

HOLY TRINITY CATHOLIC SCHOOL



Self Evaluation Statement 2016-2017

Our School Self-Evaluation is a key document in the life of our school. It is linked to our School Development Plan and focuses on five areas:

Outcomes of Pupils

Effectiveness of Teaching, Learning and Management

The Personal Development, Behaviour and Welfare

The Effectiveness of Leadership and Management

The Effectiveness of the Early Years Provision

'Working Together Through the Love of God'

Contextual Details

Holy Trinity has many strengths and offers a firm basis for future improvements towards our aim of an OFSTED outstanding judgement. On 1st August 2014 the school converted to an academy and became part of 'The Pope Francis Academy Company, along with St Joseph's Catholic School in Banbury and Blessed George Napier School and Sixth Form College.

Holy Trinity is situated on the edge of the market town of Chipping Norton. Most of the pupils live in the town but the school also serves several of the surrounding villages. Due to its growing popularity the past three years September intakes have been oversubscribed and we have 199 children on roll.

The Parish Church is situated next to the school and the Catholic population of the school is 28%.

The pupils are from predominantly White British (90%) and the percentage of pupils known to be eligible for FSM is 2.5%.

The attainment of pupils on entry is in line with national average, but on leaving the attainment is significantly higher than national figures.

Deprivation: 10% of pupils live in the top 10% income deprivation. 12% of pupils are on the Special Needs register.

In our last inspection Holy Trinity was described as '*a good school that is improving rapidly*' Ofsted 2012. Due to the improvements which have been put in place over the last 3 1/2 years we feel our school would now be judged outstanding.

The school has a strong Senior Leadership Team with a Head Teacher who started in Sept 2013 and who is also the SENCo, an Assistant Head Teacher who has responsibility for KS2 and 2 teachers who have a TLR 1 with responsibility for Early Years and RE lead respectively.

The school belongs to the Chipping Norton School partnership along with the Catholic MAC partnership of Pope Francis and the North Oxfordshire Catholic schools in the surrounding areas of Bicester and Banbury.

Since the Last Inspection

Following the Ofsted (2012) inspection the following actions have been implemented:

- Increase in teacher expectations for the quality of writing and the application of maths skills across the curriculum.
- Pupils now take a greater responsibility for learning.
- Teachers ensure children are given time to act on feedback and marking.
- Increase in teacher expectation.
- There is a robust early intervention program to ensure no child is left behind.
- Good quality E-safety training for both children and parents.
- School's Key Stage data is significantly higher than national expectations.
- A focus on the creative and outdoor curriculum.
- Promotion of Gospel Values and virtues as well as British values.
- All stakeholders have a voice in how they want the school to improve.

Areas for Whole School Development

- To continue to focus on high aspirations and expectations, ensuring that Children's outcomes are considerably higher than National Expectation.
- To develop a school which has cultural equality- to ensure that social circumstances are not an obstacle in achieving educational potential?
- Improve attendance of disadvantaged children.
- Develop Children's Emotional Intelligence

Outcomes of Pupils

Outcomes of pupils is outstanding because...

What the data tells us

The quality of pupils' learning and their progress is outstanding

- School's position statement showed that the school was in the top quartile for schools' performance
- The quality of pupils' learning and their progress in all year groups is outstanding, as evidenced in lesson observations, learning walks, book scrutiny and planning.
- The school has improved the standards in reading, writing and maths across the whole of the Key Stages.
- 98% parents agreed that their child is making good progress at Holy Trinity ([parent questionnaire Jan 2016](#)).
- Children are now given time to edit their work and to respond to teachers feedback and narrowing the step statements.

EYFS

- The majority of children settle very quickly into Reception and attainment and progress is outstanding.

	2016	Nat	2015	Nat	2104	Nat
% of children achieving a GLD	93%	69.3	83%	66.3	68%	60.4
Average point score	38.2	34.4	34.2	34.3	33.9	33.8

Key Stage 1

Phonics Screening

Phonics Year 1	Holy Trinity			Oxfordshire		National	
	2014	2015	2016	2014	2015	2014	2015
Working at expected level	77	89	86%	73	76	74	77

Phonics Year 2	Holy Trinity			Oxfordshire		National	
	2014	2015	2016	2014	2015	2014	2015
Working at expected level (3)	67	86	67	66	69	66	66

	Foundations for expected standard	Working towards expected standard	Working at expected standard or above	Working at greater depth
Reading	4%	8%	88%	20%
Writing	4%	12%	84%	28%
Maths	4%	16%	80%	24%
Science	8%		92%	

Attainment in all Key Stage statutory tests was outstanding and significantly higher than National Figures.

25.4% raise in children achieving a GLD since 2014

Outstanding 100% of PP passed, although this was only one child.

9% increase since 2014

One child in the class which represents 4% has severe Global Learning difficulties as described by the EP (Educational Psychiatrist)

Also 2 children achieved age expected in the KS1 Sats but it was felt under teacher assessment that they were still 'working towards'. Need to improve the percentage of children who are working at greater depth for Reading as slightly lower than national. Writing and Maths above national.

Key Stage 1 Attainment % of children reaching Greater Depth/Higher Standard	Girls			Boys		
	Below	Expected or above	Greater Depth	Below	Expected or above	Greater Depth
Reading	10%	90%	20%	14%	86%	20%
Writing	20%	80%	30%	14%	86%	26%
Mathematics	30%	70%	20%	14%	86%	26%

Girls are underachieving in Reading and Maths due to this cohort having a higher percentage of Gifted and Talented boys.

Key Stage 2

Analysis of data indicates that attainment over the last 2 years has been significantly above national expectations in all core areas: Reading, Writing, SPaG and Maths. Progress is outstanding, From KS1-KS2 **Progress from KS1-KS2**

Key Stage 2 Progress Score	Progress Score
Reading	4.5
Writing	1.6
Mathematics	1.3

This shows that pupils at Holy Trinity on average do better at key stage 2 than those with similar prior attainment nationally.

Key Stage 2 Attainment	Holy Trinity		National			
	2014	2015	2016	2016	2015	2014
Reading, Writing and Maths	80	100	81%	53	80	79
Reading	92	100	96%	66	89	89
Writing	84	100	100%	74	87	86
Mathematics	88	100	92%	70	87	86
SPaG		89	93	72		

This shows that the school is significantly above national figures:
 In RWM we are 28% above National figures
 In Reading 30% above
 In Writing 26% above
 In Maths 22% above
 In SPaG 21%

Key Stage 2 Attainment % of children reaching Greater Depth/Higher Standard	Holy Trinity 2016	National
Reading, Writing and Maths	15	5

Reading	48	19
Writing	15	15
Mathematics	33	17
SPag	30	23

	Holy Trinity	National
Key Stage 2 Attainment Averaged scaled score	2016	2016
Reading	109	103
Writing	105	
Mathematics	106	103
SPaG	107	104

Key Stage 2 Gender Attainment	Girls			Boys		
	Expected	High	Average scaled score	Expected	High	Average scaled score
Reading, Writing and Maths	87%	25%		73%	0%	
Reading	100%	50%	111	91%	45%	108
Writing	100%	25%		100%	0%	
Mathematics	88%	38%	106	82%	18%	107
SPaG	100%	31%	108	82%	18%	107

SEN

In Key Stage 2 SATS 67% of SEND children achieved 'Expected' due to good quality early interventions

Percentages of children below, expected and above 80% of Year end Targets.

		R	W	M
Year 1	Below	7	7	14
	At	93	93	86
	Above	68	11	71
Year 2	Below	12	16	16
	At	88	84	84

Girls outperformed boys in all subjects, although scaled scores show that there was only 1 point between boys and girls in SPaG and Maths. Although boys performed significantly better than national figures.

Attainment and progress from different starting points and the quality of learning, for individuals and different, groups particularly SEND, Pupil premium and the more able is outstanding.

In all cohorts the percentage of children at or above expected expectation was above 80%.

	Above	72	40	44
Year 3	Below	7	14	10
	At	93	86	90
	Above	17	7	21
Year 4	Below	13	13	13
	At	87	87	87
	Above	16	10	10
Year 5	Below	12	16	12
	At	88	84	88
	Above	16	15	28
Year 6	Below	4	0	15
	At	96	100	85
	Above			

Percentage of Pupil Premium children exceeding 80% of Year end targets or GLD

	R	W	M
Reception	100	100	100
Year 3	75	75	75
Year 4	100	100	83
Year 5	67	33	67
Year 6	100	100	67

However, priority this year will be to reduce the gap between PP children and the cohort particularly in Year 6.

Teaching and Learning

Teaching is outstanding because...

Our latest monitoring showed that of the 33 lessons observed (40%) were good, (60%) were outstanding over time. Children in all the classes are working well above the national expectation and progress across all key stages is good.

The percentage of outstanding lessons has increased from 52% to 60%.

Challenge and Expectation

Teaching is Outstanding because...

- Strong, positive relationships between staff and pupils means that behaviour is very good and all groups show a strong commitment to learning.
- Teachers plan stimulating experiences and the classrooms are exciting learning areas.
- Pupil assessment and tracking is rigorous.
- Specific targeted interventions match the children's needs and are taught by well trained and highly skilled staff.
- Effective use of technology and Smartboards.
- Improvements in the teaching of writing through CPD and a continuing focus on successful strategies to raise standards in this area.
- Clear objectives for learning are shared with and understood by pupils.
- Effective use of talk partners to deepen response and understanding.
- Well managed support for those pupils with SEN that enables them to be fully included in lessons and life of the school.
- Teachers know their pupils well and frequently ensure good match of task to need/ability. 95% of parents feel that the teaching at Holy Trinity is good (parent questionnaire July 2015).
- Opportunities are provided for learners to develop a range of secure, stable and positive relationships with adults and their peers. There is clear evidence of this in classrooms, the playgrounds, after school clubs and in the dinner hall.
- Children feel confident to ask questions and are good listeners and assiduous learners. Showing an increasing willingness to be prepared to take responsibilities for their actions.
- To raise the proportion of outstanding teaching in the school through peer coaching and performance management targets for individual staff.
- Increase focus on the more able, ensure provision for more able are on plans and plans are shared with all adults in the class.
- Ensure there is QFT in all classes all the time.
- Teachers to be accountable for the attainment and progression of all children in their

Relationships between teachers and pupils is a strength. 100 % of Children in Year 3 said they enjoyed their lessons and they make good progress.
(Pupils discussion)

<p>class. Targets to be included on appraisals</p> <ul style="list-style-type: none"> To implement consistent approaches in all classes to ensure pupils are clear about what it is they are expected to learn, what they need to do to improve further and how they can achieve their targets. Pupils need to be encouraged to take greater responsibility for learning by: Checking and correcting errors in their work, including spelling Acting on teacher's advice more swiftly Drafting and re-drafting work 	<p>Children know their next steps and use their objective cards well (Learning walks summer 2016)</p>
Teacher Questioning	
Teaching is outstanding because...	
<ul style="list-style-type: none"> Teachers' questioning is precise, well targeted and helps move the learning on at a good pace (Lesson observations) Teachers are skilled at thinking on their feet and modify questions in response to answers Teachers ask questions which are relevant and fit for purpose, allowing learners time to respond Teachers to work consistently with all groups. (Analysis of data) 	<ul style="list-style-type: none"> There is a need to ask more higher order questions to challenge pupils Communication skills, including reading and writing, are taught effectively and opportunities to make use of these skills across the curriculum have been implemented, there is a need to consolidate these skills
Assessment and Feedback	
<ul style="list-style-type: none"> Very effective formative assessment is carried out to monitor pupils' standards and progress. This includes two stars and a wish for extended writing. Success criteria make clear to pupils what they need to do to be successful at a task. Teachers ensure that pupils understand and use their targets so that they know what they need to do next to improve further. When pupils achieve their targets so teachers set more challenging targets- the process does not wait for the next term. This is further enhanced through increasingly consistent good quality marking. 	<ul style="list-style-type: none"> Continue to ensure the assessment system is effective. That it is rigorous and ensures all children are tracked and parents know exactly where their child is. New Target Cards for Year 6 writing To continue to ensure all learners make effect use of the feedback they receive to help them work on the next area of learning, resulting in their progress being less rapid than it could be.
OVERALL IMPACT	
<ul style="list-style-type: none"> The overall quality of teaching and learning is good with the majority of teaching being outstanding. 	

Personal Development, Behaviour and Welfare

Behaviour around school is outstanding because:

- Pupils feel safe- 100% of parents agreed that their child enjoyed school and felt safe and well cared for ([parent questionnaire Jan 2016](#)).
- Lesson observations clearly demonstrate that behaviour is good in the classroom. Pupils speak politely to the adults and each other and there is almost no disruptive behaviour in lessons with the result that pupils make very good progress.
- Bullying and racist incidents are rare. There is a very low incidence of exclusions.
- The behaviour policy is reviewed at the beginning of each school year, and both school rules and classroom rules are agreed with pupils. Rules, rewards and sanctions are made clear to the children in assemblies, with the result that all pupils understand the 'warning', 'time out' sanctions, and comply with the agreed system.
- The whole school adoption of The Gospel Values had had a positive impact on behaviour and understanding the feelings of others. Display boards and assemblies reinforce the termly themes.
- Staff have high expectations of children's behaviour both in school and on school trips and at inter-school events. Their behaviour out of school is often commented on favourably. Feedback to the children then reinforces the school's expectations of outstanding behaviour.
- The Junior Leadership Team and pupil involvement in the organisation of playtime resources and rules has resulted in calm playtimes and fewer disputes. This also has a positive impact on the beginning of the next session.
- The school Behaviour Policy and sanctions are made available to parents through the school website, and home-school agreement. In individual cases of unacceptable behaviour the school works closely with parents to set targets and rewards to improve behaviour. Almost all parents agreed that behaviour in school is good and most pupils felt that teachers dealt effectively with any incidents when children are not behaving appropriately in the questionnaire to parents
- Pupils are calm and orderly. Very occasionally a small minority of pupils engage in name calling and other forms of unkind behaviour on the playground. Physical aggression is extremely uncommon. Incidents of bullying and racism are very rare. If any incidents so occur, they are treated extremely seriously and dealt with by the Headteacher, Assistant Headteacher or Phase leader. The emphasis is always upon what can be learnt from what went wrong. Pupils are taught to appreciate that mistakes happen, but it is unacceptable for the same mistake to happen twice.
- Staff regularly informs pupils about safe behaviour when using the Internet

- All staff (including lunchtime supervisors) must always follow the procedures outlined in the behaviour policy.
- Implement a whole school approach to Internet safety.
- Pupils have an excellent knowledge of how to stay safe and healthy.
- E-Safety workshops for parents and children were very successful
- New code of conduct for E-Safety signed by children and parents
- More TAs working at lunchtime have minimised inconsistencies in applying the Behavioural Policy
 - Continue to highlight the effectiveness of Emotional intelligence and set rewards for children showing emotional intelligence. Reflecting on unwanted behaviour has highlighted this. Number of level 2 and 3 incidents have reduced.

<p>and e-safety policy is in place. All parents are advised annually in a school newsletter about a website that provides e-safety advice.</p> <ul style="list-style-type: none"> • Child protection arrangements are secure. Pupils know that they can speak, in a secure environment, to an adult if there is something troubling them at home or at school. They actively seek out guidance from staff and know who to talk to if they have a difficulty • Evidence: Junior Leadership Team minutes; pupil and parent surveys; lesson observations; behaviour policy; bullying and racist incident log; school website; classroom displays and whole school Collective Worship displays; pupil interviews. 	
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Pupil Attendance	
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<p>School attendance is broadly in line with national average.96.51</p>	<p>Measures are in place to address individual cases when level drops below accepted level School follows the Academy policy of holiday requests.</p>
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Pupils' Values, Spiritual, Moral, Social and Cultural Development	
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<p>Gospel values are taught termly helping our children think about and reflect on different emotions and actions, which will help them to express themselves in various different situations and environments. By talking and exploring these different values it helps the children to understand, motivate and take responsibility for their own choices and beliefs.</p> <p>However, these values cannot be taught in isolation but we aim to provide experiences and situations in which the school community can consider and reflect upon different values and how this impacts on individuals and the wider community.</p> <p>The school's strong RE teaching has successfully raised awareness of the main faiths, along with our Multi Faith week, which increased knowledge and understanding of different faiths and cultures.</p> <p>Children show care and concern for others less fortunate than themselves both locally, nationally and international through fund raising, entertainment and sponsored events.(collection for Harvest Festival, CAFOD, Children in Need, Macmillan nurses, RAF benevolent fund and many more.</p> <p>Children are encouraged to be proud of their heritage. We celebrate key religious festivals as well as significant historical dates (D-Day, Battle of Britain, General and local elections, remembrance day, Black History).</p> <p>School Junior Leadership Team take their responsibilities seriously and appreciate collective decision making and the need to be fair to all. Junior Leadership Team have made important contributions to many different aspects of school life including devising whole school rules, playground arrangements and new dining hall procedures.</p>	
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Leadership and Management

Impact on the curriculum

OUR school is outstanding because...

- Our school is effectively united by a shared vision for high expectations and improved outcomes for all pupils.
- Continuous Professional Development is strong throughout the school ensuring that all staff contributes to the school aims and priority areas thus driving school improvement.
- Teachers have very effective classroom management, working closely with teaching assistants to ensure that all children have an excellent learning experience.
- We have a robust performance management for both teaching and support staff that provides effective support and training for all staff to enable them to fulfil their role to the best of their ability.
- We now have a very effective a dynamic Leadership team 98% of parents feel the school is well led and managed ([parent questionnaire Jan 2016](#)).

Actions

- Foundation Subject leaders need to further monitor provision and performance across the curriculum identifying priority areas for improvement

Ambition and Drive

Our school is good because...

The Headteacher, Senior Leadership Team, Governors now provide a clear direction for the school and are committed to pupils reaching the highest possible standards and to further improve pupils' achievements.

Self Evaluation

Our school is outstanding because...

On-going monitoring and evaluation, leading to planning and implementation are a pervasive theme of the school as it consistently works to raise pupils' standards and achievement.

All aspects of the school are led and managed on the basis of identifying needs and setting targets to meet those needs.

School development planning and detailed subject action planning set challenging targets for all staff at all levels with the plans being used to embed challenge and ambition.

Impact on Teaching and Learning

Our school is outstanding because...

- The clear vision of the Headteacher and others in senior roles is resulting in the drive and ambition to bring higher standards and expectations, particularly in literacy.

<ul style="list-style-type: none"> • An annual cycle for monitoring and evaluation has been set up and is already proving to be effective, e.g. book trawls, learning walks and lesson observations. • The Senior Leadership team lead rigorous Pupil Progress Meetings to ensure targets are challenging and that progress is being made by individual pupils and by cohorts. This is carried out termly and leads to the early identification of SEN pupils and pupils making limited progress. This monitoring, discussion and reflection impacts on future planning for all classes and has brought about consistency across the school. • The leadership of the school have a clear understanding of how pupils learn and how they make progress. • They use this knowledge to support, inspire and motivate colleagues. • The leadership of the school successfully focuses on raising standards and promoting the personal development and well-being of learners. There is a common sense of purpose amongst the team of staff and morale is high. 	
Governance	
Our school is good because...	To be outstanding we need to....
<ul style="list-style-type: none"> • All Academy Committee and Sub Committee meetings are subject to constructive debate with full ownership and implementation of action points. • Governors act as a critical friend to the Headteacher. 	<ul style="list-style-type: none"> • Academy representatives to have all the information and training they need to support and challenge the leadership and management of the school in order to continue to improve pupil outcomes. • Induction of the new Chair of the Academy Committee
Safeguarding is outstanding	
<ul style="list-style-type: none"> • There are clearly defined roles and responsibilities in relation to Child Protection and all CP training being fully up-to-date and staff skilled at identifying areas of concern 	
Parents	
<ul style="list-style-type: none"> • Parents play an increasingly important role in supporting the curriculum and their child's learning. We provide a 'meet the teacher' meeting where parents are told in detail the content of the curriculum and how they can enhance it. • Our families tell us that they benefit greatly from the work we do for them- be it in terms of education and the social and emotional support they receive from our dedicated staff and through extended services. 95% of parents felt that the school encourages them to take an active part in the learning and school life. With 88% of parents who feel the school encourages their child to be the very best that they can be. (parent questionnaire Jan 2016). • Over the past two years there have been greater opportunities for parents to come into school. This has had a positive effect on relationships between school and home. 	<ul style="list-style-type: none"> • We need to continue to work hard at engaging our parents and to make even greater links with them from early on in view of the requirements of the new EYFS framework. • Encourage parents/carers to have a greater interest into the life of the school.

