



Holy Trinity Catholic School Summary SEF 2016-2017

We Judge the Leadership and Management to be Outstanding because...

- Holy Trinity has a culture of high expectation which has enabled pupils at the school to excel. Last year the school was in the top 10 performing primary schools in Oxfordshire (Times) and this year the school is in top quartile for schools nationally. For the past three years there has been a high demand for places.
 - Rigorous self evaluation and performance management at all levels ensures that any weaknesses are rapidly identified and systems and procedures to ensure excellent outcomes for pupils including SEN and disadvantaged pupils are highly effective.
 - Subject & Phase leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that a high quality of teaching across the curriculum is sustained.
 - Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision. A thorough timetable for professional development is implemented for both Class Teachers and Teaching assistants which addresses common areas of development and reflecting a focus on effective teaching & learning.
 - Staff opinions are regularly sought and used to inform and develop provision. Best practice is modelled and shared resulting in typically excellent opportunities for pupils to learn.
- There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. They are proactive in arranging visits to the school. They have high expectations for outcomes and provision for pupils.
- Holy Trinity actively seeks to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff and pupils and a highly positive school culture being developed.
 - As a result of regular and visible celebrations of the diversity of the school community alongside a robustly implemented SMSC curriculum and high profile Junior Leadership Team, pupils are well prepared for life in modern Britain.
 - Safeguarding procedures are robust with effective action taken where needed to ensure all pupils are saf

To Sustain Outstanding standards the following issues need to be addressed:
<ol style="list-style-type: none"> 1. Induct and develop core SLT roles to ensure impact on key areas of improvement. 2. Continue to embed new curriculum and assessment expectations to ensure that assessment is used to effectively benchmark achievement against year group expectations 3. Develop capacity at middle leadership to support effective teaching and learning. 4. Continue to develop Governance so that Governors systematically self evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups.

We Judge the quality of teaching, learning and assessment to be outstanding...

- Teachers have high expectations for pupil outcomes and insist on well-presented work, which demonstrates an ethos of pride and engagement in learning.
- Teacher planning demonstrates good subject knowledge and is highly effective in ensuring that all groups of pupils are sufficiently challenged. The rigorous monitoring systems and procedures inform quality on going CPD, which in turn is systematically evaluated for impact. As a result pupil outcomes are excellent.
- Teachers give feedback using incisive questioning and high quality marking to provide good opportunities for pupils to make next step improvement. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve.
- Teaching assistants attend regular CPD. They are able to provide high quality specialised support for children both in the classroom and in target groups.
- Pupils are resilient and take ownership of their learning. Engagement in the many extra-curricular activities is extremely high and reflective of the diversity of the school.
- The school has lead both partnership and MAC moderation meetings. As well as being a venue for CPD training.
- Formative assessments in Reading, Writing and Mathematics are used very effectively to inform provision at all levels. These identify concrete next steps for underperforming or coasting pupils as well as an opportunity to discuss the impact of teaching on pupil performance and challenge where needed. Teachers demonstrate a high level of ambition for their pupils.
- Rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. A thorough provision map is regularly reviewed and adjusted according to need.
- Quality homework is set weekly in all year groups, which is marked according to school policies. A variety of activities are utilised to build effective links between home and school. A school homework diary and a robust system of organising reading books according to ability ranges has resulted in reading being a consistent feature of pupil experience at home and at school.
- Termly meetings ensure that parents are well informed in how well their children are progressing and what their child needs to do to improve.

The use of derogatory language is rare and quickly challenged. Pupils demonstrate a confidence in learning as a result of high quality pastoral care and a sense of ownership and belonging in the school.

To sustain Outstanding the following issues need to be addressed:

- Ensure that the CPD programme for new teachers and NQT's results in a sustained outstanding teaching profile.
- Continue to develop teacher subject knowledge to support the successful implementation of the revised curriculum and assessment expectations.
- To develop the concept of mastery in teaching styles and assessment to ensure that most able pupils are effectively challenged

We Judge the Personnel development, behaviour & Welfare to be outstanding

- Pupils' behaviour and the extent to which pupils feel safe at Holy Trinity is outstanding. They demonstrate thoughtful behaviour which creates a positive school ethos as well as being a significant factor in their successful learning. Pupils are generally very supportive of each other in lessons and the behaviour of all groups around the school is excellent. Pupils at Holy Trinity encourage others to conduct themselves well and there are many well embedded role models such as House Captains, Prefects and buddies.
- The school works very effectively with outside agencies which offer additional support for a number of pupils and families with additional need, along with dedicated school staff to ensure there is a high quality of pastoral care.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high profile anti bullying strategies including anti-bullying week and SEAL and Value awards. The teaching of the risks of cyber bullying and safety is also high profile.
- Parents are very supportive of the school. In the last questionnaires 100% agreed with the statement 'my child enjoys being at school, and 'the school keeps my child safe and cared for'. 100% agreed with the statement 'my child makes good progress' and 95% of parents feel that the school communicates well with parents and carers.
- A number of healthy living and growing projects including a creative garden and updating the adventure playground will ensure pupils understand how to stay healthy.
- As a result of a robust and comprehensive set of actions pupil attendance has been sustained above national averages for the last three academic years.
- As well as regular circle time sessions, pupils have a voice through the school and class Junior Leadership Team and Prefects. Pupils feel they have input into School discussions.

To sustain Outstanding standards the following issue need to be addressed:

- To further reduce the rate of exclusion by identification of pupils at risk and provision of bespoke support for those at risk of repeated exclusion.
- To continue to improve rates of attendance for all groups of pupils through careful analysis of attendance patterns and robust related actions at persistent absentees.
- To further develop pupil voice including school council, eco school committee and peer mediation, ensuring that all groups of pupils are represented, and pupils take an increasing ownership of their own learning and that of others
- To monitor and develop pupils attitude to Healthy Living.

Outcomes of Pupils is Outstanding

EYFS

	2016	2015	2104
% of children achieving a GLD	93%	83%	68%
Average point score	38.2	34.2	33.9

Key Stage 1

Phonics Screening

Phonics Year 1	Holy Trinity		Oxfordshire	National
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	2014	2015	2016	2014	2015	2014	2015
% Passed	77	89	86%	73	76	74	77

Phonics Year 2	Holy Trinity			Oxfordshire		National	
	2014	2015	2016	2014	2015	2014	2015
% Passed (3)	67	86	67	66	69	66	66

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%

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	Holy Trinity Average scaled score	National Average scaled score
Reading	4.5	109	103
Writing	1.6	105	
Mathematics	1.3	106	103
Spag		107	104

Attainment at Key Stage 2

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	85%	70	87	86
SPaG		89	93%	72		

- Pupils currently at the school are achieving extremely well. The school came 11 in the county Performance league tables. School assessment information of pupils shows the large majority of all pupils to be at least in line with expected attainment and very good progress from starting points in all year groups which has been sustained over time.
- Pupil achievement at the end of KS2 is outstanding. There is a sustained trend of attainment significantly above national averages at KS2 and Pupils make rapid and sustained progress throughout year groups across subjects, including RE, English and mathematics.
- All of the attainment indicators for sizable groups over the last 3 years are above average. Overall pupil achievement for pupils with learning difficulties and/or disabilities/other significant groups including FSM/Disadvantaged Pupils has been significantly above national averages for 3 years.
- KS1 cohorts make good progress in KS1 from the end of EYFS with overall attainment at the end of KS1 consistently above national benchmarks in reading, writing and maths.
- Disadvantaged pupils have also performed broadly in line with national averages at KS1 and above national averages at the end of KS2 and EYFS for the last 3 years.
- The quality of pupils' progress from KS1 to KS2 is outstanding. Progress from KS1 to KS2 is significantly above national measures on a 3 year average.
- The number of children making more than expected progress (KS1 to KS2) has been significantly above national levels for the last 3 years in Reading, Writing & Mathematics.
- Value added measures demonstrate sustained progress.
- Pupils make excellent progress in EYFS. During the last 2 years children have attained above national averages from lower than average baselines.
- All SEN groups made progress and attained is significantly above that expected nationally in the last 3 years.
- Disadvantaged pupils have performed better than national expectations in English & Mathematics at the end of Key Stage 2 for the last 3 years.
- and make better progress from KS1 to KS2 than their peers in all subjects and make progress significantly better than that expected nationally.

- EAL children make significantly better progress and attained higher than those nationally in Reading, Writing and Mathematics.

To sustain Outstanding the following issues need to be addressed:

- To ensure that the percentage of pupils in the current Year 6 cohort attain above national averages for attainment and progress in reading, writing and mathematics.
- To increase the % of children attaining above expected in Reading in KS1
- For the disadvantaged pupils to attain above National average.
- To celebrate achievement and raise standards in all areas of school life.
- To increase the % of children achieving greater depth.

We judge the effectiveness of the Early Years is outstanding

- Despite entering the school slightly below expected starting points, the majority of pupils leave Reception class with attainment above national expectations.
- The percentage of pupils attaining or exceeding a Good Level of Development has been above the national percentages for the last 3 years with pupils making excellent progress. Pupils currently at the school continue to make good or better progress.
- The quality of teaching from teachers and support staff is consistently good with much outstanding practice and as a result all groups of children make rapid progress.
- The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment.
- Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgments.
- The leadership of Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers.
- Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice.
- Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings.
- Safeguarding is robust.

To sustain Outstanding the following issues need to be addressed:

- Induct new teaching staff and identify training needs to ensure a sustained outstanding teaching profile.
- Further develop the outside area so that it offers consistently excellent provision which mirrors indoor activities and maximises opportunities for learning.
- To establish an informative baseline in EYFS to ensure rapid and sustained progress for all groups to attain National levels at end of Reception year, particularly for EAL starters.

Overall Effectiveness is judged to be Outstanding

- Teaching is outstanding and results in pupil progress and outcomes above that expected nationally for all groups of children.
- Pupils enjoy a rich and varied curriculum including weekly French & Music lessons, themed enrichment weeks and days, gardening, film, debate, poetry and singing events, WOW trips, and use of new technologies including ipads to enhance learning. Instrumental tuition is keenly taken up by pupils.
- A wide range of clubs are oversubscribed both in the school day and after school. These have included: Gym, Art, Design & Technology, Coding, Choir, ICT, gardening, games, Hockey, Athletics, Ball Skills, dance, homework and Football.
- Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences in classrooms. Innovative curriculum design that allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including class JLT, debates, and a comprehensive PSHCE curriculum. Links with local councillors, British Legion, visit by the Prime Minister and enterprise activities and fairs ensure that children are fully involved and engaged in the values of the school and wider British society,