order to catch up. How gaps in Foundational knowledge are being addressed - especially with PP children is a key focus for Ofsted inspections.

**Governor question:** Writing - quite a big dip for year 5's again any reason why? Actions to support these students next year in final year of school/ SATs.

KS: Please see the charts below to see how the data for writing for the year 5 cohort is going in the right direction. End of summer 2025 51% pupils were not on track, however by the end of Autumn this had dropped to 42%.

(Both of these figures included 1 child working below Key Stage expectations, who is making good progress, which means they should

be within Key Stage expectations by the end of Y5.)

By looking at the children behind the 40% ‘Just Below’ data from Autumn 2025 – there are at least 14%, who are very close to being considered on track and therefore are predicted to be on track by the end of the year. 6% of these are from the disadvantaged (P.P.) group.

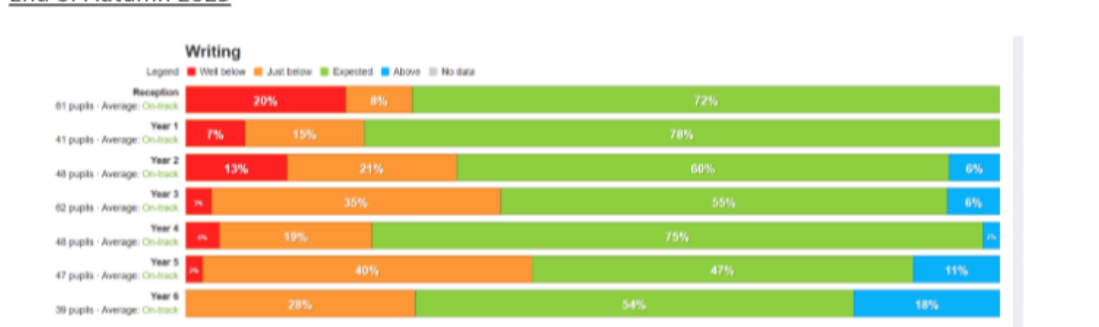
As it stands, this prediction would mean 72% entering year 6 as on track.

However, we are more aspirational than this so different actions are being put in place - both to secure these judgements and promote more rapid progress from others as they enter their final year.

Actions include: Those on the writing action plan (that sits under the School Improvement Priority for writing) as well as those that staff have chosen to explore as part of their own Professional Development through our Appraisal Process – these include Guided Writing and Collaborative Writing Activities.

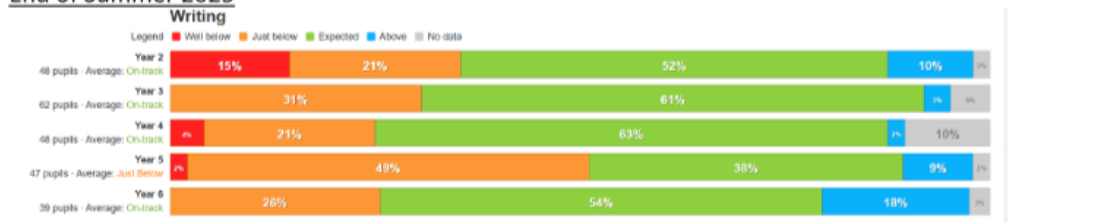
#### Last set of data

##### End of Autumn 2025



#### Previous data

##### End of Summer 2025



**Governor question:** “Writing improved significantly from 56% to 74%. What changes drove this improvement (appreciate you may have discussed this prior to me joining), and how

confident are we that this trend will be sustained / improved 2026?”

KS: The 2024 cohort with 56% Writing ARE+ were externally moderated. There are a range of implications with this- however, most importantly the process drove the action plans/school improvement priorities and initiatives that followed it. Whilst the 2025 cohort that achieved 74% ARE+ had a higher projection from the start, they also benefited from the actions put in place. Actions that ensured judgements were accurate and fair and that those ‘cuspy’ children received appropriate intervention and support for them to achieve the expected standard.

Going to projected outcomes for 2026: The Year 6 Autumn 2025 writing data has a current ARE+ of 72%. The 28% who are currently working just below this standard are all receiving additional support in class through Ordinarily Available Inclusive Provision (OAIP) and may also have additional interventions for a specific need.

Of this 28% (Total of 11 children)- 3 children are on the SEND register, 1 has EAL and 1 joined year 6 this year. Of the 11 children, who make up the 28%, 5 children are Pupil Premium.

Staff are working extremely hard to give each of these 11 children the best chance of achieving ARE in writing by the end of year 6 and therefore there should be an impact on improving our Y6 Writing outcomes beyond the current 72% by the end of the year.

**Governor question: Maths - high data across the board (which is lovely). But makes English stick out a bit more. What is it that is working well with Maths that may not quite be hitting for English? Teaching? Curriculum? Resources? Setting?**

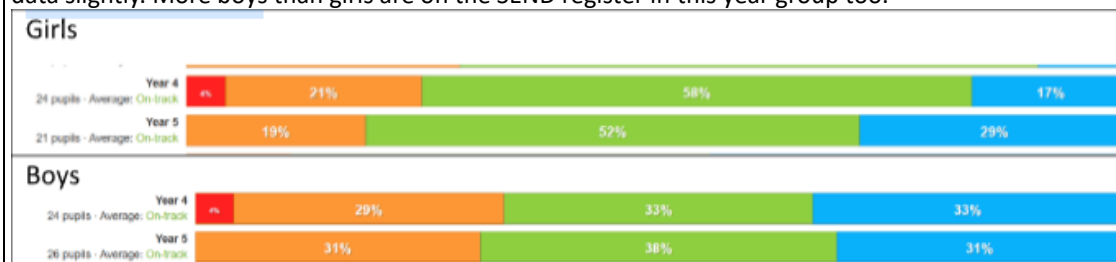
KS: Writing is complex – in recent training it was pointed out that it is ‘the single most complex cognitive demand that we as human beings do.’ And that is because it is so multi-faceted. When we are assessing whether children are ‘on track’ for writing, we are judging them on so many elements at once and each individual can (and does) make progress with each of these elements at different rates. As a result, we tend to be more cautious when assessing writing.

However, through moderation activities, discussions with staff, conferencing with children etc. we have identified barriers that are being addressed. Our first priority, has been to relentlessly pursue the importance of basic punctuation (and embed the understanding of how it is used correctly.) This year, we have building upon this by promoting editing skills. (SIP Action Plan and Review) The Writing Framework document published in July 2025 strongly reiterated the importance of transcription skills and so the English subject action plan, written this March, puts an additional focus on spelling and handwriting. We will be changing the spelling programme that we follow and handwriting will be monitored to see where we can do things differently to improve outcomes for all children who find this element challenging.

Reading has also been specifically addressed on this action plan too – in particular ‘Reading Fluency and the techniques used when teaching it that lead to improved comprehension skills. ‘Echo Reading’ (one of the techniques) is also being promoted to improve Oracy so this will also have a focus across the curriculum too.

**Governor question: Reading - Higher gaps in year 4 and 5 between Girls and Boys. More than others. Any narrative why? Actions to address?**

KS: Interestingly – in year 4, while there are 8% more boys who are not on track than girls there is also 16% more boys in this year group currently being assessed as achieving the above expected-higher standard. So, this would indicate it is the personalities in this particular cohort rather than our provision favouring one gender over another. In year 5, there are 5 more boys than girls on roll in total, which would equal about 10%, this may be skewing the data slightly. More boys than girls are on the SEND register in this year group too.



**Governor question: The Yr 6 data is going to be stunning.. Having had a look at maths you have got a few years of really challenging maths data – greater depth – you are on track for being below national in most yr groups, is that a**

	<p>reflection on the reading and writing for g.d.</p> <p>KS: Sorry have not got that information with me. We were struggling with Yr 3 maths, the cohort was tricky and last year because of a lack of staffing (Long term sickness) the interventions that should have been put in place were not put in place, but we have to rectify that.</p> <p>Governor Question: It was suggested that it would be helpful for Governors to see the full picture. In addition to the focus on oracy in the Headteacher’s report, could there be a brief update on the other Ofsted areas (all seven sections), to support understanding of the school’s overall position? Alternatively, could the Self-Evaluation Form (SEF) be shared?</p> <p>It was discussed that consideration will be given to including a concise summary of the key areas aligned to the Ofsted framework within future Headteacher’s reports, or alternatively sharing the SEF.</p> <p>Governor question: Is there any specific reason why 7 children are now being home educated</p> <p>KS: The children concerned are from two families. One family consists of seven children; the parent initially elected to home educate one child approximately 18 months ago and has recently made the decision to withdraw the remaining children, partly due to the arrival of a new baby. It is noted that a small number of the children were unsettled by this decision.</p> <p>The second family comprises two children who have also been withdrawn from the school for the purpose of home education.</p> <p>Both parents communicated directly with KS, confirming that their decisions were not related to the school or the quality of its provision, but were based on personal preference. Whilst KS did not necessarily agree with the decision, it is recognised that once parents have made an informed choice, it can be challenging to influence an alternative outcome.</p> <p>Governor question: Regarding oracy and the CPD aspect, how is this being mapped so that in 12 months’ time Governors can clearly see progress and understand the starting point? It is easy for this to be lost over time. Have any action plans been identified for specific year groups?</p> <p>KS: It is still early days in the development of OSC staff; however, appropriate strategies are in place and will continue to be embedded. Staff are working to clear action plans, alongside a two-year plan for ROC, recognising that implementation varies depending on individual teaching styles, with some staff finding this approach more straightforward than others.</p> <p>A range of strategies is being used to support pupils, particularly in developing communication skills. During collective worship, pupils are encouraged to speak clearly in full sentences, explain their reasoning, and engage in respectful discussion. The school places strong emphasis on these skills, recognising their importance for future employment and effective interaction. Action plans are in place to ensure consistency and ongoing development.</p>
8	<p>Spiritual development policy – 2025</p> <p>Spiritual development in the taught curriculum</p>
	<p>LT: Following the last Ofsted inspection we had two areas of development</p> <ul style="list-style-type: none"> <li>• Spirituality in the taught curriculum</li> <li>• To establish a system whereby Governors could assess the impact of the effectiveness of our vision</li> </ul> <p>Jo Winter , Education officer, Diocese will be visiting in the summer term, to work alongside LT to look at that system.</p> <p>LT briefly outlined the development of the school’s vision. Established in 2018 with input from staff, governors and stakeholders, the original vision “Achieve, Believe and Create Together” was underpinned by Jeremiah 29:11. During the 2019–2021 lockdown period, the emphasis shifted, with “hope and a future” becoming more strongly articulated and understood by pupils.</p>

	<p>Since then, the vision has driven a range of policies and practices across the school and remains central to its ethos. Following the SIAMS inspection, it was recognised that “hope and a future” more clearly reflects the school’s vision, representing the current position.</p>
9	<p><u>Report from School Business Manager</u></p> <ul style="list-style-type: none"> <li>a) Budget</li> <li>b) Review progress of identified building/maintenance works.</li> <li>c) Receive Health and Safety update to include Fire alarm tests/fire drills.</li> </ul>
	<p>The SBM report was emailed to Governors prior to the meeting.</p> <p>AV verbally reported:</p> <p>During the first week of the Easter holidays, a few site works were being undertaken, including replacement of water heaters, relocation of TMPs, and completion of compliance works identified through inspections. The hall was also being repainted. In addition, approval has been given for the installation of five new external/fire exit doors and one window, at a cost of approximately £12,000.</p> <p>The annual budget for repairs and maintenance is set at £20,000–£23,000, which generally covers planned works and allows for a small contingency for unforeseen issues.</p> <p>Changes to the caretaker arrangements this year have enabled funds to be redirected towards gardening and general maintenance. This approach has proved effective, with a noticeable improvement in the school environment, and will continue for the coming year, with a review planned thereafter.</p> <p>AV attached the FRS report for Governor consideration.</p> <p>AV referred Governors to the projected carry forward on the main budget, noting an in-year deficit of £75,000, which is higher than the £25,000–£26,000 initially anticipated at the start of the year. However, it was emphasised that these figures are not yet confirmed.</p> <p>The discrepancy arises from the use of two financial systems: Bromcom, which generates the FRS report, and Unit 4, Devon’s finance system, which is intended to provide live budget data. As of the previous day, Unit 4 indicated a projected surplus carry forward of £102,000, highlighting a significant inconsistency between the two systems. AV has a meeting scheduled with Devon Finance to clarify the position, as a definitive figure is required. At present, AV is unable to provide a confirmed projected carry forward, pending formal verification from Devon. Historically, figures have aligned with Devon’s system; however, issues have arisen this year in reconciling the data between Bromcom and Unit 4.</p> <p>AV reported additional discrepancies in the school budget share calculation issued on 20 February. Although pupil numbers were entered and figures pre-populated as expected, the totals generated within Access Education differ by several thousand pounds from the school budget share. As a result, AV has been unable to confidently present a reliable budget to KS or run scenarios, due to a lack of assurance in the accuracy of the data. Evidence of the discrepancies has been submitted to Devon, and discussions have also taken place with Access Education. However, as the budget is currently locked within the system, amendments cannot be made to reconcile the figures. The budget will be finalised and presented at the next Full Governing Body (FGB) meeting.</p> <p>KS acknowledged that the current situation is not attributable to AV; however, expressed significant concern regarding the uncertainty of the budget position. This is impacting forward planning, particularly in relation to September, as decisions cannot be made without a clear understanding of available resources.</p> <p>It is anticipated that clarification from Devon Finance will provide greater certainty and enable informed planning, including staffing considerations. KS noted that potential changes are being considered for September; however, these cannot be shared at this stage due to the lack of a confirmed budget, which is proving challenging.</p> <p>AV: At the moment in terms of pupil numbers for September we were showing 50 first choice and 20 as second choice. We will not find out what are allocated numbers are for another 3 – 4 weeks. There were a second round of applications in May. We are hoping it will stay at 60 and we will get some of the second choices.</p>

	<p><b>Governor Question: At the last meeting recall it was discussed that the school was full.</b>  KS: This was based on incorrect information provided by Torbay Admissions, who combined first and second choice applications and presented them as first choice figures only. This led to the misunderstanding that the school was full when, in fact, the data had been misinterpreted.</p> <p><b>Governor question: Will the budget depend upon whether there could be the possibility of 13 classes.</b>  KS: We will stay at 13 and keep mixed classes in Yr5 and Yr6, the rest of the classes will not be mixed.</p>
10	Review Governors' competencies for SFVS
	<p>AD and AV reviewed the SFVS prior to the meeting.</p> <p><b>Decision: Governors approved the SFVS which will be signed by the Chair of Governors.</b></p>
11	<b><u>STATUTORY POLICIES, DOCUMENTS AND INFORMATION REQUIRED BY SCHOOLS.</u></b>
	<ol style="list-style-type: none"> <li>1. Communication procedures</li> <li>2. Managing unreasonable behaviour</li> </ol> <p><b>Decision: Governors reviewed and approved the above policies .</b></p>
12	<p>Any Other Business</p> <p>Date of Next Meeting 28 APRIL 2026 – IN PERSON</p> <p><b>Action Points C/F</b></p> <ol style="list-style-type: none"> <li>1. Lockdown procedures –</li> <li>2. Strategic Governance plan</li> </ol>