

SEF – Croxby Primary

Sections		Summary Evaluation			
1	Introduction	<p>Approximately 294 pupils on roll from Year R-6. 20% of pupils are eligible for the pupil premium.</p> <p>The school was placed into Special Measures in December 2016. Trust support in place March 17. HT, who is a NLE, AHT and a 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. The two current AHTs are now SLEs, one AHT is on secondment to support another academy and an acting AHT was appointed from the current staff. A middle leader is on a 0.4 secondment to the Trust as an Academy Improvement Leader and an aspiring leader is an Academy Improvement Partner for the Trust. The headteacher is currently supporting one Tier 3 school, one Tier 2 school and one Tier 3 school as part of their NLE role. A SEMH provision was opened in September 20 for children at risk of or have been permanently excluded from other establishments.</p>			
2	Current areas for whole academy development	<p>Continue to raise the attainment in reading for all groups of children, with a focus on more children achieving the national standard and greater and depth in reading by the end of KS2 through using direct evidence of the text and through vocabulary acquisition.</p> <p>Continue to raise the attainment for all groups of children, with a focus on narrowing the gender gap across the academy, particularly in writing by the end of KS1 and lower KS2 through using effective feedback.</p> <p>Continue ensure the 'Croxby Way' curriculum is relevant and meets the needs of our children after a sustained lockdown period.</p> <p>Continue to develop leadership at all levels with a specific focus on middle and aspiring leaders both within the academy and wider.</p> <p>Croxby children continue to take ownership of their learning.</p> <p>Ensure the children attain ELGs broadly in line with previous academy cohorts, with a focus on ensuring the new to EYFS staffing deliver high quality facilitation of learning and through ensuring the children with low MH which will affect their writing are identified.</p> <p>To deliver high quality SEMH for Croxby children and the wider community.</p>			
	Progress in previous inspection key areas	Key Issue	Progress		
	Improve leadership and management at all levels	<p>Leaders are proactive in their wider roles and clear about their accountability. They are extremely ambitious for the academy to move on and a team approach is evident across the academy that has previously not been there. (External Review)</p> <p>There is a positive system of leadership across the academy where all staff are encouraged to be involved in decision making (Open SLT) and regularly are. (External Review)</p> <p>There is a focus on leadership development through coaching, for SLT this is with the HT. (External Review)</p> <p>IMPACT: 2 leaders are SLEs, 1 leader has been appointed to the Trust's Improvement Team (0.4) and one aspiring leader has been appointed to a SLT position in another Trust.</p> <p>IMPACT: KS2 combined increased from 26% in 2016, 27% behind the NA, to 67% in 2018, 3% above the NA, remaining above the NA in 2019.</p> <p>IMPACT: The academy is now supporting a school in need on the request of the Local Authority.</p> <p>IMPACT: One of the academy's AHT is on secondment for the year supporting another academy.</p> <p>IMPACT: The academy has been selected to open an SEMH provision.</p>			
	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	<p>IMPACT: There is a high aspiration for learning and children are keen to do well. There is evidence across the school of where children of HA are being consistently challenged (External Review)</p> <p>IMPACT: No inadequate teaching over time evident</p> <p>IMPACT: Improved outcomes in EYFS, Keys Stage 1 and Key Stage 2.</p> <p>IMPACT: 60% of pupil premium children achieved the Key Stage 2 national combined standard in 2019.</p> <p>IMPACT: Reading and Maths 2019 progress is above average, with writing on the above average borderline. All subjects are up from the bottom quintile before academisation.</p>			
Improve the teaching of mathematics throughout the school, particularly pupils' ability to apply previous learning confidently, especially when tackling multi-step problems.	IMPACT: KS2 maths outcomes have risen from 36% in 2016 to 78% in 2019.				
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 designed around the children who attend Croxby based on summative data and formative observations.			<ul style="list-style-type: none"> Continue to rigorously check that the curriculum provides a knowledge base for success. Continue to raise the attainment for all groups of children, with a focus on narrowing the gender gap across the academy, particularly in writing by the end of KS1. Continue to ensure there is high quality facilitation of learning through consistent use of teacher modelling, metacognition strategies across all subjects and bespoke CPD. Continue to raise the attainment in Reading for all groups of children, with a focus on more children achieving the national standard and greater depth at the end of KS2. 	
	Croxby's Medium Term Plans and Knowledge Organisers ensures the work given to the children over time and across the academy matches the aim of the curriculum.				
	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, 27% behind the NA, to 67% in 2018, 3% above the NA, remaining above the NA in 2019. IMPACT: KS2 maths outcomes have risen from 36% in 2016 to 78% in 2019. IMPACT: Reading and Maths 2019 progress is above average, with writing on the above average borderline. All subjects are up from the bottom quintile before academisation. IMPACT: Reading and Maths 2019 progress is above average, with writing on the above average borderline. All subjects are up from the bottom quintile before academisation. IMPACT: 2020 Teacher Assessment indicates KS2 outcomes for the national have risen to 76% combined and 22% greater depth.				
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.			<ul style="list-style-type: none"> Croxby children continue to take ownership of their academy and community. 	
	Croxby children have high levels of self-control. Highly effective action and support is in place for higher needs children.				
Croxby children attend the academy regularly, where this is not the case the academy takes appropriate and swift action. Leaders are Croxby are yet to use fixed term exclusions. IMPACT: Current Attendance 96.6% (18/19) Zero exclusions since becoming an academy.					
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 sailing, musical theatre and music tuition for all the Key Stage 2 children. IMPACT: 100% of Key Stage 2 children play at least one musical instrument. 100% of all children access musical theatre throughout the year.			<ul style="list-style-type: none"> Continue to work with other establishments to develop their own and Croxby's offer. 	
Croxby children take good advantage of the extra curriculum offer. 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.					
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. 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 is now supporting a school in need on the request of the Local Authority.			<ul style="list-style-type: none"> Continue to develop middle and aspiring leaders. 	
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.					
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)			<ul style="list-style-type: none"> Continue to adapt pedagogical approaches dependent on the need of the cohort. 	
	Croxby children access an EYFS curriculum that provides no limits or barriers regardless of backgrounds. IMPACT: On average 9/10 children have passed the Year 1 Phonics check over the past three years.				
Children including those from disadvantaged backgrounds achieve the best possible outcomes. IMPACT: 78% of children in both 2018 and 2019 achieved a good level of development compared to 69% the previous year. 60% of Pupil Premium children achieved a good level of development in 2019.					