

## School Context

New City Primary School is in the London borough of Newham where 52% of pupils live in poverty (End Child Poverty Coalition May 2021) and serves the community of East Ham and Plaistow, an area of considerable socio-economic disadvantage in one of London's most deprived boroughs. The School's Income Deprivation Affecting Children (IDACI) is 0.136 compared to Newham which is 0.201 (2019). This is grouped in the 4th decile for deprivation, which is high compared to the rest of the country. The school has three forms of entry with a current school population of 650 (June 2021 census including Nursery), of whom many live in overcrowded households. The levels of local unemployment are high in the school community and 26% of the school population qualify for free school meals and 26% are identified as Pupil Premium. 77% (June 2021 census) of pupils are from ethnic minority backgrounds and 12% of our school population have special educational needs and this is broadly in line with Newham and national averages. 77% of the pupils have English as an additional language.

The Pupil Premium allocation for New City Primary School was £146, 605 and details of the Pupil Premium spend can be found on our website at [www.newcity.boleyntrust.org](http://www.newcity.boleyntrust.org). Our Pupil Premium pupils attain highly and make exceptional progress (refer to New City PPG Impact Report).

New City Primary is part of The Boleyn Multi Academy Trust which is made up of 7 neighbouring primary schools.

### **Covid 2019**

During 2020/21 the school worked through the pandemic to ensure that all pupils received a high-quality education through remote learning. 100% of pupils were contacted during the national school closure of January 2021. Provision was made for all pupils to access learning. This exemplified the community spirit of the school and the positive relationships established with the parents and carers. A successful recovery (catch-up) curriculum was put in place to ensure that all pupils made rapid progress

### **Special Features:**

- Our Family Centre reaches out to all our families and focuses on three main aspects. These are school readiness, overcoming barriers to learning and responding to local and national priorities such as mental health, gangs and knife crime.
- The school provides a breakfast club from 8.00 until 8:30 and after school care from 2:30 until 5:30. (N.B. This was the case until the January lockdown when the clubs and breakfast club had to close). In 3 weeks of the summer August 2021 80 pupils attended a very successful Summer School focused on healthy minds and healthy bodies

- As part of our exemplary curriculum New City offered a range of over 25 clubs to children free of charge to enhance children's social, emotional and academic wellbeing. These clubs ranged from yoga, football and Lego to EAL, Phonics and mathematics interventions. Children with SEND were identified to attend clubs. All clubs were well attended until the school went into its second lockdown in January 2021. These have since been resumed.
- New City has been recognised as a Centre of Excellence for Inclusion and received the Primary Healthy School Status Bronze Award in February 2021.
- New City achieved International Schools Status in August 2021

## OUR SCHOOL VISION...

We

- promote an inclusive and effective learning community with high expectations. To reflect the local area, to welcome and celebrate diversity and to provide an inspirational environment where pupils feel happy, valued and secure in their learning.
- enhance children's life chances through a stimulating, supportive parental partnership that nurtures each child to achieve his/her full potential. For children to become responsible, confident members of a global society who can apply their experiences at New City to all future learning.

## The Quality of Education

Outstanding (1)

The quality of education is exceptional. The curriculum is designed to ensure depth of learning. Our curriculum is the blueprint to ensuring all learning is entrenched with a moral and ethical vision and purpose. Learning is sequenced logically and progressively from EYFS to end of KS2. Each subject area is written so that teaching builds on previous learning. Skills and knowledge are repeated and rehearsed - a robust progression model and spiral curriculum ensuring knowledge and skills build and enter into long term memory through automaticity.

Staff training builds and secures teacher and subject leader knowledge to sustain Quality First Teaching and ensure high standards in progression in learning for all pupils and gaps in learning from lockdown are diminished. Teaching staff and subject leads understand how to ensure key knowledge and skills are rehearsed for automaticity so learning components are taught and composite goals reached to achieve mastery.

All work given to children matches the aims of the curriculum and shows sequence in how knowledge and skills build for future learning. Pupil outcomes are consistently of a high quality, including disadvantaged pupils and pupils with SEND. Through the development of the lowest 20% toolkit all staff have a range of strategies to ensure that the needs of the children are being met. Through training, monitoring and high expectations of all, pupils are able to make rapid and sustained progress and gaps in knowledge and understanding are quickly and effectively identified.

Our mastery science curriculum is exemplary because children have the opportunity to deepen their learning and understanding. For example, Year 2 study electricity during which they learn about the scientist Thomas Edison. They revisited and deepened their learning and understanding of electricity in Y4 and again in Y6. In geography Y2 developed knowledge and understanding of map skills which they further deepened their knowledge and application in Y3 and Y5. The mastery history curriculum enabled children to deepen their knowledge of a range of topics including the concept of invasion. For example; KS1 studied significant events using their knowledge and understanding of chronology, Y3 studied the Romans and Y4 the Second World War. Other examples of children deepening their knowledge and understanding across the curriculum can be seen in the curriculum overviews on the New City website: [www.newcity.boleyntrust.org](http://www.newcity.boleyntrust.org)

During school closure pupils were enabled to continue to access the full curriculum through our Remote Learning Strategy. Planning and quality first teaching ensured that all gaps in learning were identified and clear planning in place to meet all pupils' needs.

The curriculum is ambitious and builds children's cultural capital through music, the arts, sports, languages and international links. Teachers have strong subject knowledge and leaders have provided strong professional development opportunities to build confidence and expertise. The level of coverage and depth of learning is exceptional. Teachers check pupils' understanding systematically, identify misconceptions and provide clear feedback. Teachers adapt their teaching to meet pupils' learning needs and have the highest expectations of all children.

Teachers use assessment for learning well to ensure confidence and fluency and all learning is referenced to previous experience. Pupils build on previous learning, practise and rehearse to build automaticity. Assessments are matched to check pupils' understanding of new knowledge and identify gaps in learning or misconceptions. This informs the curriculum and daily planning.

The learning environment is exceptional and reading is prioritised across the full curriculum. The reading curriculum is clearly sequenced to develop skills, confidence and fluency. Books supporting early reading are clearly matched to the sounds being taught. There is a love of reading across the school, evident in high quality texts within classrooms and the stunning, visual backdrop to learning, celebrating stories and language. Any gaps in learning are identified quickly and a wide range of additional support is available to support pupils to keep up with their peers.

Pupils' work across the curriculum is exceptional and attainment in national tests is well above national averages. The numbers of pupils attaining expected and the higher standard in key stage 1 and expected and greater depth in key stage 2 is exceptional. The school is consistently in the top 3% of schools nationally for progress.

## Leadership and Management

Outstanding (1)

Leadership and management are exceptional. Teachers' subject knowledge is developed and supported through high quality pedagogical support through the in-house training and the Teaching School. All staff and subject leaders are supported to build knowledge and skills to consistently improve the teaching of the curriculum. Leaders are committed to staff well-being and regularly discuss ways of working to ease teacher workload. Staff report strong support from leaders.

All Leaders speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced, vocabulary enriched and reviewed for impact in order to meet the needs of the pupils. The language of composite goals and learning components have been shared as a whole school approach and is continually being adapted to the needs of our children to ensure they are clear and able to articulate their learning journey and therefore progress with their knowledge and skill acquisition.

Through a rigorous and systematic cycle of monitoring, all leaders are involved in being able to monitor and evaluate pupils learning to ensure pupils are learning more and remembering more. Assessment for learning is pivotal along with opportunities for pupil voice as well as teachers and pupils being able to identify key components of learning to achieve composite goals.

Leaders are ambitious in providing high quality education for all pupils. Common purpose is a strong feature of the school through shared values, policies and practice. Induction of new staff is rigorous and strong support is available for all staff. New City is committed to inclusion, equality of opportunity, the Equality Act 2010 and a celebration of diversity. Governors and Trustees know their school well and present effective challenge and support to leaders. Leaders have developed a strong culture of safeguarding. Early help and safeguarding teams in school have ensured all staff are vigilant to signs of risk or harm. Pupil mental health and well-being is carefully supported and pupils are aware of the need to keep safe in the wider community of Newham, particularly, drugs, gangs, county lines and knife crime.

## Behaviour and attitudes

Outstanding (1):

Behaviour and attitudes are exceptional. Pupils demonstrate high levels of respect for each other. They recognise and celebrate differences. Behaviour is always positive in classrooms and playgrounds. Pupils uphold the school's core values of care, cooperation, consideration, courtesy and commitment. Bullying is very rare and is dealt with quickly and effectively. Pupils play an active part in the life of the school through peer mentors, head boy, head girl and school council members. All staff have consistently high expectations of behaviour and low-level disruption is not tolerated in classrooms. Behaviours to learning are always positive and pupils show strong resilience in their learning. Pupils have high attendance and persistent absence is low. Staff understand clear behaviour procedures to follow in terms of behaviour and attendance. Exclusion rate is zero and relationships between staff, pupils and parents are very positive. Pupils feel safe in school and well-looked after.

## Personal Development

### Outstanding (1)

Personal development is exceptional. The school goes beyond the expected to enable all pupils to have access to experiences that would be unavailable to them. All pupils in key stage 1 and 2 learn a musical instrument and prior to the pandemic the school ran two successful choirs taking part annually in the national Young Voices. Residential visits to activity centres have taken place prior to the pandemic and regular visits to museums, theatres and galleries have taken place, making New City an exciting place to learn. All disadvantaged pupils have priority in after school clubs. Play therapists, speech and language therapists, sports coaches, art therapists, music therapists, mental health first aiders and a specific language difficulties specialist all support personal development, character and well-being.

During the Pandemic the school has worked closely with all the families and their children to ensure their mental health and wellbeing needs were met. Robust interventions were implemented for children identified to ensure barriers to learning were removed. This included work with the school counsellor, the pastoral team and liaison with external agencies.

Pupils develop resilience in a rich learning environment that promotes strong spiritual, moral and social cohesion. Leaders offer strong pastoral support and pupils are highly knowledgeable about physical and mental health well-being. Pupils are aware of age-appropriate healthy relationships, they respect cultural, religious, gender and sexual differences. They understand and respect the protective characteristics defined in law and they understand fundamental British values. Pupils are well prepared for life in modern Britain.

The transition for children from Early Years to Year 1, Year 2 to Year 3 and Year 6 to Year 7 is taken very seriously at New City. To ensure children and their families are ready for these changes parent workshops and information has been developed. Strong links with other early years providers/secondary schools have been developed. For example, secondary schools have been working with Y6 and Y5 preparing them for their transition. PSHE lessons have been used to support Y6 children and prepare them for their secondary school.

## Early Years Provision

### Outstanding (1):

The quality of early years education is exceptional. The EYFS curriculum has high ambition for all learners regardless of their starting points. Children are highly motivated, engaged, behave well, share together, take turns and cooperate. All staff have the highest expectations and children demonstrate sustained levels of concentration. Children know more and remember more through repetition and rehearsal. All pupils are immersed in a language rich setting with a love of reading at the heart of all learning. All pupils including disadvantaged pupils and pupils with SEND achieve strong outcomes. Pupils can apply their phonic skills, whole word recognition and new vocabulary into independent writing of a high standard.

Pupils are given the knowledge, self-belief and cultural capital they need to succeed. The curriculum is sequenced carefully to build on previous learning and to allow for repetition and rehearsal to confidently develop skills. Vocabulary is a key priority in this disadvantaged community. Ambitious vocabulary is introduced and modelled in context through repetition leading to automaticity. Staff are experts in early reading and the phonic phases taught across early years are ambitious and challenge all learners. Staff are knowledgeable in delivering a meaningful curriculum in the Reception year. Reading, writing and mathematics follows Ofsted's 'Bold Beginning' guidelines and curriculum plans are rich in challenges to ensure all children are ready for the Year 1 curriculum and beyond.

Children develop knowledge and skills across all seven areas of learning and the curriculum supports the emotional security and physical development of all children. Speaking and listening opportunities are built into the daily activities alongside familiar stories, rhymes and songs. Staff work closely with parents to support their children's development and to share books that reinforce the sounds that have been taught in class. Consistently, 85% + of children reach a good level of development at the end of the Reception year with a third of pupils exceeding GLD. Pupils with SEND make very strong progress from their individual starting points.

## Overall Effectiveness

Outstanding (1)

Overall effectiveness is outstanding.

The quality of education is outstanding.

All key judgements are outstanding.

Safeguarding is effecti

