

Newcomen Primary School

SEF

Review of
2023 - 2024



NEWCOMEN

Kinga Pusztai
September 2024

Context

Newcomen Primary School is a family school with a strong sense of identity and tradition. The school is embedded deeply within the community and parents and carers are very supportive; their opinions are welcomed and acted upon reflecting an honest and genuine home school partnership. There is an overwhelming energy and team ethos at Newcomen Primary School. The 'Can Do' culture of the school is positive and progressive and our established shared mission statement, Believe Achieve Succeed, is embraced by all.

32% of our pupils live in the most deprived 10% of neighbourhoods nationally and 46% of our pupils live in the 20% most income deprived families.

(English Indices of Deprivation 2019).

Deprivation compared to 2015 shows an increase:

In 2015, 34% of our children lived in top 30% most income deprived families: in 2019, this figure was 53%.

Over time, the area of Redcar has been severely affected by economic downturn with the closure of local industry.

**% of pupils
Disadvantaged
is 22%**

% of pupils with SEN is 22%

School attendance is 96.3%

% of pupils with EAL is 3%

Number on roll: 367

Almost all pupils are from white British families.

EYFS: 97 KS1: 87 KS2: 183

Nursery Entry Assessment identifies a downward trend with children entering our Nursery with a 'typical level of development' between 20% and 30%. By the time they leave school, all pupils are achieving significantly above the national picture.



Newcomen Primary School



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URN: 111638 LAESTAB: 8072339

Local authority: Redcar and Cleveland

Phase of education: Primary Type of education: Community School

Release information: Provisional 2024 Phonics, Provisional 2024 KS2

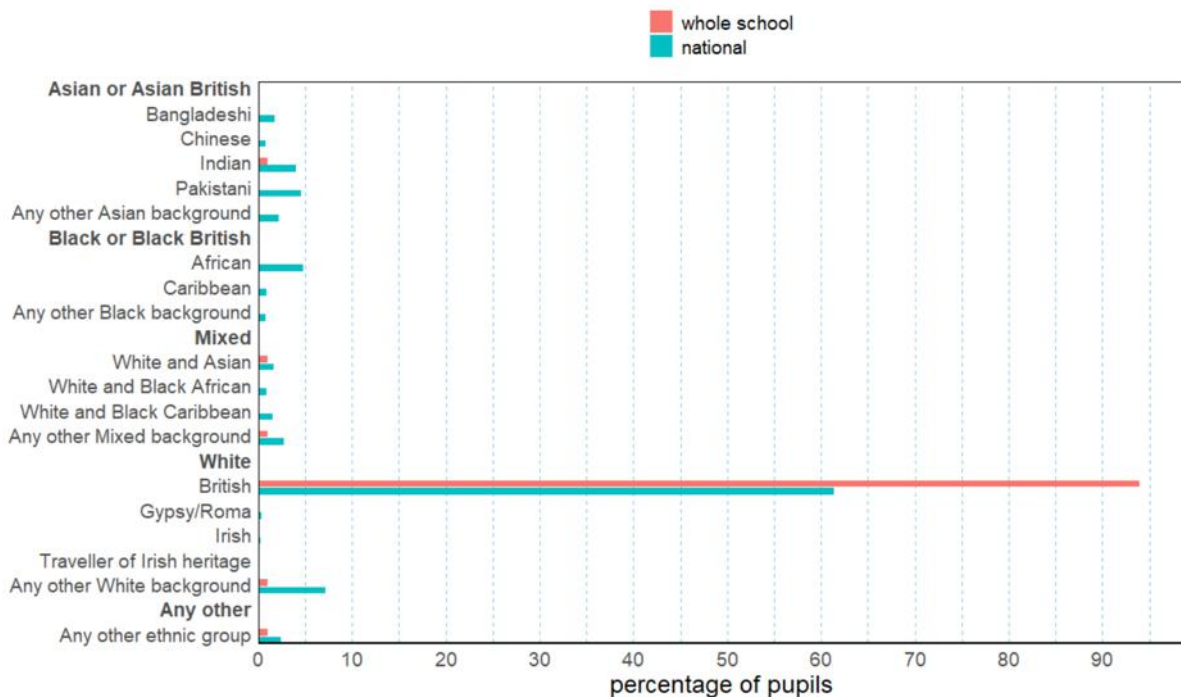
Release date: 10 October 2024 [IDSR news page](#)

School characteristics

School % stability	Well above average 89	Well above average 91	Well above average 90
Pupil base deprivation	Well above average	Well above average	Well above average
School location deprivation	Above average	Above average	Above average

Ethnicity 2024

Whole school



Staffing

- The percentage of teachers with at least one period of sickness absence was significantly below national in: 2022/23, 2021/22.
- 1 day on average was lost to teacher sickness absence in 2022/23. This was in the lowest 20% nationally.

Suspensions and permanent exclusions

Whole school permanent exclusions

	2020/21	2021/22	2022/23
Total number of permanent exclusions	0	0	0
National average permanent exclusions	0	0	0

Pupil groups

School

	Absence		
	2021/22	2022/23	2023/24
School %	5.0	4.4	4.1
Comparison to all schools	Lowest 20%	Lowest 20%	-
Comparison to schools with a similar level of deprivation	Lowest 20%	Lowest 20%	Lowest 20%

	Persistent absentees		
	2021/22	2022/23	2023/24
School %	11.0	7.9	12.6
Comparison to all schools	-	Lowest 20%	-
Comparison to schools with a similar level of deprivation	Lowest 20%	Lowest 20%	Lowest 20%

Absence - 2023/24 (1 term)

	FSM	SEND	EAL
Absence	Lowest 20%	Lowest 20%	-
Persistent Absentees	Lowest 20%	-	-

Attainment in phonics and at key stage 2

	2024 cohort	Performance in 2024	2024 value	2024 nat value
Phonics Y1 expected standard %	41	Sig above national and 100th percentile	100	80
RWM KS2 expected standard %	48	Sig above national and 99th percentile	92	61
Reading KS2 expected standard %	48	Sig above national and 96th percentile	96	74
Writing KS2 expected standard %	48	Sig above national and 98th percentile	94	72
Mathematics KS2 expected standard %	48	Sig above national and 98th percentile	98	73
Reading KS2 high standard %	48	Sig above national and 99th percentile	63	28
Writing KS2 greater depth %	48	Sig above national and 91st percentile	27	13
Mathematics KS2 high standard %	48	Sig above national and 89th percentile	40	24
EGPS KS2 expected standard %	48	Sig above national and 99th percentile	98	72
EGPS KS2 high standard %	48	Sig above national and 99th percentile	71	32

- There were 41 pupils who were eligible for the phonics screening check in Year 1 in 2024; all of them sat the check.
- There were 4 pupils who were eligible for the phonics screening check in Year 2 in 2024; all of them sat the check.



The Quality of Education



At Newcomen Primary School, we are passionate about enthusing our children with a love of learning which is both meaningful and relevant. Our curriculum is designed to allow our children to develop all important human qualities and dispositions. While knowledge is integral to the design of our ambitious curriculum, the key driver is the ethos and values of our school. We have a holistic approach where pupils can access a knowledge rich, vocabulary focused curriculum which builds skills and reinforces learning. We offer children an exemplary education in a safe, calm and purposeful environment. Our aim is to nurture well-rounded, respectful and resilient children who will develop skills for life-long learning. We aspire for all our children to be respectful of themselves and of others in our school, our local community and the wider world.

We champion a knowledge and humanity rich curriculum which is broad, balanced and ambitious, and which builds on the knowledge, understanding and skills of all children. Our intent is to equip pupils to have the requisite knowledge, skills and wider understanding to be successful, independent and motivated learners in readiness for their next stage of education. Within our curriculum, the children will develop their learning of key facts, important events and will develop their understanding of the world around us.

As well as cultivating a love for knowledge, we are proud of our humanity-rich curriculum. We are extremely passionate about exposing our children to the wealth of diversity in our wonderful world. We want our children to be self-aware and proud of their unique heritage whilst being informed citizens of the world with a respectful compassion for all. This equips them to live a happy and fulfilling life in which they can strive to be the best version of themselves and become responsible citizens who play a positive role in modern day society.

Reading is a priority at Newcomen Primary School and we place great importance on fostering a deep love of language and literature. Pupils enjoy reading the high-quality novels, which form the basis for English lessons and texts which classes, read together both in story time and shared reading aloud. Phonics is a priority in teaching reading and our language rich environment is one in which the adults in school talk with children throughout the day.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are regularly discussed and lived out through the ethos and work of our school. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures, backgrounds, beliefs and of all protected characteristics. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Visits into the local community and further afield broaden our children's understanding of the wider world and make meaningful links with their learning in the classroom.

Teachers have extremely strong subject knowledge and this is exemplified in the high-quality understanding and knowledge that pupils demonstrate in their own learning. High expectations of, and aspirations for all pupils to achieve, lie at the very heart of consistently high quality teaching being delivered across school. Pupils' attitudes to learning are excellent because of the consistent structures to allow them to work both independently and collaboratively. Newcomen Primary School has a whole school consistent approach, which is the strength of the school. We have a strong culture of teamwork and this can be seen in our coaching and mentoring practice, which happens on a regular basis; this is integral to the way school works.

At Newcomen Primary School, we champion the reinforcement of learning across all subjects, and the mastery of learning going from shallow to deep learning. We ensure learning is varied, rich, challenging and engaging for all our pupils. Teachers give feedback using incisive questioning and high-quality feedback and assessment for learning to provide opportunities for pupils to move forward with their learning. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve. Pupils demonstrate application of learned key concepts in their responses.

Formative assessment is used to inform provision at all levels. Our framework is well embedded with a focus on ensuring our children develop a strong and secure understanding of the curriculum content relevant to their age. It enables us to gain a very clear picture about each child's educational journey – focusing on what they already know and what they need to know to ensure they progress. Our curriculum is carefully sequenced and teachers demonstrate a high level of ambition for their pupils; the ongoing use of questioning, breaking down learning into chunks helps our pupils know, recall and remember. This allows our pupils to apply and transfer knowledge in order to complete more complex tasks and maximise children's working memory. Repetition and reinforcement is used to secure learning into our pupils' long-term memory. Our agreed shared pedagogy incorporates Rosenshine's Principles of Instruction. We strongly believe that focusing on fewer things in greater depth, enables our pupils to learn and apply knowledge in a much wider range of contexts; developing secure, deep understanding and skills. Our intent is to secure learning of the real content of the curriculum.

Enabling all our children to make excellent progress really matters to us. We are continuously evaluating what we do and what has the greatest impact on moving our children's learning forward; they are our most precious asset. Feedback is an integral part of the teaching and learning process and we aim to maximise the effectiveness of its use at school. We are very mindful of the research regarding effective feedback and the workload of written marking. Following studies carried out by *Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit*, *DfE Independent Teacher Workload Review Group*, *Formative Assessment: Professor Dylan Williams* and *Independent Marking Review Group*, we have carefully considered and analysed what makes the most difference to our children in terms of the progress they make.



It is important to highlight that marking and feedback are not the same. While research shows that effective feedback has a very positive impact, marking is only one way of giving feedback. As the marking of books happens outside of the lesson and outside of where teaching and learning takes place, research shows it is not the most effective way to give feedback to children.

Rather than asking our teaching staff to spend hours and hours writing long individual comments in all the books after the children have finished their work, we have asked them to give live feedback during the lesson and at the beginning of the next lesson. Teachers still spend time assessing the children's work; assessment for learning is recorded in our Assessment and Feedback files, which are monitored as part of our whole school monitoring process. The children are aware that we have made this change in the way teachers feedback and we have made it very clear that even though adults may not 'mark' in the traditional format, their work is still very carefully appreciated, analysed and assessed by their teachers during and after every lesson. We firmly believe that this approach provides structured, relevant feedback in a meaningful way to our children.

We are proud that we have an established culture in which pupils understand that making mistakes provides an opportunity to learn and that getting things wrong also helps us to learn.

At Newcomen Primary School, our values reflect our commitment to high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued working in partnership with parents and carers. We work hard to ensure there are no 'invisible' children here, recognising and celebrating everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

As a National Support School (providing support to schools both within the Local Authority and beyond) Newcomen Primary School has a comprehensive Staff Training and Professional Development Programme that places a strong emphasis on SEND and inclusion. We draw on both internal and external expertise to ensure our staff are kept abreast of the latest SEND initiatives. This ensures our highly skilled team can continue to provide the very best support to all of our children. In addition to this, we also work closely with a multitude of external agencies to support individual children's needs.



Outcomes – The Journey Through School...

By the time pupils leave Y6, many are achieving standards well beyond what would normally be expected at their age. It is clear pupils want to achieve and succeed. They thrive on being challenged, which results in behaviour for learning being exceptional.

Key Stage 2

Key Stage 2		Reading	Writing	Maths
average progress scores in reading, writing and maths (National Average Progress Score = 0)	2024	7.5	3.2	6.2
	2023	8.0	3.6	6.8
	2022	6.2	4.6	6.7
	2019	7.3	4.9	5.8
	2018	3.3	6.3	8.1
average 'scaled scores' in reading and maths	2024	110	N/A	109
	2023	112	N/A	110
	2022	111	N/A	111
	2019	112	N/A	111
	2018	107	N/A	111

Key Stage 2		Reading	Writing	Maths	RWM Comb	National
percentage of pupils who achieved the expected standard or above in reading, writing and maths	2024	96%	94%	98%	92%	61%
	2023	96%	82%	94%	82%	59%
	2022	100%	98%	100%	98%	59%
	2019	98%	98%	98%	98%	65%
	2018	98%	100%	98%	96%	64%
percentage of pupils who achieved the high standard in reading, writing and maths	2024	63%	27%	42%	25%	8%
	2023	80%	33%	53%	27%	8%
	2022	66%	30%	60%	26%	7%
	2019	65%	48%	63%	41%	10%
	2018	32%	49%	64%	23%	10%

The performance of all pupils in all groups is significantly above that of pupils nationally. The performance of Disadvantaged pupils is significantly above that of 'Other Pupils Nationally'.

Times Table Check		Y4
percentage of pupils who achieved 100% 25/25	2024	100%

Key Stage 1

Phonics Screening Check		Y1	National
percentage of pupils who achieved the expected standard (32/40)	2024	100%	80%
	2023	94%	79%
	2022	90%	75%
	2019	93%	82%
	2018	89%	82%

EYFS

Early Years Foundation Stage		Good Level of Development (GLD)
percentage of pupils who achieved the good level of development (GLD)	2024	79%
	2023	77%
	2022	80%
	2019	80%
	2018	77%

Key Stage 2 Analysis

Reading, Writing and Maths Combined

Expected Standard

- The percentage of pupils achieving the expected standard or above is 92%.
- **This cohort is significantly above the National average (NAT 61%).**
- Over the last three years 90% of pupils (133/147) have achieved the expected standard or above.

High Standard

- The percentage of pupils achieving the high standard is 25%.
- **This cohort is significantly above the National average (NAT 8%).**
- Over the last three years 26% of pupils (38/147) have achieved the high standard.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard in reading, writing and maths combined compared to 70% of 'Other' pupils Nationally. National Disadvantaged is 51%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 88% of disadvantaged pupils (40/45) have achieved the combined expected standard or above in Reading, Writing and Maths.

Reading

Expected Standard

- The percentage of pupils achieving the expected standard or above is 96%.
- **This cohort is significantly above the National average (NAT 74%).**
- Over the last three years 97% of pupils (143/147) have achieved the expected standard or above in Reading.

High Standard

- The percentage of pupils achieving the high standard is 63%.
- **This cohort is significantly above the National average (NAT 28%).**
- Over the last three years 69% of pupils (102/147) have achieved the high standard in Reading.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 80% of 'Other' pupils Nationally. National Disadvantaged is 64%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 100% of disadvantaged pupils (45/45) have achieved the expected standard or above in Reading.



Writing

Expected Standard

- The percentage of pupils achieving the expected standard or above is 94%.
- **This cohort is significantly above the National average (NAT 72%).**
- Over the last three years 91% of pupils (134/147) have achieved the expected standard or above in Writing.

Greater Depth

- The percentage of pupils achieving greater depth is 27%.
- **This cohort is significantly above the National average (NAT 13%).**
- Over the last three years 30% of pupils (44/147) have achieved greater depth in Writing.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard compared to 83% of 'Other' pupils Nationally. National Disadvantaged is 67%.
- **The performance of Disadvantaged pupils in school is higher than 'Other' pupils Nationally.**
- Over the last three years 89% of disadvantaged pupils (40/45) have achieved the expected standard or above in Writing.

Grammar, Punctuation and Spelling

Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 72%).**
- Over the last three years 98% of pupils (144/147) have achieved the expected standard or above in Grammar, Punctuation and Spelling.

High Standard

- The percentage of pupils achieving the high standard is 71%.
- **This cohort is significantly above the National average (NAT 32%).**
- Over the last three years 79% of pupils (116/147) have achieved the high standard in Grammar, Punctuation and Spelling.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 94% of Disadvantaged pupils achieved the expected standard compared to 82% of 'Other' pupils Nationally. National Disadvantaged is 67%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 98% of disadvantaged pupils (44/45) have achieved the expected standard or above in Grammar, Punctuation and Spelling.

Maths

Expected Standard

- The percentage of pupils achieving the expected standard or above is 98%.
- **This cohort is significantly above the National average (NAT 73%).**
- Over the last three years 97% of pupils (143/147) have achieved the expected standard or above in Maths.

High Standard

- The percentage of pupils achieving the high standard is 42%.
- **This cohort is significantly above the National average (NAT 24%).**
- Over the last three years 51% of pupils (75/147) have achieved the high standard in Maths.

Disadvantaged vs National 'Other'

- 35% of pupils are Disadvantaged - 17 pupils (8 boys and 9 girls).
- 100% of Disadvantaged pupils achieved the expected standard compared to 81% of 'Other' pupils Nationally. National Disadvantaged is 64%.
- **The performance of Disadvantaged pupils in school is significantly better than 'Other' pupils Nationally.**
- Over the last three years 100% of disadvantaged pupils (45/45) have achieved the expected standard or above in Maths.

Behaviour and Attitudes

Pupils demonstrate impressive attitudes to learning in lessons and this makes a significant contribution to the exceptional progress they make. There is a palpable buzz in the classrooms where pupils are motivated and eager to learn. Pupils are supportive of each other and the behaviour of all groups around the school is highly commendable. Children want to learn and understand that having a calm and purposeful environment is conducive to this. The school actively promotes values of perseverance and children are able to understand how this encourages them to be effective learners. They develop a level of resilience and self-discipline that helps them to maintain effort and want to succeed. Pupils wholeheartedly buy into and embrace the school's mission statement of Believe Achieve Succeed. This is a direct result of our whole school relentlessly consistent approach and genuine home/school partnership. Pupils demonstrate pride and independence in their wider learning; engagement in the many extra-curricular activities offered is extremely high.

Pupils show a high level of respect and tolerance towards others, both in school and in the wider community. Pupils make a valuable contribution to wider society and feel a strong sense of moral purpose to help others locally, nationally and internationally. They support a range of local and national charities and each phase actively supports a conservation project which is linked to the curriculum.

Pupil voice is given a real status at Newcomen Primary School; our children have many wonderful ideas and suggestions and they play a very important role within school. We believe that children need to be active participants in their own learning and to feel that their opinions will be heard and acted upon within our school and the wider community. At Newcomen Primary School, we seek ways to listen to the views of our pupils and involve them in decision-making so that they are engaged as partners in the life of the school. We believe that this will make a positive contribution to the school environment and ethos. Pupil voice is embedded into the curriculum with teaching and learning activities being used to enable pupils to focus on how to make informed decisions about their lives, their health and well-being and the environment. The children actively contribute to whole school policies including the Single Equality Statement in which they detail their role and responsibilities.

As a result of a robust and comprehensive set of actions, pupil attendance has been sustained above national averages. The school works very effectively to promote attendance and to ensure a high quality of pastoral care. We strongly believe that education lays the vital foundations of a child's life. We work very closely with parents and carers in promoting educational success and in ensuring that all children have full and equal access to all the school has to offer.



Pupils are highly aware of the importance of positive relationships and respectful behaviour to all members of our school community and they understand what unkind behaviour is. The strong family ethos of the school means that pupils actively support each other and look after each other. Children understand this and have confidence in the systems in school. All members of staff (with full support of our actively involved SLT) respond promptly and with empathy to all situations where a child requires support.

A vigilant and rigorous approach to safeguarding means that children are exceptionally safe and secure. Safeguarding is of paramount importance in school and the school has excellent professional relationships with multi agency partners. The Head Teacher sits on the South Tees Safeguarding Children Partnership (new arrangements September 2019). Before the new arrangements, she was Vice-Chair of the LSCB. She also chairs the Local Authority Safeguarding in Education Network and is a member of the Redcar and Cleveland Children and Young People's Partnership Board.

Pupils know Newcomen Primary School is a safe school and they can explain how school keeps them safe. Pupils know how to manage risks, including in terms of internet safety. They understand clearly what constitutes an unsafe situation and how to keep themselves safe. Pupils say they feel safe and secure in school (pupil questionnaires and talking to pupils) and that they value the support and commitment of all school staff. 100% of pupils said they felt safe in 2023 and 2024 Child's View questionnaire.

Safeguarding children, the action we take to promote the welfare of children and protect them from harm, is everyone's responsibility at Newcomen Primary School. It is at the heart of all that we do. Everyone, who comes into contact with our dear children and families, has a role to play. We take great pride in our strong and effective safeguarding culture. Everything we do, and the ways in which we behave, all contribute to this ethos. Our entire school community is expected to share a common purpose to protect our children and adults from harm and to create a safe environment in which we all thrive. This responsibility sits with our staff, our parents, our governors, our community and our children. Everyone is expected to behave in a way which contributes to a safe and happy learning environment. This means that all adults and young people are expected to treat others with respect and not behave in any way that might cause harm to anyone else.



Personal Development

Personal development is at the heart of our school as it promotes and embeds a range of skills that allow children to be life-long learners. It encourages our pupils to believe, achieve and succeed. It is our purposeful intent to create a place of belonging; where all our pupils feel they belong and can become their best possible self...knowing who they are, following their individual chosen path and standing tall being comfortable in their own skin. Whilst celebrating and embracing unique virtues and qualities, our intent is that our children are informed citizens with a respectful compassion for all.

We passionately believe that strong personal development is the most fundamental part of our curriculum as it supports the children to acquire the knowledge, understanding and skills they need to manage their lives, now and in the future. We strive to offer an education to the children that enables them to develop the qualities and attributes needed to thrive. We prepare them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times.

At Newcomen Primary School, the personal development of our children is part of a whole school approach, which promotes effective relationships between all members of the wider school community. We believe strongly in helping our children to build their personal identities, confidence and self-esteem and understand what influences their decisions. Developing self-understanding, empathy and the ability to work with others, helps our pupils to enjoy healthy and productive relationships in all aspects of their lives.

At Newcomen Primary School, we know that the personal development of pupils, spiritually, morally, socially and culturally (SMSC) plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs and spiritual awareness. This results in high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of social and cultural traditions and an appreciation of the diversity and richness of all cultures. (See Learning Area 2). This is achieved through our rich and varied curriculum where SMSC principles form the foundations.

We actively promote the fundamental British Values; those universal values, of democracy, the rule of law, individual liberty, mutual respect and the importance of tolerance and acceptance of those with different faiths, beliefs and cultures. We do this by providing opportunities through our PSHE and Relationships Education, Collective Worship, Story Time and the wider curriculum and our embedded school values to explore, stimulate discussion and reflect. By promoting respect of others, whatever personal circumstances, backgrounds or beliefs may be, we are preparing our pupils for a happy and fulfilling life in modern day society in which they play a positive role and become responsible citizens.



Our children show respect, teamwork and a 'can do' attitude; this is all a part of our children's personal development, which permeates through everything we teach, explore and value. It is not a subject that is taught in isolation as it entwines itself in everything we learn and do at school. We are extremely proud to have achieved School of Sanctuary status and are committed to supporting young people seeking sanctuary with our culture of welcome and inclusion and raising the awareness of the issues faced by refugees and asylum seekers. We actively teach topical issues relating to local, national and global issues. This year, as a whole school, we are focusing being a global citizen. In addition, during our annual One World Our World focus, the theme of embracing 'Together as One-Simul ut Unum' plays a priority.

After School Enrichment over last 3 Years:

Y5 Digital Leaders

Y6 Maths Club

Y4 Art Club

Y2 Cookery Club

Y5 Book Club

Y5 Football

Y3/4 Wheelchair Basketball

KS2 Dance

KS2 Girls Football

Y3/4 Rugby

Y5/6 Netball

Y5 Guitar Club

Y5/6 Cookery Club

Y4 Eco Club

Y6 Rugby

Y4 Times Tables Rock Stars

Y4/5/6 Girls' Football

Y5/6 Boys' Football

Mighty Warriors Yoga for EYFS

Y6 Lego Club

Y2 Cookery Club

Y5 French

Y1 Endangered Animals

Y6 Litter Picking Club

KS1 Bird Watching Club

Y6 Meditation

Y6 Ukulele

Y1 Gardening Club

Y6 Football

Early Years Book Club

Y1 Multi Skills

KS1/KS2 Judo

Y4 Science Club

Y5 Table Tennis

KS2 Running Club

Y2 Maths Challenge

Y6 Reading Club

Y2 Multi Skills

Gardening Club

KS1 Multi Skills

Y3/4/5 Keep Fit

Y5 Sports Leader Training

Y2 Craft Club

Y3 Art Club

KS2 Chess Club

Y3 Y4 Brass Instrument Lesson

Curriculum Enrichment – Visits/Visitors

EYFS

Newcomen Church Nativity and to listen to the Christmas and Easter stories

Police visit into school linked to topic of people who help us and keep us safe

Fire fighter visits into school linked to topic of people who help us and keep us safe

Bikeability: learning how to ride balance bikes and developing balance skills.

Sports Partnership Festival including multi-skills

Visit to Morrisons – linked to mathematics providing real life experience of shopping and using money

Redcar Central Library – introducing the children to a library setting and developing a love of books and how to look after books

Redcar Balance Festival

Balance Festival at Eston Leisure Centre

Visit to Saltburn Beach looking at the local area and linked to our Seaside topic

Visits to Locke Park observing wildlife and the change in seasons.

Visit to local Food Bank

Visit to local Charity Shops

Dear Zoo at Darlington Theatre

Visit to Kirkleatham Woods



KS1

Butterfly World

Visits to Danby: Percy and Mapping Skills; Lost Words and Animal Walk; Food Chains

Visit from Danby staff to deliver assemblies on animal habitats

Visits to Guisborough Forest Walkway: Stick Man and Gruffalo

Visits to Saltholme Bird Sanctuary celebrating mini-beasts

Visit to Kirkleatham Hall Owl Sanctuary

Y1 Coding visit at Inspire to Learn

Y2 Scrapheap Challenge

Life in Africa Assembly



RNLI Water Safety

Visits to Newcomen Methodist Church

Locke Park Science Visit

Fundamental Movement and Skills Workshop

Captain James Cook Museum Local History Visit

Year 3 and Year 4

Residential visit to Marrick Priory in Swaledale

Visit to Bowes Museum

Visit to Ryedale Folk Museum

Visit to Teesmouth Field Centre linked to Rivers study

Science Club at Outwood Academy Redcar

Rugby World Cup Megafest

Visit to local mosque in Middlesbrough

Net and Wall Sports Partnership

Orienteering with Sport Partnership

Visit by Jean Branwell – Stone Age Curriculum enrichment

Women in Science webinar

Diwali Dance Workshops

Redcar Beach Clean

Year 5 and Year 6

Residential visit to Bewerley Park

Residential visit to Edinburgh

Residential visit to York

Visit to Beamish Museum enhancing Local History knowledge

Visits to Empire Theatre, Sunderland: War Horse and Gangsta Granny

Visit to Life Centre Science Museum in Newcastle

Visits to Seven Stories in Newcastle for book study

Visit from Islamic Diversity Centre with assembly and workshops

Visit from nurses at James Cook University Hospital highlight the nursing profession

Visit to Teesside University to attend Anne Frank Exhibition

Teesside University Animation workshop

Visit to EDF Energy – Hartlepool and Power Station visit

Redcar Academy Science and Space Workshop



Visit by Dr Penny Wilson highlighting the profession as a doctor

STEM – Girls in Science Workshops

Careers Fair at Inspire to Learn

Teesside University poetry workshops

Visit by Gulwali Passerlay author of the Lightless Sky and his life as refugee from Afghanistan

Visit by Satti Collins: Chair of Tees Valley Schools of Sanctuary

Visits to Saltburn Animal Rescue Association (SARA) with donations as part of Enterprise projects

Bikeability

10-week block of intensive swimming sessions Y5 and Y6.

Durham University History Workshops

Year 6 Kirkleatham Museum Evolution Workshop

Creating Active Schools Dragon's Den

Building our Future Careers Workshop

Danby Lodge Moors Centre – Geography Fieldwork – OS Maps

Professor Carole Haswell Science Astronomy Workshops

Dr Diane Davies -Maya Archaeologist Workshops

Anglo American Mining Workshops

Whole School

Diwali Festival of Light at Stockton on Tees

Cleveland Fire Brigade – Road Safety and Firework Safety

Cleveland Police – Antisocial Behaviour

RNLI – Water Safety Awareness

Be Internet Legends – Google Internet Safety

Martin Bailey: Online Safety

Bereavement Awareness

Tees Valley Wildlife Trust: Conservation and looking after of local area and planet.

NSPCC – Speak Out Stay Safe

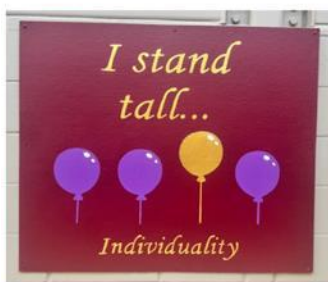
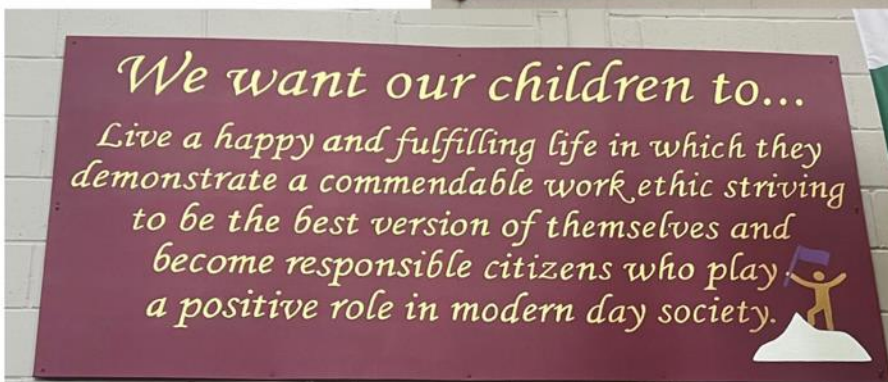
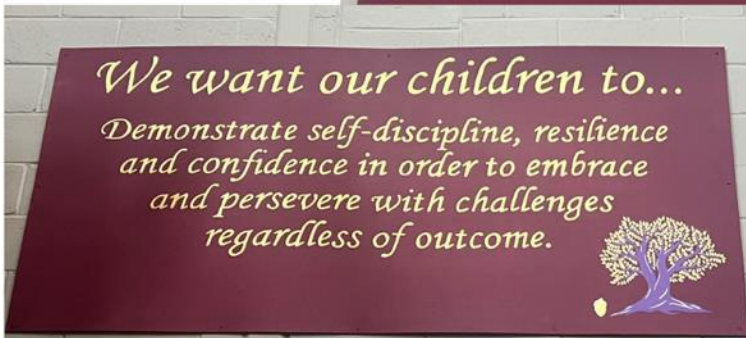
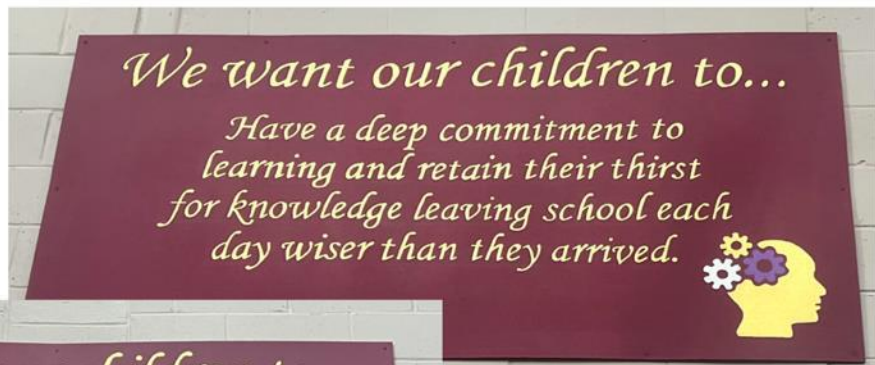
Royal British Legion Remembrance Day

Newcomen Methodist Church - Reverend Highfield – Harvest, Advent, Lent and Easter

Apollo Music Workshops

Our Curriculum Intent

Our entire school community have worked together to create a set of 5 key curriculum intentions that we want to play an integral part in the 'Newcomen Journey' of the children...our most precious asset.



Leadership and Management

At Newcomen Primary School, we believe in collective ownership, shared accountability and continued school improvement. Our team approach, including effective governance, an excellent management and leadership team and well-trained and committed staff, demonstrates a high degree of ambition and a relentless approach with effective systems, which ensures all groups of children achieve extremely well. All members of staff have an inner desire to secure the best outcomes for our children and their families.

Self-evaluation is thorough and gives us a high degree of insight into our effectiveness. As a result, we have an in-depth knowledge of our own strengths and areas for development. This gives us the basis for action planning that focuses on achievement and provides an excellent framework for financial planning. Our evaluation of progress shows us that all pupils, including those with SEND, and those who receive support from the pupil premium, are achieving exceptionally well by the end of KS2 due to our whole school rigorous approach.

Governors are actively involved in all aspects of school life including staff training and attendance at weekly School Council meetings. School reconstituted under the School Governance (Constitution) (England) Regulations 2012. Governors support and challenge the school on achievement and safety through a thorough review of standards and safety procedures. Governors make careful decisions about staff performance management and have robust procedures in place to manage the performance of the Head Teacher.

Newcomen Primary School is a National Support School and works collaboratively with other schools – both within the local authority and beyond the Tees Valley; we proactively support a Self-Improving System of Schools and regularly have visitors coming into school to discuss whole school improvement work. Staff frequently deliver demonstration lessons for visiting schools, their SLT and leaders.

The Head Teacher (HT) with the designation of National Leader of Education (NLE) has delivered staff training in both primary and secondary schools in many schools across the Tees Valley. She has been a member of the DFE Primary Head Teacher Reference Group. She chairs the Local Authority Strategic Education Board and sits on the Local Authority Children and Young Person's Partnership Board and the South Tees Safeguarding Children Partnership. We have excellent relationships with our local secondary schools.

Chair of Governors has the designation of National Leader of Governance (NLG) and National leader of Education (NLE).

We have an embedded whole school family ethos and are driven by a shared internal desire to secure the best outcomes for our families and our children – our most precious asset.

The Quality of Early Years Education

As early years, we are privileged to be part of the first steps in developing a love of life-long learning in our children's education at Newcomen. Through stimulating and engaging environments, children have the opportunity to become independent and resilient learners, who approach learning opportunities with curiosity and enthusiasm. Children in early years begin their journey with an essential induction and informative transition from any pre-school setting.

Newcomen Primary School is a family school. Therefore, forming strong partnerships with parents and carers is priority from the very beginning of the EY journey. Parental engagement is focused on the children's prime areas of learning where we can instantly learn about children's individual needs and knowledge-based interests allowing for the basis of meaningful learning. A strong focus on children's learning and development is then quickly established for a fast start.

Our ambitious EYFS curriculum is highly responsive to pupils' needs and interests, with a clear thread for progression and links closely with the characteristics of effective teaching and learning. This results in a wide variety of purposeful activities that are tailored to meet the specific developmental points of every child with consideration to the child development norms.

A language rich provision lies at the heart of our early years with particular attention to the development of language and extending vocabulary. Carefully thought out role-play activities provide many opportunities to develop speaking and listening and interactions through communication.

The quality of teaching from teachers and support staff is exemplary. Through careful observation and reflection, staff quickly identify the different rates at which the children are developing and adjust practice appropriately with carefully planned interventions to allow for progress for all children. Teaching is highly effective, with specialist practitioners modelling new language and planning sequences of lessons, which effectively build on previously learned skills.

The systematic teaching of phonics, alongside a well-managed home reading programme ensure that children write and read well. Daily phonics sessions allow children to develop phonemic awareness rapidly. Children have opportunities to consolidate previous learning, learn new content and practise and apply what they have learnt. Reading books are celebrated across the setting and children benefit from group reading activities. Children are provided with books that enable them to practise their increasing knowledge of phonics and blending skills in meaningful contexts. Nursery rhymes play an integral part in children's early reading development. Daily singing of rhymes supports the development of new vocabulary and rhyme and rhythm.

Number is taught systematically and results in children applying these skills successfully in many contexts and in oral activities. Independent number and mathematics activities are carefully planned to inspire and engage pupils with the use of numbers where they naturally arise. Children are provided with wide-ranging opportunities to apply maths skills in role play through the use of manipulatives and loose parts. The indoor and outdoor environments

effectively support learning and staff skilfully plan outdoor area activities to support children's physical development with an emphasis on gross motor skills and movement. They are well organised and highly stimulating with children's safety of paramount importance.

Assessment procedures are robust and staff make use of a wide range of information to ensure that skills on entry are assessed thoroughly and effectively. On-going assessment ensures all practitioners have a clear picture of children's interests and level of achievements allowing for the planning of learning experiences drawing on the knowledge of every child. Effective moderation systems are embedded and we work closely with EYFS consultants and the Local Authority EYFS Network. This results in a high level of consistency of judgements.

Children demonstrate independent and safe learning behaviours and are keen to take part in their learning. This is because of the clear structures and adult guidance embedded in daily practice. Children are able to demonstrate an understanding of right and wrong, learn to manage their own feelings and behaviour and grow into self-regulating adults as a result of the skilled intervention of adults. Children with specific needs are catered for effectively in partnership with their parents/carers and relevant external agencies.

Pupils move from EYFS to Year 1 smoothly because of effective transition systems in place. The strong foundations established in the Early Years result in excellent progress from the nursery entry assessment to the end of KS1.

Early Years Foundation Stage	Good Level of Development (GLD)	
percentage of pupils who achieved the good level of development (GLD)	2024	79%
	2023	77%
	2022	80%
	2019	80%
	2018	77%

All groups of learners demonstrate strong progress from starting points because of the high expectations of adults. The percentage of pupils attaining or exceeding a Good Level of Development remains in line or above the national percentages with pupils making excellent progress from low baselines.



Ofsted – May 2022

- The members of the Newcomen school community describe themselves as a **'family'**. Pupils are **happy** and **safe** here.
- They refer to the school motto, 'believe, achieve, succeed', with **pride**.
- Pupils enjoy rising to meet the **high aspirations** of staff. Success is celebrated in Friday morning assemblies.
- Pupils are recognised for their actions linked to important values, such as **empathy, kindness** and **tolerance**.
- Pupils explain that their **opinions** are **heard**. They talk about decisions made by the school council that have benefited the school.
- Pupils are confident that they are **valued** and **appreciated**.
- All **leaders** are **aspirational** for pupils and committed to **providing them with the best possible life chances**.
- Staff ensure that pupils are well equipped, with **knowledge** and **positive attitudes**, to take their next steps in education.
- Pupils enjoy learning and are proud of their achievements. A **respectful culture** is clear in the **positive relationships** around school.
- Children in the early years are encouraged to communicate with each other with **respect**.
- Leaders, staff and pupils believe that **'knowledge is power'**. This is evident in how leaders have planned their curriculums, and in conversations with pupils. Planning is **strong, ambitious** and **research-based**.
- Staff make sure that pupils **revisit** their prior learning regularly. For example, pupils talk convincingly and with enthusiasm about the depth of their historical knowledge.
- Teachers **adapt** the curriculum well to ensure that pupils with **special educational needs and/or disabilities achieve well**.
- Staff use **questioning effectively** to check what pupils remember and to uncover gaps in learning.
- Leaders ensure that **vocabulary is prioritised** throughout the school. Children in the early years are encouraged to use **sophisticated vocabulary** by staff.
- Older pupils **routinely use precise vocabulary** to explain their learning, particularly in mathematics.
- Leaders have ensured that **reading** is at the **heart of the school**.
- The wider **reading culture is exceptionally strong**.
- Stories that pupils will study are **carefully chosen** to inspire them and **broaden their understanding of the world**.
- **Daily story time is valued** and enjoyed by staff and pupils alike.
- Leaders ensure that **learning to read is prioritised** for younger pupils.
- **Pupils who struggle with phonics are identified quickly** and given extra support to ensure they keep up.
- **Pupils' behaviour is impeccable**. They treat each other **courteously** and explain why **manners are important**.

- Pupils are **happy** and keen to share their experiences with visitors.
- They explain that **school is a happy place** and talk keenly about what they have learned. Pupils display **mature attitudes**. They explain the importance of **resilience** and **perseverance**.
- Younger pupils explain, '**It's okay to make mistakes** because it's a chance for your brain to grow.' **Positive relationships** are clear between staff and pupils.
- Pupils are happy to volunteer answers and are confident to '**give it a go**'.
- Leaders' commitment to the **wider development of pupils is exceptional**.
- Leaders ensure that **moral values and integrity underpin all aspects of school life**.
- Different learning areas and displays in the school celebrate **local history, world heritage and inspirational figures**. Pupils develop a firm understanding of their position in the world and of their responsibilities.
- The whole school community participated in fundraising for Ukraine, for example.
- The development of **pupils' character is carefully woven through everything the school does**.
- Pupils learn about **British values, such as respect and tolerance**. They **live out these values** in their daily interactions. Staff encourage pupils to '**stand tall**' and **celebrate their uniqueness**. This creates a warm and positive environment where **pupils feel safe** and develop confidence.
- **All staff are proud to work at this school**. They describe the school as a **family** and appreciate the supportive culture that leaders have created.
- Staff say that they feel **valued and heard**. They recognise the efforts that leaders make to consider their workload and well-being. Staff describe leaders as **inspirational**. Staff remain working here as '**nobody wants to leave**'
- Staff work collectively to ensure that **pupils are kept safe as a priority**.
- **Pupils throughout school feel safe** and are very aware of how adults protect and care for them. Pupils learn about how to keep themselves safe and can talk clearly about different types of risk. Staff are acutely aware of pupils who might be vulnerable.
- A **respectful culture** is clear in the **positive relationships** around school. As a result, pupils believe that **bullying does not happen here**.



SEF Summary

Quality of Education

Our values reflect our commitment to high expectations of everyone where our curriculum is designed to allow all our children to develop important human qualities and dispositions. We work relentlessly to ensure there are no 'invisible' children here, recognising and celebrating everyone's uniqueness and success. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued working in partnership with parents and carers.

We are proud of our humanity-rich curriculum (which is strong, ambitious and research based) cultivating a love of knowledge ensuring our children are equipped to be the best version of themselves and become responsible citizens who play a positive role in modern day society.

Behaviour and Attitudes

Pupils demonstrate impressive attitudes to learning in lessons and this makes a significant contribution to the exceptional progress they make. Pupils wholeheartedly embrace and are proud of the school's mission statement of Believe Achieve Succeed. This is a direct result of our whole school relentlessly consistent approach and genuine home-school partnership. Pupils show a high level of respect and tolerance for others both in school and in the wider community.



Pupils live out the British Values in their daily interactions and a respectful culture is clear in the positive relationships around school. Pupils' behaviour is impeccable and they are recognised for their actions linked to the important values such as empathy, kindness and tolerance. Staff encourage pupils to stand tall and celebrate their uniqueness. Pupils throughout school feel safe.

Due to the excellent support we provide for our families in times of difficulty, attendance has remained consistently above the national figure.

Personal Development

Leaders' commitment to the wider development of pupils is exceptional. Personal development is at the heart of our school as it promotes and embeds a range of skills that allow children to be life-long learners. This is all a part of our children's personal development, which permeates through everything we teach, explore and value. We strongly believe in helping our children to build their personal identities, confidence and self-esteem and understand what influences their decision developing self-understanding, empathy and the ability to work with others. This helps our pupils to enjoy healthy and productive relationships in all aspects of their daily lives.

Pupils are confident that they are valued, appreciated and loved. We have an exceptionally strong Pupil Voice and School Council meets weekly with the Head Teacher and Governor Mrs Hobday to make decisions to benefit the school. We actively teach topical issues and are committed to a strict zero tolerance policy on any discrimination, harassment or bullying regarding all protected characteristics. We are extremely proud to have achieved School of Sanctuary Status and are committed to supporting young people seeking sanctuary with our culture of welcome and inclusion.

Leadership and Management

At Newcomen Primary School, we believe in collective ownership, shared accountability and continued school improvement. Our team approach, including effective governance, an exceptional management and leadership team and well-trained and committed staff, demonstrate a high degree of ambition and a relentless approach with effective systems, which ensures all groups of children achieve extremely well. All members of staff are driven with an inner desire to secure the best outcomes for our children and their families.

All leaders are aspirational for pupils and committed to providing them with the best possible life chances. Leaders ensure that moral values and integrity underpin all aspects of school life. Staff say that they feel valued and heard. They recognise the efforts that leaders make to consider their workload and well-being. Staff describe leaders as inspirational. Staff remain working here as no one wants to leave.

Newcomen Primary School is improving the life chances of its pupils.

Ofsted May 2022

The Times Parent Power Parent Power League Table 2022-2023

Helen Davies, editor of *The Sunday Times Parent Power* guide, says: "These have been a challenging few years for teachers, pupils and their parents, and the success of many in our league table is testament to the stamina and support shown by all concerned."

"It is also clear that more attention is being placed on wellbeing and mental health – from meditation rooms to counselling support, even therapy dogs – and schools are being proactive to bring about positive changes."

"League tables are not the only criteria a parent can use when choosing a school, but they are a good starting point. We want to celebrate excellence. We want to champion schools that are doing wonderful work. We want our children to be well-nurtured and well-taught. In choosing a school, parents are making one of the biggest decisions in their family life, and *Parent Power* and *The Sunday Times* is here to help."

The top 500 English state primary schools

● Male ● Female ● Mixed sixth form 50 results ▾

Rank	School	Town	Reading (averaged scaled score)	Grammar (averaged scaled score)	Maths (averaged scaled score)	Total	Entry gender
1	Mayflower Primary School	London	114	118	114	346	● ●
2	St Antony's Catholic Primary School, Forest Gate	London	114	117	114	345	● ●
3	The Russell School	Rickmansworth	115	115	115	345	● ●
4	Hampton Gurney Church of England Primary School	London	114	114	115	343	● ●
5	St Stephen's School, East Ham	London	112	117	113	342	● ●
6	Bevington Primary School	London	113	117	112	342	● ●
7	St Thomas A Becket Primary School, Abbey Wood	London	114	116	112	342	● ●
8	Fox Primary School	London	114	115	112	341	● ●
9-	Courtland School	London	112	116	113	341	● ●
9-	St Anne's Catholic Primary School, Streetly	Sutton Coldfield	113	116	112	341	● ●
11	South Farnham School	Farnham	111	116	113	340	● ●
12-	Holy Trinity Church of England Primary School, Cookham	Maidenhead	113	115	112	340	● ●
12-	Lowbrook Academy	Maidenhead	111	115	114	340	● ●
14	St Joseph's Catholic Primary School, Rotherhithe	London	111	116	113	340	● ●
15	Nascot Wood Junior School	Watford	112	114	113	339	● ●
16	Newcomen Primary School	Redcar	112	116	111	339	● ●

