

## School Evaluation Form – Croxby 2022-2023

School Context					
Approximately 328 children on roll from Nursery – Year 6. 25% of pupils are eligible for the pupil premium. 3.4 % of children have an EHCP which is 3 times the national average. The school has an enhanced resource provision for 8 pupils, fully funded by the local authority. In January 2022, following an Ofsted inspection, the academy was graded good in all areas. From Spring Term 2, the Headteacher resigned to fulfil his role full time at the trust and the Co-Headteacher became the Headteacher. Following a successful application to open a nursery, a 26 place provision will enable children to access 15 or 30 hour places within the nursery from September 2022.					
Whole School Development Priorities					
1. To improve quality first teaching in reading with a focus on developing fluency for middle attainers aiming for NS across KS2 2. To improve the quality first teaching of maths for all children at the end of KS2 with a specific focus on developing drawing lines, shapes and angles and answering problem solving questions 3. To develop leadership at all levels					
Self-Evaluation Grades					
Overall Effectiveness	Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management	EYFS
Good	Good	Good	Good	Good	Good

Green impact = internally endorsed

Purple impact = externally endorsed

Quality of Education	
Evaluative Statement and Impact	Actions for Improvement
<ul style="list-style-type: none"> <li><b>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.</b> IMPACT: 86% of children passed the phonics screening check in Year 1 2022 IMPACT: 100% of children with no additional SEND factors passed the phonics screening check retake in Year 2 2022 IMPACT: KS2 phonics intervention data shows that children have made 63% increase in their phase 5 phonics scores</li> <li><b>A well-constructed, well taught curriculum will lead to pupils learning more and so achieving good results.</b> IMPACT: 50% of children achieved full marks in the Year 4 multiplication check 2022 IMPACT: 94% of children achieved over 94% in the Year 4 multiplication check IMPACT: 79% of children achieved NS in writing for KS2 SATs IMPACT: 58% of children achieved the combined NS KS2 SATs</li> <li><b>Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</b> IMPACT: On average all children are able to retain 109% of knowledge one year later due to effective retrieval lessons. Children with SEND achieve 104% and DA children achieve 112%</li> </ul>	<ul style="list-style-type: none"> <li>New LTP for phonics to be produced</li> <li>New reading scheme in KS2 to be introduced</li> <li>Focus intervention groups for DA children in maths and fluency in reading</li> </ul>
Behaviour and Attitudes	
Evaluative Statement and Impact	Actions for Improvement
<ul style="list-style-type: none"> <li><b>Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</b> IMPACT: Attendance cumulatively is 93.4% and 91.9% cumulatively for PP children (2021/2022)</li> <li><b>The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.</b> IMPACT: less than 1% of lessons were interrupted due to red behaviours in class during Summer term 2022 IMPACT: A student teacher when asked about behaviour stated that 'It is the best behaviour I have seen on my placements, there are well enforced behaviour systems and a consistency in the language the staff use.' (Safeguarding Review July 2022) IMPACT: When asked in pupil voice in Y5/6 if they thought there was bullying at school, they responded 'No. There isn't but if there was it would be dealt with straight away.' (Oct 2022) IMPACT: Parent voice – 98% parents agreed the school makes sure children are well behaved (Oct 2022)</li> <li><b>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</b> IMPACT: Pupil Voice - 98% of children say adults keep them safe inside school and 97% say adults keep them safe outside in the playground (July 2022) IMPACT: Pupil voice - All children voice groups articulated that they felt safe in all areas of the school. One child remarked. 'I feel safe everywhere'. (Safeguarding review July 2022) IMPACT: All child voice groups spoke well about online safety with one group explaining how the Smoothwall worked to protect them. (Safeguarding Review July 2022) IMPACT: Pupil Voice 'People hold doors for others, children play nicely. Children are respectful and kind.' (Oct 2022) IMPACT: Parent voice – 99% of parents said their child was happy and 100% of parents said their children feel safe at school and 97% of parents said they would recommend the school (Oct 2022)</li> </ul>	<ul style="list-style-type: none"> <li>Revision and implementation of behaviour support resources</li> <li>Increased number of pupil voice to monitor behaviour and attitudes</li> </ul>
Personal Development	
Evaluative Statement and Impact	Actions for Improvement
<ul style="list-style-type: none"> <li><b>The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.</b> IMPACT: 10% of all pupils have received MHSW and pupil voice states the majority of pupils feel it has had a positive IMPACT: 100% of children participating in Y6-Y7 transition groups said they feel ready for Y7 and that staff have listened to their worries and helped them (21/22) IMPACT 93% of staff agreed that Teaching and Learning of PD had improved since Ofsted (Sept 22) IMPACT: Quote from Safeguarding Review July 2022 in reference to staff supporting an anxious child entering school and the immediate follow up support to the parent 'a good example of the high level of care Croxby provides their vulnerable children.'</li> <li><b>The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.</b> IMPACT: 2560 passes for Graduate awards 78% increase from 2020/2021 IMPACT: 81% of D/A children completed a Graduate Award during the Summer Term 22 IMPACT: 62% of children passed a graduate in the Big Dreams books and 80% passed a RHE Graduate Award (21/22) IMPACT: On average all children are able to retain 109% of knowledge one year later due to effective retrieval lessons. Children with SEND achieve 104% and DA children achieve 112% IMPACT: There has been an opportunity for pupils to participate in 10 different competitive sports events (21/22)</li> </ul>	<ul style="list-style-type: none"> <li>New PD curriculum to be implemented</li> <li>New RE curriculum to be implemented</li> <li>Develop clubs/sporting events to nurture children's sporting ambitions</li> </ul>

<p>IMPACT: Parent voice – 98% parents agreed that there was an opportunity for their child to take part in a club (Oct 2022)</p> <ul style="list-style-type: none"> <li>• Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.</li> </ul> <p>IMPACT: 4 hate crime incidents logged during the academic year 21/22</p> <p>IMPACT: Child voice groups talked well about radicalisation and racism. A Year 1 child said 'You must be kind to other religions. (Safeguarding review July 2022)</p>	
Leadership and Management	
Evaluative Statement and Impact	Actions for Improvement
<ul style="list-style-type: none"> <li>• Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment.</li> </ul> <p>IMPACT: 100% of staff stated they felt supported to develop by leaders in the academy and that there is a culture of supporting and developing staff (Sept 22)</p> <ul style="list-style-type: none"> <li>• Leaders engage with their staff and are aware and take account of the main pressures on them.</li> </ul> <p>IMPACT: 100% of staff believe they have an acceptable workload and that leaders consider workload and try to reduce it where possible.</p> <p>IMPACT: I feel very lucky to be in a school that looks after its staff, particularly when comparing workload to teacher friends in different schools. For many reasons, including this, I wouldn't want to be anywhere other than Croxby. I can't complain about my work life balance! (Staff voice July 2022)</p> <p>IMPACT: 100% of staff said they feel supported by the leadership team and felt they were able to discuss any problems they had with them (Sept 2022)</p> <ul style="list-style-type: none"> <li>• The school has a culture of safeguarding that supports effective arrangements</li> </ul> <p>IMPACT: Pupil voice - 98% of children say staff keep them safe in school (21/22)</p> <p>IMPACT: Pupil voice - 99% of children say they are taught and know how to stay safe online in school (21/22)</p> <p>IMPACT: The DSL was confident that all the staff would know what to do if they had a child protection concern, she stated that safeguarding was 'Strong and embedded, safeguarding is everyone's responsibility, no concern is too small'. The review team can confirm that after speaking to the harder to reach staff (Student teachers, lunchtime supervisors) that this seems to be correct. (Safeguarding Review July 2022)</p>	<ul style="list-style-type: none"> <li>• Increase capacity of leaders through coaching</li> <li>• SEMH targets to be assessed whole school where necessary, using BOXHALL</li> <li>• Introduction of RASHEN to further develop effective safeguarding measures</li> </ul>
EYFS	
Evaluative Statement and Impact	Actions for Improvement
<ul style="list-style-type: none"> <li>• Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</li> </ul> <p>IMPACT: 69% of children achieved GLD 2022</p> <p>IMPACT: 75% of DA children achieved GLD 2022</p> <ul style="list-style-type: none"> <li>• There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</li> </ul> <p>IMPACT: 76% of children are on track or above in Communication and Language area for learning 2022</p> <ul style="list-style-type: none"> <li>• The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.</li> </ul> <p>IMPACT: 79 % of children on track or above in comprehension (21/22)</p> <p>IMPACT: 76% of children on track or above in word reading (21/22)</p> <p>IMPACT: 69% of children on track or above in writing (21/22)</p>	<ul style="list-style-type: none"> <li>• EYFS leader to ensure all staff have the knowledge to provide quality first teaching and provision in the nursery</li> <li>• Develop children's knowledge of cultural capital through engagements in the Graduate Awards</li> </ul>