

**KINGSKERSWELL C of E PRIMARY SCHOOL**  
**MINUTES OF THE FULL GOVERNING BOARD**  
**18<sup>th</sup> November 2025 5.30 - 5.30 PM**  
**(online)**

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	Y		
Susan Robinson <b>Chair</b>	SR	Y		
Adam Devine	AD	Y		
Paul Dodd	PD	Y		
Danny Brown	DB	Y		
Simon Gibbs	SG	Y		
Chris Murphy	CM	Y		
<b>In Attendance</b>				
Louise Lloyd/Clerk	LL	Y		
Ollie Abercrombie <i>observing</i>	OA	Y		
Daniel Yiend <i>part attended</i>	DY	Y		
Dale Sanders <i>part attended</i>	DS	Y		

	<b>AGENDA ITEM</b>
1	Welcome, apologies and sanctions of apologies
	Ollie Abercrombie was welcomed to the meeting as an observer ( prospective Local Authority Governor) . There were no apologies.
2	Declarations of any potential conflict of Interest for Items on the Agenda
	There were no declarations of interest
3	Chairs update
	<p><b><u>Governor resignation</u></b>            SR: SV had sadly reported his intention to resign as a Co-opted Governor.            SV: Explained that from January, his availability will reduce due to increased work commitments, which will impact his ability to attend meetings. He also noted that he has found it difficult to complete Lead Governor visits. However, he did not have an actual leaving date and was willing to remain available and provide support where possible.</p> <p>Governors confirmed their support for SV continuing in his role for as long as he is able; they noted his reduced availability to attend meetings and undertake lead governor responsibilities.</p> <p><b><u>Training</u></b>            SR: Attended Chair/Headteacher/Clerk training and found it very informative.</p>
4	Approval of minutes
	Minutes were approved from FGB 23.09.25 Part 1 and Part 2
5	Matters Arising

1. KS to send out safeguarding training to Governors. **ACTIONED**
2. Lock down procedures – **ONGOING AGENDA ITEM** – AV: Nothing had changed to the policy since AV did it in July. We are still waiting to carry out a practice session of the lock down procedures in a Twilight session. We now have blow horns which were the alarm signals.
3. All board members to have read KSIE Part 1 , Safeguarding Governor to have read KCSIE Part 2 **ACTIONED**
4. Policies (**please see agenda item 15**)

6 School Based Nursery

DS update:

We have been hoping to establish on-site nursery provision for a long time; however, the funding required to make this possible has not been available until now.

The school-based nursery grant was originally established to help schools make use of under-utilised space. We consulted with the Local Authority about the possibility of using an unused classroom for this purpose. However, the LA advised that this was not permitted, as the school was required to maintain a PAN of 60. This meant the classroom could not be classed as genuinely “spare” and therefore could not be used in the first phase of the grant application process.

The government has now opened up a second round of grant funding. They have relaxed quite a lot of the legislation around that and it no longer has to be used solely for repurposing underused spaces in school. It can be used for new buildings. There was also some relaxation on what schools have to put in place as well to apply for it.

A local company specialising in modular, purpose-built buildings visited the site to advise the school on what could be achieved within the available space and the maximum grant funding of £150,000. We originally thought about the large space at the back of key stage 2 playground, it was relatively close to all services , but far enough away from the building and boundary that we should be able to do it under permitted development rather than having to apply for planning permission. However, the company said the cost of getting the building onto site/craning it in was exorbitant and would take up a large portion of the grant.

We are currently looking at the piece of land where the key stage 2 children come into school, which would be very accessible for any plant works/cranes etc. We could also open up the fence around the back and have access for any building works that were going on without having any impact on the school play grounds or the running of the school. The only impact would be that the key stage 2 children would have to use the same entrance as other children.

A building 15 metres by 4 would give us space for 16 three to four-year-old children, we would need an accessible toilet, children’s toilet, storage space, sinks and then a big open plan space. Legislation requires that children aged 3 need to have 2.3 square metres per child of usable space (this does not include the toilets etc), so the building would give us the possibility of taking 16 three to four-year-old children. In terms of staff the ratios are 1:8, we would have hopefully two level 3 early years trained members of staff working there.

Governors discussed bringing forward a proposal to establish a school based nursery provision at the school and also considered applying for a DfE School Based Nursery Capital Grant Phase 2 and have agreed to start a consultation to change the age range from 4-11 to 3-11 and subject to the outcome of that consultation will consider applying for the DfE capital grant.

7 New appraisal system for teachers update

DY reported:

For a while now we have been using a performance management procedure where we would have the whole school targets, we then dissect them out to all the staff and review them at the end of the year. What we found was that although we followed through the process, we felt that some staff were not getting a lot from it, they were sometimes forgetting their targets/ targets were not personal to them.

We looked at new approach from Chris Moyes, Head of Staff Development, Taunton College Trust. This approach looks at professional growth approach to appraisals & developed greater collaboration with staff, improving outcomes for children.

The approach looks at teachers coming up through the coaching process with a narrow kind of goal they wanted to focus on throughout the year. Alongside their coach (DY, DS, KS) all teachers will have a session where they can think about their targets in relation to the whole school targets around oracy/writing development and tailor their own goal/narrow focus that was something they can achieve/master /embed into their daily practice.

Throughout the year there would be more coaching sessions to review this, team coaching or one to one coaching to develop the target further. It maybe they have embedded it and they then can move onto the next target. It was part of their personal growth and was something they are invested in. By the end of the year in July, we will have coaching groups together and they can present to the rest of the group how well their project has gone. They would talk about what the successes were, impact on children's learning/their own practice, whether they will continue it into the next year, or something we could roll out to the rest of the staff.

So far the teachers have been onboard with this. At the first session a lot of teachers were keen to follow their own goals.

We are at the stage now where most teachers have had their coaching sessions and have a target going forward. They also have a leadership goal which they want to work on as well and will be reviewed through the year. In July we should have something which is more relevant, more personal and more productive than what we had in the past.

**Governor ? Were you doing the same sort of roll out for non-teaching staff.**

DY: We want to start with the teachers first because it was the first time we were trialling it and then roll out to the TA's.

**Governor ? How does that work in terms of pay performance at the end of the year, or is it not linked at all.**

KS. Appraisals aren't performance-related anymore, which was why we decided to change the system as appraisal/performance was not related to pay. Where we had targets that were related to outcomes, it did not really work and teachers were not inspired by it. They do that anyway; their day-to-day job was to make sure there are good outcomes for children. We wanted them to be inspired and motivated in their class to improve the outcomes. They are more inspired to do that by choosing their own targets, rather than saying you need to get 85% to this level, when it is possible within a cohort this may not happen and it was demoralising to start off with.

DY:.. We have to go to consultation with the LA to make sure it matches up with the Devon appraisal policy and then have consultations with the Unions to see if it can be formally adopted as an appraisal policy.

DS: We have also had a look at the CPD timetable for this year and tried to make space within that for some kind of evidence/research-based practice but also looking at what comes out of the appraisal targets.

**Governor ? it sounds really good. How are teachers expected to put evidence towards meeting their appraisal target. I was thinking of workload for them.**

DY: They develop a growth plan with the coach, which outlines the main project throughout the year and also a leadership plan. They keep in contact with the coach throughout the year and say how they are doing. They also have review sessions more regularly as part of CPD. If they were doing something that was linked to the project they can call coaches in to see it in practice/ how it was working. Coaches will get together throughout the year to

talk about how well each project was going and how they can support going forward. There will be a review at the end and teachers are expected to collaborate. There will be trail of evidence which is added to throughout the year.

Governor ? If you are not looking at performance in terms of data etc and if the appraisal is not linked to performance, how are you monitoring teachers performance. .

DY: We have been looking at subject monitoring throughout the year and have got a kind of priority. We have looked at maths,spag, and we are going out into the classes. We are looking at book scrutinies/conferences and have a plan that goes throughout the whole year; this is alongside the appraisal process.

Governor ? Is there anything linked to the appraisal system to improve performance if there were issues re poor performance/data falls. We need to ensure what we put in place , we are not putting it in based on the current staff , but for the school and if we get poor performance what are we going to do. Likewise, if we have outstanding performance what are we going to do.

KS: We need to build into the appraisal policy what that would look like.

DS and DY left the meeting at this juncture.

8

Head teacher's report

- Receive Head teacher's safeguarding audit report
- Review progress of staff appraisal.
- Update on School improvement plan
- Review draft Pupil Premium Strategy and funding statement
- Analyse use and impact of additional funding (Pupil Premium, Sports premium, catch-up funding etc

The HT report , School Improvement Targets, Three Year oracy Plan, Writing Action Plan & PP Strategy were emailed to Governors prior to the meeting.

Governor ? re data/persistent absence was it the same child.

KS: A small number of families in school were struggling. It was a very difficult fine line when you had struggling families where there were safeguarding needs , but the school has to hold the risk as they do not meet threshold for support from social care.

In terms of overall attendance data, generally we are above percentage wise in comparison to similar schools.

Governor ? In terms of the persistent absence how many children were on pupil premium?

KS: All the families

Governor? Could the funding be utilised in a different way.

KS: We have explored all options, but it has been difficult to get some families to change their mindset and recognise the importance of school attendance, consistency, and firm boundaries.

Governor ? Have they been fined/was Alison Down involved with those families.

KS: I was informed that I could not access support from inclusion services, but happy to revisit this. I have been fining and have also been really persistent and ringing up the families/recording on CPOMS. I am doing everything I can to support the families.

9

Report from School Business Manager

SBM report and budget monitor was emailed to Governors prior to the meeting.

Governors discussed Fund 01 School Budget Share\* & Fund 03 Extended Services

AV explained:

Fund 01- Savings have been made by not employing a caretaker , but the funds have been utilised elsewhere

	<p>(additional cleaning hours, AFIT have been doing works on site , gardener visiting 2 half days a week. The site was looking good and AV was pleased with how funds were being utilised. We have overspent on supply, but there could be some adjustment based on the fact that some supply hasn't necessarily been costed to the cost centre.</p> <p>Fund 03 – Have a healthy c/f , we have implemented the HAF &amp; Holiday provision which has had an impact. Our numbers have still remained the same ( they tend to take a drop at the beginning of the academic year). Rates have been increased , to counter the increase in staffing costs and NI.</p> <p>AV has had to learn a new finance system Bromcom which has not been easy and half of the things that were migrated were not properly migrated. It has been a trying few months.</p> <p><b>Governor ? has the increase in wraparound rates had an impact on numbers.</b> AV: Its always really hard to tell, but when I spoke to a couple of parents at the open evening they said they have to go to work and needed a wraparound provision. We know this is a very important part of the school. I guess the success of the provision is in the bottom-line figure.</p> <p>KS: I think our wrap around care is exceptional, children enjoying going and don't want to go home very often. This is a testament to AV and her hard work , it makes a big difference to the school and we can now tap into the wrap around budget to support our school budget if we really need something that was expensive. Wrap around was a real plus to the school.</p> <p>AV: We were also lucky that we have staff that want to work in it and it was the same staff , other schools have experienced difficulty in staffing wrap around. It was a good culture the children also loved the staff.</p> <p><b>Governor ? Was the supply costing about right in terms of what it was like each year.</b> AV: No, this year is a really different year primarily because a good amount of the budget is actually maternity cover that we had for a teacher being off . We had 2 x terms of supply there; we wouldn't ordinarily have had that.</p> <p><b>Governor ? re damage to the roof was that just wear and tear.</b> AV: The company that had been doing the kitchen refurb snagging identified that we had a bubble in our flat roof which has caused issues over the years and will continue to cause issues. Where the wall comes up there is a flat bit of material and its cracked , we have been visibly leaking in key stage 2 for years when we have really bad rain. We know it's an issue that has to be addressed; we also need to have the flat roof done as this could be contributing to the leak. Its low-level asbestos/on our asbestos register and will likely cost in excess of 20k . AV was obtaining quotes(3) at the moment.</p> <p><b>Governor ? so it was unfortunately historic wear and tear , rather than damage and new.</b> AV: yes. Once quotes were in it was something that AV would go to Devon capital funding for as a project. We also have our own capital funding.</p>
10	<p><u>Statutory Policies, documents and information required by schools.</u></p>
	<p><b><u>Statutory Policies – must go on website</u></b></p> <ul style="list-style-type: none"> <li>• Complaints Policy</li> <li>• Attendance Policy</li> <li>• Child Protection/Safeguarding Policy</li> <li>• Charging and Remissions Policy</li> <li>• Behaviour policy including exclusion procedure</li> <li>• Behaviour principles</li> </ul> <p><b><u>Statutory Policies – could be posted</u></b></p> <ul style="list-style-type: none"> <li>• Outdoor Education, Visits and Off-site Activities Policy</li> </ul> <p><b><u>Statutory Policies – no requirement website</u></b></p> <ul style="list-style-type: none"> <li>• Governor Expenses Policy</li> </ul>

	<ul style="list-style-type: none"> <li>• Lettings Policy</li> <li>• Finance Policy</li> <li>• <b><u>Overarching statement of adoption of HR1 policies</u></b> (see below) *PREVIOUSLY ADOPTED 01.25</li> </ul> <p>Decision : Governors reviewed and agreed the above policies.</p>
11	<u>Review website</u>
	KS: Following this FGB , the above policies will be updated on the website.
12	<ul style="list-style-type: none"> <li>• Governor skills audit</li> <li>• Lead Governor visits/report</li> </ul>
	<p>Governors agreed to complete the skills audit for 2025/26.</p> <p>SR: Recommend that Governors book in dates for 2025/26 visits with their subject leads.</p> <p>SR and PD had completed visits and will provide reports for the next meeting</p>
13	Agree date for Pay and Performance meeting
	<p>( minimum of 3 Governors + HT)</p> <p>Governors agreed: AD, PD &amp; SR</p> <p>KS will email out potential dates tomorrow.</p>
14	Any Other Business
	<p>Governors discussed the development of a Strategic Governance Plan - <b>Action Point Carried forward.</b></p> <p>Decision: Governors agreed to the appointment of Ollie Abercrombie as a Local Authority Governor for a four-year term of office.</p> <p>Action: LL to email the nomination form to the Devon Consultancy Team for Local Authority approval.</p> <p>Date of Next Meeting 20<sup>th</sup> January 2026</p>