

Sections		Summary Evaluation			
1	Introduction	Approximately 310 children on roll from Year R-6. 23% of pupils are eligible for the pupil premium. 3.2 % of children have an EHCP which is 3 times the national average. The school was placed into Special Measures in December 16. The school became a TCAT academy in Oct 17. The Trust appoint a new HT, who is a NLE, an AHT and a senior teacher. Pre pandemic the academy was supporting one Tier 3 school, one Tier 2 school and one Tier 1 school. Internal Leadership development has seen two leaders become SLEs and one leader an ELE, in addition, 4 leaders have progressed to Senior Leadership positions internally or within the Trust. From June 21, the Headteacher became the Deputy Director of Education Services within the Trust (0.6) and the AHT became Co-Headteacher. A SEMH provision was opened in September 20, for children at risk of or have been permanently excluded from other establishments.			
2	Current areas for whole academy development	Continue to raise the attainment in English, with a focus on the lowest attaining quintile pupils in phonics Continue to raise attainment in maths with a particular focus on developing the skills needed to achieve greater depth at the end of the key stage KS1 for all children in particular the disadvantaged cohort; also ensuring all groups of children can recall multiplication facts. To refine the SEMH provision across all children in the academy with a focus on the pedagogy of the ERP. Continue to develop leadership at all levels with a specific focus on senior leaders and core leadership.			
3	Overall Effectiveness	Judgement	1	Grade	Outstanding
4. The Quality of Education	Strengths		Outstanding		Next steps
	The 'Croxby Way' Curriculum, introduced in September 17, has intent and implementation embedded across the academy. It is deliberately designed around the children who attend Croxby based on summative data and formative observations with Reading as its lynchpin. IMPACT: On average 9/10 children have passed the Year 1 Phonics check over the past three years. IMPACT: 2021 Key Stage 2 teacher assessment/SAT indicated 85% of children attained the expected standard as did 83% disadvantaged children IMPACT: 2021 Key Stage 2 teacher assessment/SAT indicated 41% of children attained the High Score.				<ul style="list-style-type: none"> Continue to raise the attainment in English, with a focus on the lowest attaining quintile children in phonics Continue to raise attainment in maths with a particular focus on developing the skills needed to achieve greater depth at the end of the key stage KS1 for all children in particular the disadvantaged cohort; also ensuring all groups of children can recall multiplication facts.
	Croxby's Medium Term Plans and Knowledge Organisers ensure the work given to the children over time and across the academy matches the aim of the curriculum. Croxby children will know more, remember more. IMPACT: 2021 Knowledge acquisition data indicates children still retain over 60% of the knowledge taught a year after the original teaching. Disadvantaged children retain 64% of knowledge and SEND pupils retained 68% knowledge.				
	Croxby teachers and leadership use assessment very well, leading to well-planned knowledge based progressive teaching, supported by constant low threat testing/quizzes, to enable the children to remember long term the content taught. IMPACT: KS2 combined increased from 26% in 2016 to 74% in 2021. IMPACT: KS2 maths outcomes have risen from 36% in 2016 to 83% in 2021. IMPACT: National progress data for 2019 indicated reading and writing being above average (top 20%) and maths well above average (top 10%). IMPACT: 2021 KS2 Teacher Assessment indicates disadvantaged children attaining 74% combined and 17% greater depth. IMPACT: On average children retain 60%+ of curriculum knowledge learnt over a year after they had been taught the material. IMPACT: 98% of KS2 responses in a children survey indicated their teachers challenge them in lessons. IMPACT: 96% of responses in a parent survey indicated the school has high expectations for their child.				
	Croxby children consistently achieve highly, particularly the most disadvantaged. Children with SEND achieve exceptionally well. IMPACT: 2021 Knowledge acquisition data indicates disadvantaged children retain 64% of knowledge and SEND children retained 68% knowledge. IMPACT: 60% of disadvantaged children achieved the Key Stage 2 national combined standard in 2019. 2021 KS2 Teacher Assessment indicated disadvantaged children attaining 74% combined and 17% greater depth. IMPACT: 2019 progress measures for disadvantaged children are in the top quintile for reading and maths.				
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5. Behaviour and Attitudes	Strengths		Outstanding		Next steps
	Croxby children behave with consistently high levels of respect for others. There is a no tolerance approach to bullying or harassment. IMPACT: The academy has been selected by the LA to open a SEMH provision despite not having an OFSTED judgement.				
	Croxby children have high levels of self-control. Highly effective action and support is in place for higher needs children. IMPACT: There is an average of one recorded incident of disruptive behaviour in lessons for every 380 lessons. IMPACT: 97% of KS2 responses in a children survey indicated behaviour around the school is good.				
	Croxby children attend the academy regularly, where this is not the case the academy takes appropriate and swift action. IMPACT: Attendance 96.5% (20/21) IMPACT: 1 suspension in four years since becoming an academy. IMPACT: 85% of children engaged in live lessons during the pandemic. The academy provided over 50 electronic devices to families. IMPACT: 98% of KS2 responses in a children survey indicated they enjoy school.				
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6. Personal Development	Strengths		Outstanding		Next steps
	The academy goes beyond the expected, so Croxby children have access to a wide, rich set of experiences. Activities include weekly musical theatre and music tuition for all the Key Stage 2 children. The library is open every lunchtime and led by the children. IMPACT: 100% of Key Stage 2 children play at least two musical instruments. 100% of all children access musical theatre throughout the year. IMPACT: Despite Covid, the academy has continued to use virtual visits and virtual visitors in every year group.				<ul style="list-style-type: none"> To refine the SEMH provision across all children in the academy with a focus on the pedagogy of the ERP.
	There is a strong take up by Croxby children of opportunities provided by the academy. The children have developed a strong scholastic endeavour, the children will tell visitors 'We know more and we remember more'. IMPACT: 64% of children attend an extra curriculum activity. 38% (78 children) of Key Stage 2 access Level 2 inter school competition. 274 sessions of extra-curricular weekly activities are accessed. IMPACT: 87% of KS2 responses in a children survey indicated they take part in learning outside lessons. IMPACT: 100% of responses in a parent survey indicated their child can take part in clubs and activities. IMPACT: During 2021, there were 1438 Graduate Award passes. 85% of all pupils, 65% of disadvantaged children and 69% of children on the SEN register have passed an award. IMPACT: In 20/21 69% (140/204) of Key Stage 2 children demonstrated scholastic endeavour in passing at least 1 graduate award each term.				
	The academy provides high quality pastoral support. IMPACT: 32 children have accessed Mental Health support throughout 2020/21 provided the TRUST's Child Mental Health worker and the academy ELSA. IMPACT: 92% of responses in a parent survey indicated the school supports their child's wider development. IMPACT: 100% of responses in a parent survey whose children have SEND indicate the school gives them the support to succeed.				
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7. Leadership and Management	Strengths		Outstanding		Next steps
	Croxby leaders ensure teachers receive focused, effective, and personalised CPD. A culture of staff driving their own pedagogical knowledge is apparent. Croxby has a 'Strong Professional Environment'. IMPACT: The coaching and mentoring programme provides high levels of CPD for staff and there are high expectations that they will be actively involved in their own development (External Review) IMPACT: The academy has supported a school in need on the request of the Local Authority and three schools through being a support school.				<ul style="list-style-type: none"> Continue to develop leadership at all levels with a specific focus on senior leaders and core leadership.
	Croxby has a culture where safeguarding, with effective arrangements, is at the heart of everything it does. The Local Governing Body ensures the academy fulfils its statutory duties. Governors provide high levels of challenge. IMPACT: The whole school community understand in-depth the need for safety and well-being and the processes that the school have in place to keep everyone safe. Leaders and members of the wider safeguarding team reflect the safeguarding ethos in their description of the school from systems, processes, curriculum and more importantly behaviours and action. (External Review) IMPACT: Governing Body minutes of July 21 evidence 23 challenge questions to leaders from governors. IMPACT: 98% of responses in a parent survey indicated their child felt safe at school. IMPACT: 98% of responses in a parent survey would recommend the school to another parent. IMPACT: 100% of responses in a staff survey indicated that the school was well led.				
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8. Quality of Early Years Education	Strengths		Outstanding		Next Steps
	Croxby children are highly motivated and eager to join in. By the end of the year the children demonstrate high levels of self-control IMPACT: There has been a significant shift with the quality in EYFS. (External Review March 18)				
	Croxby children access an EYFS curriculum that provides no limits or barriers regardless of backgrounds. IMPACT: 78% of children in both 2018 and 2019 achieved a good level of development. IMPACT: 2021 Assessments indicated 71% achieved GLD, 14% were exceeding.				
Croxby children including those from disadvantaged backgrounds achieve the best possible outcomes. IMPACT: 60% of disadvantaged children achieved a good level of development in 2019. IMPACT: 2021 Assessments indicated 60% of disadvantaged children achieved a good level of development.					