

SEF – Croxby Primary

Sections		Summary Evaluation			
1	Introduction	<p>Approximately 308 pupils on roll from Year R-6. 13% of pupils are eligible for the pupil premium. The School was placed into Special Measures in December 2016. Trust support in place March 17. HT, who is a NLE, AHT and senior teacher started September 17. The School became an academy in Oct 17. Since the OFSTED inspection, the head teacher and 2 senior leaders have left the academy and the deputy relinquished the position.</p>			
2	Current areas for whole academy development	<p>To raise attainment and progress in Reading so an increased percentage reach greater depth combined measure, with a focus on the children who were HAP and MAP at the end of KS1. To continue attainment and progress in so an increased percentage reach the national standard measure, with a focus on the children who were LAP at the end of KS1 in Reading and Maths. Improve the quality of wave 1 and wave 2 provision. Improve the quality of wave 2 support to ensure any gaps (eg. Pupil Premium to other) are closing. To continue to improve the leadership of the academy.</p>			
	Progress in previous inspection key areas	Key Issue	Progress		
		Improve leadership and management at all levels	Restructure of Senior and Middle leadership. Local Body replaced Governing body. IMPACT: KS2 combined increased from 26% in 2016, 27% behind the NA, to 67% in 2018, 3% above the NA.		
		In order to raise standards generally and to ensure that all groups of pupils make at least good progress, improve the quality of teaching, learning and assessment	Support from partner academy for teaching and learning. 7 teachers have left the academy. New academy assessment tool ensures learning is based on GAP analysis. IMPACT: No inadequate teaching over time evident IMPACT: Improved outcomes in EYFS, Keys Stage 1 and Key Stage 2.		
Improve the teaching of mathematics throughout the school, particularly pupils' ability to apply previous learning confidently, especially when tackling multi-step problems.	New mathematics leader appointed, teaching is becoming focused on reasoning and problem solving. IMPACT: KS2 maths outcomes have risen from 36% in 2016 to 73% in 2018.				
3	Overall Effectiveness	Judgement	2	Grade	Good
4. Leadership and Management	Strengths		2	Next steps	
	Leadership has started to drive academy improvement. Leaders and Governors have an accurate and comprehensive understanding of the quality of education at the academy. IMPACT: KS2 combined has risen 45% over the past 2 years IMPACT: Improved KS1 and EYFS outcomes		2	<ul style="list-style-type: none"> The academy will introduce actions and procedures so that the actions secure improvement for disadvantaged pupils' progress in English and Maths. 	
	A remodelled SLT and MLT are more focused on standards and progress. IMPACT: Leaders evaluation of the areas covered today have been accurate. (External Review March 18)			<ul style="list-style-type: none"> Academy leaders will continue to performance management effectively to improve teaching, ensuring teaching is improving at a rapid rate. 	
	Governance has been strengthened. Subsequently governors are starting to hold leaders stringently to account. IMPACT: Higher level of challenge evident in Governing Body minutes.				
5. Teaching Learning and assessment.	Strengths		2	Next steps	
	Across the school there is an improved picture with a higher percentage of staff facilitating good learning. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly, as evidence in the whole school SDI method of teaching maths. IMPACT: Quality of teaching is improving. (External Review March 18)		2	<ul style="list-style-type: none"> Leaders will continue to be relentless to improve the quality of teaching through upskilling the teachers own knowledge so they are in a position to plan learning that sustains pupils' interest and challenges their thinking. The academy will ensure that pupils' who do not progress despite the improving quality first teaching are identified and supported quickly to help them close the gap. 	
	Curriculum redesigned to meet the needs of the academy's learners. Emphasis on team building, learning to learn (5Rs) and metacognition.				
Teachers give pupils feedback in line with the school's assessment policy.					
6. Personal Development, Behaviour and Welfare	Strengths		2	Next steps	
	Pupils are confident and self-assured learners.		2	<ul style="list-style-type: none"> The academy and the trust will ensure PP PA children are tracked rigorously and where children are causing concerns actions and support are put quickly into place. The academy and the trust will introduce rigorous timings and procedures to reduce the % of lateness in the academy. 	
	Behaviour around the school is exemplary. Recorded incident of low level disruption are very low and there have been no exclusions. IMPACT: 97% of parents believe their child is looked after well (Parent Voice Nov 2017)				
Attendance in 2016/17 was at 96%. PA absence was 9%. IMPACT: Current Attendance 96.2% (July 18)					
7. Outcomes for Pupils	Strengths		2	Next steps	
	Since the link up with a local academy trust the school has made accelerated progress and standards have risen. IMPACT: KS2 combined is now 3% above the National Average having previously being 27% below. IMPACT: KS1 outcomes have risen to 77% Reading, 75% Maths and 75% Writing		2	<ul style="list-style-type: none"> The academy will strive to ensure the progress of LAP and disadvantaged pupils is improving to that of other pupils with similar starting points. To continue to improve attainment so it is no longer low. 	
	A very large majority in Year 1 achieve the expected standard in the Phonics check. IMPACT: 93% of Y1 in 2018 achieved the expected standard in phonics.				
8. Early Years Provision	Strengths		2	Next Steps	
	There is accurate assessment within the setting used to plan appropriate learning activities.		2	<ul style="list-style-type: none"> To ensure the effective indoor provision is mirrored in the outdoors. 	
	The teaching, learning and assessment meets the needs of the children. IMPACT: There has been a significant shift with the quality in EYFS. (External Review March 18)				
Children are motivated and interested in a range activities and are keen learners. They listen carefully to adults and each other. IMPACT: 78% of children in 2018 achieved a good level of development compared to 69% the previous year.					

