

New City Primary School

URN: 145367 LAESTAB: 3162047 Local authority: Newham

Phase of education: Primary Type of education: Academy Converter

▼ [About the trust](#)

As of October 2023:

- this school is part of THE BOLEYN TRUST which contains 8 primary schools, no secondary schools, no special schools, no alternative providers and no pupil referral units.
- the latest overall effectiveness grade for this school is outstanding. As of 1 Oct 2023, the MAT grade profile was:
 - outstanding graded - 4
 - good graded - 0
 - requires improvement graded - 0
 - inadequate graded - 0
 - not yet received graded or ungraded inspection - 0
 - ungraded, school remains outstanding - 2
 - ungraded, school remains good - 2

Release information: Provisional 2023 Phonics, Provisional 2023 KS1, Provisional 2023 KS2

Release date: 18 October 2023 [IDSR news page \(https://www.gov.uk/guidance/idsr-news-and-updates\)](https://www.gov.uk/guidance/idsr-news-and-updates)

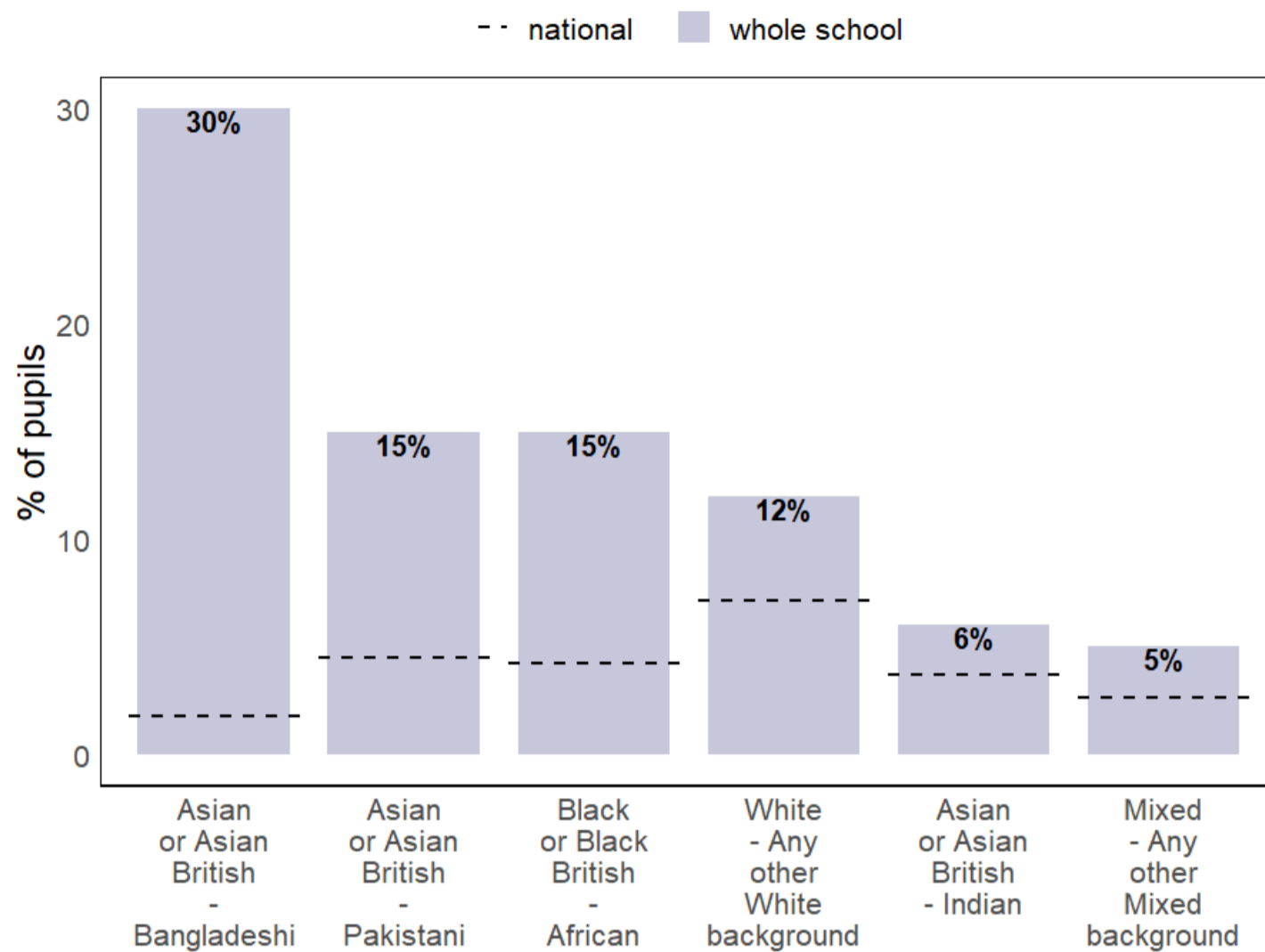
School characteristics

	2021	2022	2023
School number on roll	Well above average 638	Well above average 620	Well above average 632
School % FSM	Above average 28	Above average 33	Above average 31
School % SEND support	Below average 9	Well below average 8	Close to average 12
School % EHC plan	Below average 0.8	Close to average 1.8	Close to average 2.2
School % EAL	Well above average 77	Well above average 76	Well above average 73
School % stability	Well below average 70	Well below average 70	Well below average 67
Pupil base deprivation	Above average	Above average	Above average
School location deprivation	Above average	Above average	Above average

- The proportion of pupils with EAL (60%) in year 1 is low compared to other year groups.
- The proportion of pupils with EAL (85%) in year 2 is high compared to other year groups.
- The proportion of pupils eligible for FSM (22%) in year 2 is low compared to other year groups.
- The proportion of pupils eligible for FSM (45%) in year 6 is high compared to other year groups.

Ethnicity

Groups that represent 5% or more of the overall cohort



Table

Ethnicity	School %	National %
Asian or Asian British - Bangladeshi	30	2
Asian or Asian British - Pakistani	15	4
Black or Black British - African	15	4
White - Any other White background	12	7
Asian or Asian British - Indian	6	4
Mixed - Any other Mixed background	5	3

SEND characteristics

Type of resourced provision: No resourced provision

Number of pupils with SEND who are also FSM and/or CLA: 41

SEND support (74)

SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Specific Learning Difficulty	0	0	0	0	1	4	4	9
Social, Emotional and Mental Health	0	0	0	0	1	0	3	4
Speech, Language and Communication Needs	4	7	3	3	6	7	2	32
Physical Disability	0	0	0	0	1	0	0	1
Autistic Spectrum Disorder	4	0	1	3	1	0	2	11
School Support NSA	2	6	1	2	1	3	2	17
Year group totals	10	13	5	8	11	14	13	74

EHC plan (14)

SEND primary need	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Moderate Learning Difficulty	0	0	0	1	1	0	1	3
Speech, Language and Communication Needs	0	0	0	0	2	0	0	2
Autistic Spectrum Disorder	0	1	2	0	0	3	3	9
Year group totals	0	1	2	1	3	3	4	14

Staffing

- *There is nothing to highlight for the proportion of education support staff relative to teaching staff.*
- Per pupil spending was in the highest 20% of similar schools in 2021/22 for: Education support staff, Educational consultancy, Teaching staff.
- The percentage of teachers with at least one period of sickness absence was significantly above national in: 2021/22.
- *There is nothing to highlight for days lost to teacher absence (5 days) in 2021/22.*
- At the time of the November 2022 census, there were no full-time vacant teacher posts in the school.
- *There is nothing to highlight for staff turnover in 2021, 2020 or 2019.*

Links to alternative provision and other providers

There were no links identified for this school from the January 2023 census.

Absence

- *There is nothing to highlight for overall absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*
- *There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation.*

Suspensions & permanent exclusions

Whole school

- *For the whole school, there is nothing significant or exceptional to highlight for total suspensions compared to all schools in 2021/22, therefore no conclusions can be drawn from this data.*
- *For the whole school, there is nothing significant or exceptional to highlight for repeat suspensions compared to all schools in 2021/22, therefore no conclusions can be drawn from this data.*
- Across the whole school, there were no suspensions in 2021/22.
- There were no permanent exclusions in the whole school in 2021/22. The national average for this year was close to zero. There were no permanent exclusions in the previous two years either.

Progress and attainment at key stages 1 and 2

- ↑ School difference from national has improved from comparator year
- ↑ School difference from national has improved slightly from comparator year
- Similar to comparator year or fewer than 11 pupils
- ↓ School difference from national has weakened slightly from comparator year
- ↓ School difference from national has weakened from comparator year

	2023 cohort/entries	Performance in 2023	2023 value	2023 nat value	1 year	4 year
Phonics Y1 expected standard %	58	Sig above national and 81st percentile	90	79	—	—
Reading KS1 expected standard %	90	Sig above national and 91st percentile	83	68	—	—
Writing KS1 expected standard %	90	Sig above national and 97th percentile	83	60	—	—
Mathematics KS1 expected standard %	90	Sig above national and 88th percentile	83	70	—	—
Reading KS2 progress	81	Sig above national and 98th percentile	4.8	0.0	—	—
Writing KS2 progress	81	Sig above national and 90th percentile	2.8	0.0	—	—
Mathematics KS2 progress	81	Sig above national and 87th percentile	2.7	0.0	—	—
RWM KS2 expected standard %	90	Sig above national and 96th percentile	84	59	—	—
Reading KS2 expected standard %	90	Sig above national and 92nd percentile	91	73	—	—
Writing KS2 expected standard %	90	Sig above national and 90th percentile	87	71	—	—
Mathematics KS2 expected standard %	90	Sig above national and 87th percentile	89	73	—	—
Reading KS2 high standard %	90	Sig above national and 97th percentile	58	29	—	↓
Writing KS2 greater depth %	90	Sig above national and 86th percentile	24	13	—	—
Mathematics KS2 high standard %	90	Sig above national and 88th percentile	39	24	—	↓
EGPS KS2 expected standard %	90	Sig above national and 92nd percentile	90	72	—	—
EGPS KS2 high standard %	90	Sig above national and 92nd percentile	51	30	—	—

▼ Non-significant data

All of the progress and attainment measures were statistically significant.

- Of the 58 year 1 pupils, 6 did not meet the **phonics expected standard**. There were 21 pupil(s) that were screened for phonics in year 2 in 2023; 11 of those met the expected standard.

Pupil groups

Primary - 2023 data

No pupil groups were highlighted for this school.

Absence - 2021/22

No pupil groups were highlighted for this school.

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