



Holly Hill Methodist Infant School
Monitoring Progress Meeting (MPM)
18th November 2015
9.00-11.30 a.m.

Present:-

Charlotte Taylor	Headteacher (CT)
Alison Spicer	Head of Infant School, Colmore Primary Teaching School Alliance (CPTSA) (AS)
Richard Tebbs	Governor
Peter French	Church of England Assistant Director of Education.
Karen Handford	Governor
James Royal	Methodist Academies & Schools Trust, Executive Officer. (JR)
Yvonne James	LLE & Headteacher, Selly Oak Nursery School (YJ)
Dawn Gallagher	Deputy Headteacher (DG)
Clare Smith	KS1 Lead (CS)
Tracey Peters	District Lead, Birmingham Education Partnership. (BEP) (TP)

Apologies:-

Neil Johnson	Chair of Governors
Barbara Easton	Director of Education, Methodist Academies & Schools Trust, Executive Officer.

This meeting was convened to monitor the progress of the school against the identified actions within the Ofsted Report April 2015, and the Monitoring Inspection, October 2015. These notes are not minutes but have been created to evidence the progress that has been made, the identified next steps and to record additional key points raised within the meeting. The next meeting is arranged for 16th December 2015.

Monitoring Progress Meeting, Holly Hill Infants, 18-11-15.

Action Point	Progress/actions taken	Evidence	Next Steps
Improve standards of attainment and progress at EYFS/KS1	<ul style="list-style-type: none"> DG has worked with AS to set milestones for the different year groups. These will be used to hold staff to account at regular pupil progress meetings CT has worked with AS to use Raise Online effectively in order to analyse school data effectively. This will be shared with Governors as well as a detailed phonics analysis. STEP Up materials have been shared with staff to be used as part of the assessment process to support staff with making accurate judgements (11-11-15) CT has attended DRB Inspection Dashboard training(21-10-15) SEN targets, milestones and the provision map is in place. ITP's have been written and the expectations for these have been shared with staff. CT delivered CPD to staff to ensure that they understood the school profile and the data. (30-10-15) Teaching Profiles have been established that enables SLT to monitor the development of staff. 	<ul style="list-style-type: none"> DG was able to show the group the initial milestones that have been set. AS is continuing to support with this. School have baselined using the 'early excellence baseline assessment' and school's own baseline. Pupil progress meetings have been held and feedback provided to staff. Learning Walk conducted by TP, AS and a governor following the meeting showed that there had already been an impact within the classroom. Student profiles were displayed allowing staff to refer to them during the lesson and for progress to be evidenced. The Teaching profiles record feedback from 'book looks', learning walks, teaching observations, pupil data etc to enable SLT to have a clear picture of the quality of provision within the school and provide the necessary support and intervention. 	<ul style="list-style-type: none"> Work to continue to ensure that the baseline assessments are accurate so that accurate targets can be set. NA for GLD 2015 was 66% (DG & AS) (This to be available at the next MPM) Continue to monitor the impact of these meetings and action against feedback provided. SLT to ensure consistency of agreed policies and procedures across the classrooms with QA monitoring plan. (Evidence of this QA to be available at the next MPM) Governors standards committee to look at Raise Online data analysis in more detail. 14th December 2015. DG/CS to provide pupil progress data showing progress towards the identified milestones at the next MPM. To include all cohorts e.g. PP, SEN.
Notes from meeting	<ul style="list-style-type: none"> CT has provided staff with a list of non negotiables. These are expectations for the performance and behaviour of staff that will 		

	<p>ensure that students make the required progress.</p> <ul style="list-style-type: none"> • It was acknowledged by Governors that CT had already identified EYFS as an issue prior to the monitoring inspection and DG had been recruited as an EYFS specialist to ensure that this could be addressed. • Governors responded to the outcome of the Ofsted April 2015 by recruiting a new HT and DHT to start in September '15. • Governors commented on the issues within the local area including parental support. It was discussed that raising the aspirations of pupils and parents should be included within the action plan. • Governors commented that they certainly have a new focus on progress of pupils and the impact of the work the school SLT undertakes since April '15. They have created a standards committee to ensure that they have a clear understanding of the data and what this means for the pupils. 		
Action	Progress/actions taken	Evidence	Next Steps
<p>Improve the quality of teaching & learning at EYFS/KS1.</p>	<ul style="list-style-type: none"> • All teachers have received CPD on learning objectives and success criteria from CPTSA (4-11-15) • All teachers have received CPD on CPTSA Step Up materials to be used to support the planning and assessment by CPTSA (11-11-15) • 2 staff have attended a 'mastering Year 1' course at CPTSA (10-11-15) • Marking and feedback policy has been reviewed as a school and the policy has been aligned to the CPTSA policy (7-10-15) • Learning journals have been introduced and teachers have begun to use them to support the moderation and monitoring process. • SLT are teaching in class. 1 in 	<ul style="list-style-type: none"> • Learning journals were taken to the LA moderation with David Bartlett (external moderator). He commented that the judgements were accurate and a better quality of evidence had been provided by HH in comparison to the previous year. • Reception classes are showing more purpose in their learning which was evident in the learning walk following the meeting. • TP observed evidence of the clipboards and the assessment data. Staff were able to explain its purpose for developing the teaching and learning within the classroom. • TP observed the visual targets being displayed in all classrooms during her learning walk. In 	<ul style="list-style-type: none"> • Use QA monitoring calendar to ensure consistency of policies and procedures. There was a lack of consistency in the use of the visual targets seen on the learning walk, although they were being used in all classrooms. (Evidence of this QA to be available at the next MPM) • The package of support being identified by CPTSA for Year 1 staff to be shared at the next meeting. • CT to share a revised overview of the CPD provided at the next meeting.

	<p>Reception 3 days per week. 1 in Year 1, 2 days per week. (2-11-15) This also incorporates joint planning with the partner teacher to ensure staff development.</p> <ul style="list-style-type: none"> • Visual targets are being displayed in classrooms and group writing targets have been observed (11-11-15) • Yvonne James LLE & Headteacher of an outstanding Nursery School, has begun working with DG to support with the development of the Foundation Stage. (11-11-15) • CPTSA have observed Year 1 teachers in order to identify need and develop a package of support to develop the quality of teaching & learning within Year 1. (9-11-15) • CPTSA have supported Year 2 teachers with planning to develop the quality of teaching and learning in Year 2. This work will continue. • Reception classrooms now use clipboards to display literacy and numeracy assessments to support the teaching and assessment within the classroom. • Regular pupil progress meetings are being held by SLT with class teachers. • CS is providing weekly T&L 	<p>addition pupils were able to clearly explain what they meant and how they use them.</p> <ul style="list-style-type: none"> • Records of pupil progress meetings are available. AS to provide a proforma to ensure that actions required following the meeting are clear. This will enable SLT to hold staff to account for these actions. • CT shared the CPD outline for staff already identified and. There has already been a large amount of CPD provided this term. • A range of exercise books were shared with the meeting. These showed the implementation of the new presentation, marking and assessment policies. There were also books shared from before the interventions that have been discussed, Progress was evident in both the quality and quantity of work. Staff have followed the policy and Reception books that had not been in place previously were also shared. • AS reported that students were now able to talk about their Learning Objectives and their targets. This was evident during the learning walk following the 	
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	<p>development to staff. This is followed up with feedback and a time and CS then revisits to ensure actions have been taken.</p> <ul style="list-style-type: none"> • SENCo has spoken with all staff. ITPs are in place for all students that require them. • SLT have identified the CPD requirements of the staff so far. Additional CPD needs are being identified with the support of CPTSA to ensure that staff are equipped and supported to provide a high quality of teaching and learning. 	meeting.	
Notes from meeting	<ul style="list-style-type: none"> • Governors commented on issues relating to the poor behaviour of pupils. SLT have observed a significant reduction in incidents of poor behaviour. It was discussed that this was a potential impact of the improvement of teaching and learning and TP advised that this is tracked. • DG is working with the Children’s Centre with a particular focus on Speech and Language. 		
Actions	Progress/actions taken	Evidence	Next Steps
Leaders to be able to hold teachers to account.	<ul style="list-style-type: none"> • PM targets have been written and all linked to the improvement of the school. (3-11-15) Milestones data from work of DG will inform these targets • Individual staff targets include improving the quality of teaching and learning and being held to account over progress. • A feedback format has been 	<ul style="list-style-type: none"> • CT provided copies of these for staff including an exemplar for a TA and a class teacher for each year group. The actions were linked to specific data driven targets and attached to the teachers standards. This is a more robust system than was previously in place. • Staff now have to explicitly 	<ul style="list-style-type: none"> • Pupil progress data at the end of December will enable SLT to track the performance of class teachers. This is prior to the mid-year review but could be included in a pupil progress meeting with individual staff. • (Evidence of the QA monitoring to be available at the next MPM) • To bring the teacher profiles to the

	<p>designed by DG that records feedback to staff that is kept within the QA folder for future reference. (2-11-15)</p> <ul style="list-style-type: none"> • The Teaching and Learning profiles are being created which includes information regarding the quality of teaching and learning as well as the learning environment. (8-10-15) • Governors to have as an agenda item Teachers Standards and Appraisal targets to ensure that they have a clear understanding of the expectations of staff. 14th December 2015. • Pupil progress meetings have begun lead by DG and CS. Post January '16 CT and the SENCo will also be involved ensuring that all SLT have a clear overview of the whole school profile. • A QA monitoring calendar has been created, this shows clearly when each stage of monitoring and evaluation takes place, including learning walks, book looks, pupil progress meetings etc. • AS and others from CPTSA are providing CPD and support for staff previously outlined. This allows SLT to hold staff to account. 	<p>evidence how they are meeting the teachers standards as a baseline before evidencing progress towards their PM targets.</p> <ul style="list-style-type: none"> • QA monitoring calendar was shared with the meeting. • AS, CPTSA has visited all classrooms and has seen a real focus from the staff. They have responded to the direction from CT and SLT and have accepted the amount of change. AS reports that there are positive working relationships within the school and that staff have worked at pace to ensure new policies and procedures have been implemented. • TP saw the improved learning environment on the post meeting learning walk. 10 skips have been needed to accommodate the rubbish following the work staff have done to improve the quality of the learning environment. • Further evidence of the impact of the actions within this section will need to be shared at the next MPM. This will include student progress data, teaching profiles and the feedback from any reports from CPTSA. 	<p>next meeting to demonstrate improvements.</p>
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	<p>(previously staff had not had the development to enable the SLT to hold them to account)</p> <ul style="list-style-type: none"> • CT provided staff with the non negotiables to ensure that staff were all clear on the raised aspirations and expectations of staff and students. • CS monitors T&L with weekly walks and feedback to staff. Actions based on this feedback are expected within a tight timeframe. • QA processes allow for early intervention with staff if required as constant rigorous monitoring is in place. This is moderated by staff from CPTSA. 		
Notes from meeting	<ul style="list-style-type: none"> • It was noted that staff had never before used the teacher's standards within their PM. In addition TAs now have appraisal targets which should support them with the focus of their work in the classroom. • CT currently advertising for an AHT for Year 2. This follows the resignation of CS and an additional teacher who provided PP interventions. These posts will be replaced with an AHT to lead on Year 2. There is an additional advert for a Year 1 teacher P/T. • It was noted that initially staff had been overwhelmed by the amount of and pace of change required. SLT reported that they have now responded and that progress is evident when you go into classrooms. • AS pointed out that the work that CT, DG and CS have done with the staff has enabled the staff to move at this pace. • Governors reiterated their support for ensuring that the pupils receive a good education and make progress. • Governors responded in the summer term by ensuring that CT had the finance available to pursue support from CPTSA. TP asked if there was going to be more needed because of the additional involvement of YJ and the amount of support from CPTSA. Governors confirmed that they would be able to support these interventions and additional spending to ensure that the school moved to Good. • The Diocese responded by ensuring that once appointed CT had a HT mentor available to her and was able to appoint a DHT. 		

Actions	Progress/actions taken	Evidence	Next Steps
Independent review of the school	<ul style="list-style-type: none"> • PP review carried out by Sue Barratt, EHT, NLE Bournville TSA (16-11-15) • Governor review completed by Lorne Pearcey, NLG summer 2015. • BEP provide a monitoring role for school progress. This will be via the MPM and regular contact with CT and AS. • CPTSA have been secured by Holly Hill to provide support and intervention as required by the SDP. • YJ, LLE, Selly Oak Nursery School is providing support with EYFS. • SENCo new in post so Brays have not yet completed the review. CT to contact them to arrange a suitable time for them to visit to review SEND provision. 	<ul style="list-style-type: none"> • Actions already taken in response, comprehensive tracking in place of use of PP for all PP students. • Governor Review already completed. CoG to pursue follow up actions. • 1st MPM held 18th November. Follow up MPM to be held 16-12-15. • AS and staff from CPTSA have visited on numerous occasions to identify the key areas for development. There is a comprehensive package of support in place and developing as the need arises. This is supported financially by Governors including additional fund for further work as identified. • YJ attended the MPM but only at start of work so a clearer picture will be available at the next MPM. 	<ul style="list-style-type: none"> • Progress of PP pupils to be presented as part of progress data at next MPM. • PP actions to be included in the new SDP • Actions from Governor Review to be included in new SDP. • Clarification of support via Selly Oak Nursery School to be shared at the next meeting. • CT to provide further details of SEN review at next MPM.
Notes from meeting	<ul style="list-style-type: none"> • TP clarified the role of Birmingham Education partnership (BEP). Birmingham LA have commissioned BEP to monitor the progress of schools within Birmingham. The role of TP as District Lead for Northfield Constituency is to monitor the progress of LA schools. In cases where the school require additional support BEP can signpost to this via the School Improvement Commissioning Board. If a school brokers its own support, as is the case with Holly Hill, BEP supports with the monitoring of that support and the progress that the school is making. • The Action Plan was designed to address the concerns raised following the Ofsted April '15 and the monitoring inspection October '15. This was a terms action plan to accommodate the rapid progress that was required by end of autumn term 2015. 		

It is intended that there will be a further more detailed and strategic action plan that will be in place January'16 for the remainder of the year. This plan will have taken into account the feedback from Usha Devi, HMI provided on the initial plan that has been shared with her.

Actions	Progress/actions taken	Evidence	Next Steps
Improving leadership at all levels	<ul style="list-style-type: none"> • Leaders in school now have job descriptions that clarify their roles and responsibilities. This enables them to have clarity and SLT to be able to hold them to account. • CT and SLT have clarified the raised expectations of all staff including those with responsibility. There is now an expectation that they monitor progress within their areas of responsibility to include creating specific development plans and the progress towards agreed targets. • AS has identified with CT the SLT agenda items for the foreseeable future • CT and CoG to attend a Governor CPD session with School and Governor Support (via BEP) • Governor Review and outcomes to inform development of Governors. • CT & AS providing CPD for governors via Governor meetings and Standards committee on Raise Online, internal school data and monitoring teacher performance. 	<ul style="list-style-type: none"> • Paperwork in place and shared with relevant staff. • SLT agendas evidence the depth and variety of agenda items. • Governor training in December and January. 	<ul style="list-style-type: none"> • CT to provide evidence of QA monitoring of Leaders at next MPM. • Minutes of standards committee following the next meeting to evidence governor CPD. • Governor Review already completed. CoG to pursue follow up actions and report at next MPM.

Notes from meeting	<ul style="list-style-type: none"> • Governors wished to acknowledge the hard work of CT and her team to implement such rapid actions. • Governors are keen to provide whatever support they can to ensure the school continues to progress. They have learnt rapidly since the Ofsted April'15 and responded by ensuring they had a review. The follow up actions are to be pursued by CoG. • JR commented on the strong relationship that has developed between AS and CT and how the support of CPTSA has enabled CT to ensure rapid action within the school. • It was acknowledged that CT is changing the culture of the school but that she had started this work in September. TP pointed out that in her initial meeting with CT in early September she had made it clear that raising the aspirations and expectations of staff was going to be key to her being able to move the school forward. • Governors said that the school was in a strong position financially which will allow them to respond quickly if additional needs are identified. • The school has strong backing from the MAST and the meeting was attended by JR, Methodist Academies & Schools Trust, Executive Officer as the Director of Education, MAST was unable to attend on this occasion.
Summary	<ul style="list-style-type: none"> • TP commented that CT and her SLT, with the support of AS from CPTSA, have taken rapid action to address the areas for improvement identified in the Monitoring Inspection, October 2015. • It is evident from the evidence presented at this meeting, and the additional learning walk undertaken by TP, that these actions are already beginning to show impact in the classrooms. • The learning environment has improved, the quality of work in books has improved. • Children can now engage with their work and identify their learning objectives and targets. Some can discuss what they need to do to improve. • There are key policies and procedures in place, which have been shared with staff and which are being monitored for consistency. • There is a QA monitoring plan to ensure that SLT and Governors have a clear understanding of the position of the school. • CT has clarified the high expectations that she has of staff and the high aspirations and expectations that she has for the pupils. • CT and her SLT have responded positively to the support available from CPTSA and moved with pace to implement new strategies. • Governors are developing their understanding of pupil progress data and have a deeper understanding of their role in monitoring • CT is clear that the action plan was a short term action plan to address the need for rapid progress within the first term. This

	<p>will be replaced by a more strategic SDP in January 2016.</p> <ul style="list-style-type: none"> • Governors and CT are aware that at the next MPM they will need to be able to present data that shows the impact of the actions that they have taken so far. Today's meeting was too soon to be able to evidence pupil progress with actual data but there should be progress data available by December 16th. • CT to share the notes of this MPM with Usha Devi HMI.
Next Meeting	<ul style="list-style-type: none"> • 16th December 2015. 9.00-11.30. • School to present progress towards the actions identified in the current Action Plan. • Please see areas highlighted in the last column regarding data and information that it was agreed would be reported upon at the next meeting. These include:- • CT to provide evidence of QA monitoring of Leaders at next MPM. • Governor Review already completed. CoG to pursue follow up actions and report at next MPM. • Clarification of support via Selly Oak Nursery School to be shared at the next meeting. • CT to provide further details of SEN review at next MPM. • To bring the teacher profiles to the next meeting to demonstrate improvements in quality of teaching & learning. • DG/CS to provide pupil progress data showing progress towards the identified milestones at the next MPM. To include all cohorts e.g. PP, SEN.
Documentation provided by Holly Hill School	<p>Improve the Standards of Attainment and progress at EYFS/KS1</p> <ol style="list-style-type: none"> 1. Milestones for EYFS 2. Raise on line analysis (reading, writing, maths, phonics, groups) 3. Step up assessment materials (maths, literacy) 4. SEN provision map 5. SEN milestones 6. T+L profile 7. Data slides for Govs and staff 8. Standards committee agenda <p>Improve the Quality of Teaching and Learning at EYFS/KS1</p>

1. Staff meeting chronology
2. Training overview
3. Marking and feedback policy
4. Examples of books from each class
5. T+L profiles for each staff*

Leaders to be able to hold teachers to account

1. Performance Management targets
2. Learning walk evidence
3. Lesson observation evidence
4. Sept-Dec monitoring overview
5. Non-negotiables
6. T+L profiles*

Independent Review of the School

1. Pupil Premium action plan
2. Governance review action plan (there is an evidence file for February review with Lorne and FGB)

Improving Leadership at all Levels

1. Roles and responsibilities SLT
2. Roles and responsibilities subject leaders
3. Monitoring of foundation subjects
4. SLT minutes