



RAINHAM MARK GRAMMAR SCHOOL

MINUTES OF THE DEVELOPMENT AND ADMISSIONS COMMITTEE  
MEETING HELD ON 1<sup>ST</sup> JULY 2019 6.00PM

**PRESENT:**

|                      |                                   |
|----------------------|-----------------------------------|
| Linda Bourne (Chair) | Co-opted Governor                 |
| Jan Johnson          | Co-opted Governor (arrived 18.50) |
| Jane Mayes           | Staff Governor                    |
| Alan Moore           | Headteacher                       |
| Stephen Roe          | Co-opted Governor                 |
| Louise Cox           | Parent Governor (arrived 18.10)   |
| Tracey Scott- Fox    | Parent Governor                   |

**IN ATTENDANCE:**

|               |                    |
|---------------|--------------------|
| Trevor Watson | Deputy Headteacher |
| R Elphick     | Guest NPQH         |
| Casey Collyer | Clerk              |

| Item | Main discussions and agreed actions  | Action by/when |
|------|--|----------------|
| 1    | <b>Welcome and Apologies:</b> The Chair welcomed everyone to the meeting. Apologies had been received and accepted from S Griffiths (work commitments) M Langridge (traffic)   |                |
| 2    | <b>Declarations of interest - there were no updates</b>  |                |
| 3    | <b>National Professional Qualification for Headship - R Elphick, Walderslade Girls</b>   |                |
|      | <b>3.1</b> R Elphick had been attending some of the RMGS senior leadership team (SLT) meetings as part of the above course. He needed to attend a contrasting school and thanked the school leadership for giving him this opportunity. He had worked with T Watson on an action plan for teaching and learning and reviewing areas for improvement with the learning walks and work scrutiny.   |                |
|      | <b>3.2</b> <b>Work scrutiny</b> - 2 main areas for quality control a) staff delivering correct material in sufficient depth and b) homework and marking was in line with department needs and standards. They wanted to see if these could be used as a staff development tool and also if there were any ways to reduce staff workload. Implementation was scheduled for September. Work scrutiny was good evidence for the new Ofsted framework's focus on the correct balance of skills and knowledge. Their attention was on collaboration between teachers to share best practice teaching methods in a less judgemental manner. There would be time given in departmental meetings to discuss teaching strategies and the delivery of specific topics. These could be recorded on Bluesky. |                |
|      | <b>3.3</b> <b>Learning walks</b> were generally viewed as not fit for purpose. <b>Governors asked what the aim of these walks</b> and RE explained that it was for middle leaders to understand what was going on in their departments and how the curriculum was being taught. It was also to give teachers support. When asked, staff had wanted to see an   |                |

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|          |  | increased presence of senior leadership in lessons and around the school. <b>Governors asked how this was done, was there an allocated percentage of time that the SLT had within their timetable to do this?</b> RE advised it was recognised as a valuable and supportive use of time and SLT members generally allowed around 1 lesson a week to do this. <b>Governors asked if it was at a set time</b> and the Deputy Headteacher (DHT) explained that it was done randomly otherwise the the same lessons would be seen. So far the feedback from staff was that the SLT were more present and it was having the desired effect. He also commented that staff feel confident to ask SLT to come along and support a particular lesson. Teachers were proud of the work they were delivering and were keen to encourage a member of the SLT to visit. R Elphick also observed that the SLT presence in corridors and at congested areas was very valuable. <b>Governors noted the change in style which demonstrated that the leadership had listened to staff and reflected a mutually supportive environment</b> |         |
|          | 3.4  | They had decided to remove graded learning walks as staff should be involved in the process as much as possible and feel they had a voice these would be defined as collaborative analysis of work. Staff should feel supported and have the opportunity to reflect on their own practice. This would lead to a reduction in workload for middle leaders and the peer marking tied in nicely with the new Ofsted framework. The Chair thanked R Elphick for the presentation and insight and <b>RE left the meeting at 18.25</b>  |         |
| <b>4</b> | <b>Minutes of 25 February 19 and approval for accuracy.</b>  |   |         |
|          | 4.1  | The Chair noted following errors - 5.2 should read PGCE not PPG, 5.5 should read “teacher feedback from training”   |         |
|          | 4.2  | 12.2 - the Chair didn’t meet with the SEN lead as she wasn’t the SEN governor   |         |
|          | There were no further comments, governors approved the minutes as a true record and the Chair signed them. |   |         |
| <b>5</b> | <b>Matters Arising</b>   |   |         |
|          | 5.1  | The Clerk confirmed the Behaviour policy had gone to the Trust board for approval   |         |
|          | 5.2  | The DHT advised that governor log-ins to ASP weren’t possible but a summary will be uploaded to a shared drive for governor access  |         |
|          | 5.3  | The definition of department feedback codes will be added to the website so parents can understand them. The DHT would be delivering assemblies to update students and a parent forum. HoD’s had been given an October deadline to produce feedback guidelines which could then be stuck into students books.   | TW/HoDs |
|          | 5.4  | The HT reported that approximately 20% of those attending the homework club were PPG students. Proportionally, this meant PPG students had a higher take up than non PPG students. He also tabled a document detailing the breakdown of the PPG spend. Items included were percentage of salaries for staff who ran homework and other  |         |

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|                           |   | clubs such as Easter revision. PPG students got priority if the clubs were oversubscribed. Other salary costs included were for pastoral, counselling, data, librarian, coordination and admin. The costs were then tracked per student e.g. equipment, PE, trips, uniform etc The grant was £935 per student. <b>Governors were pleased to see that the school could clearly demonstrate how the grant was spent overall and by student.</b> Research by the Sutton Trust recommended that up to 50% of PPG money should be spent on better teachers or training to improve teaching. <b>Governors asked if the PPG report was published on the website</b> and the HT confirmed it was. The DHT advised the report included the rationale for how the money would be allocated, the impact of the funding and where the money had been spent. It also included the forecast for the next academic year. <b>Governors commented that at their recent training, the trainer had fed back that the PPG report could be improved.</b> The HT explained that there had been contradictory advice on what should be included in the report and the consensus was that there was sufficient data in its current format. The PPG lead would be presenting at the next LGB. <b>The Chair asked governors to look at the website and PPG report before the LGB on 8<sup>th</sup> July</b> | Governors |
|                           | 5.6/7   | The HT confirmed that the Literacy policy has been amended  |           |
|                           | 5.8   | The Chair forwarded dates and times of training she had attended to the Clerk to upload to Governorhub.   |           |
| <b>School Development</b> |   |   |           |
| 6                         | <b>School development plan (SDP) update (copy filed with minutes)</b> |   |           |
|                           | 6.1   | The HT presented the new format RAG rated report. Green - was completed/successful, yellow - unfinished and in progress and red - failed. He asked governors for questions.   |           |
|                           | 6.2   | He updated governors on work done to improve independent learning for the 6 <sup>th</sup> form and the leadership had agreed it had been effective and worth cascading through the whole school.  |           |
|                           | 6.3   | He highlighted the importance of cultural capital for disadvantaged students' and the excellent innovation of the cultural passport   |           |
|                           | 6.4   | He drew governors' attention to the red rated alumni launch event which hadn't taken place. <b>Governors questioned whether developing the alumni was realistic</b> and the HT confirmed it was. Having ex-students attend careers events and helping with interview practice was a powerful tool and they were excellent role models. <b>The Chair confirmed she had attended the career networking evening and the former students represented a wide range of skills and industries.</b>   |           |
|                           | 6.5   | <b>Governors asked whether it was worth discussing the proposed new model of governance and how it might affect the remit of this particular committee.</b> The HT explained they had compressed the agenda for the LGB to allow sufficient time to discuss this in depth on 8 <sup>th</sup> July. <b>Governors were concerned that this committee was the 'think tank' for the strategic direction of the school and the new</b>   |           |

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|    |  | format may not give sufficient time for reflection and review at meetings, it may be very process driven. The HT thought that key items around development and admissions would be discussed at depth at the LGB and with the full governing body. However, he encouraged governors to share their thoughts at the session on 8 <sup>th</sup> July and acknowledged their concern about time limitations, the need to allow proper review of impact and practice within a trial period  |  |
| 7  | <b>Kirkland Rowell survey results</b>                      |   |  |
|    | 7.1  | As the results had been discussed in depth at the Awayday, the Chair requested that any governors involved with department reviews, read the KR results in the department self-evaluation forms. If anyone had a particular interest, they could get in touch with the DHT who would be happy to share details  |  |
| 8  | <b>Curriculum update</b>                                   |   |  |
|    | 8.1  | The HT advised governors there would be no change to the curriculum. However the curriculum policy will look a bit different as the school needed to explain its intent as per the new Ofsted framework   |  |
| 9  | <b>Review exclusion figures for terms 1-5</b>              |   |  |
|    | 9.1  | The HT reported there had been no permanent exclusions but there had been 2 successful managed transfers and currently one in progress for another student. This was slightly higher than this time last year but still very small numbers given the size of the school. There had been 12 fixed term exclusions (ftes) of 8 students versus 13 fte's of 12 students' at the same time last year. <b>Governors asked whether any of the fte's were for the students who had received a managed transfer</b> and the HT confirmed that 1 was. He advised there were no patterns or trends evident as the numbers were so small. There was a higher number of boys which mirrored the national figures and a range of students across all year groups. <b>Governors noted that it demonstrated there was no trend of behaviour developing across the year groups.</b> |  |
| 10 | <b>Review school terms 20/21 (copy filed with minutes)</b> |   |  |
|    | 10.1   | The HT recommended that the school follow the Kent dates this academic year. Usually they follow the Medway term dates but for 20/21 they return to school on Thursday and they would like to return on Tuesday 1 <sup>st</sup> September. Many Medway schools were doing the same and following the Kent model. Students have 3 day week rather than 1 day. <b>Governors approved the recommendation</b>   |  |
| 11 | <b>SLP report (copy filed with minutes)</b>                |   |  |
|    | 11.1   | The HT advised that the Computing Hub bid hadn't been successful and they were seeking feedback as to why. The Chair congratulated the HT and team on the SLP report and achievements which were excellent.   |  |
| 12 | <b>Policies (copy filed with minutes)</b>                  |   |  |
|    | 12.1   | Curriculum - The HT explained that the existing policy didn't allow the school to enter students into AS exams. The recommended change allowed for those students taking up apprenticeships, where possible,  |  |

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|              |                                |   |  |
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|              |                                | to be entered for AS's. <b>Governors approved the policy. The Chair commented that PSHE be changed to CCW following the information given to governors on the away day.</b> |  |
|              | 12.2                           | Internal appeals - The Chair had read through the document and felt it fit for purpose. <b>Governors approved the policy.</b>   |  |
| 13           | Risk register - none           |   |  |
| <b>Other</b> |                                |   |  |
| 14           | Confidentiality - none noted   |   |  |
| 15           | Any Other Business -           |   |  |
|              | The meeting closed 19.16at pm. |   |  |

## Actions

| Item | Action   | By/when   |
|------|--|-----------|
| 5.3  | DHT to deliver assemblies of department feedback codes and HoD's to prepare feedback guidelines by October | TW/HoDs   |
| 5.4  | Governors to read the PPG report on the website prior to the LGB on 8 <sup>th</sup> July                   | Governors |

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