



This report should be read in conjunction with the previous term's QA report

School name	Unity Community Primary	Head teacher	Jude Lee
Chair of Governors	Garry Shewan	QA professional	Sheila Cairns
Date and length of visit	Tuesday 6 March	School's judgement of overall effectiveness	O / G / RI / I
Meeting attendees and roles	SLT: Jude Lee -HT		
	Governing Body:		

Children looked after 2017/18	Year Group	On track to achieve end of year expectations Y/N?	PEP in place Y/N?	PEP QA grade for Manchester Children	
	Year 2 boy	Year 2 girl	Year 3 girl	Yes - M and R No Yes	Y Y y

Progress towards 2018 targets: Attendance

	2018 Targets	Half term 1 data 2017	Half term 2 data 2017
Overall absence	5%	3.9%	3.4%
PA	10%	13.1%	12.1%

Behaviour: school's averages

	Number of pupils	Number of days	School %
Fixed term exclusions since Sept '17	0	0	0
Permanent exclusions since Sept '17	0		

Percentage of pupils on track in December 2017 to achieve end of year expectations by July 2018

	GLD	CLL	PD	PSED	Literacy	Maths	U of W	EA & D
EYFS	17.9%	32.1%	53.6%	35.7%	17.9%	35.7%	21.4%	28.6%

Percentage of pupils on track to achieve end of year expectations by July 2018

	Science	Reading	Writing	Mathematics	R,W,M combined
Y1	50%	40%	33.4%	40%	30%
Y2	87%	41.3%	34.4%	51.7%	37.9%
Y3	36%	30.7%	30.7%	38.5%	23.1%
Y4	56%	21.4%	21.4%	25%	10.7%
Y5	%	%	%	%	%
Y6	%	%	%	%	%

Brief description of moderation processes and how the school ensures the accuracy of teacher assessment

- Moderation of pupils' work is with Longsight Community School (partner Big Life School) for every year group. Joint training day for both school staff teams was held on the 16 February 2018.
- EYFS and Year 2 staff attend the local schools' cluster moderation meetings and through externally sourced support (courses/events run by EY2P and Jean Sloan).
- Pupils' work is moderated internally through staff meetings focused on moderation and regular work scrutinies.

Key priorities for the spring term visit

- To further develop the curriculum to meet the needs of the children focusing on communication, language and enterprise and ensure continuity and progression. Develop the pastoral curriculum and emotional well-being interventions;
- Develop leadership across the school; Raise attainment in all year groups; narrow the gaps with national averages;
- Develop all staff through a robust programme of CPD; building training capacity within the staff;
- Embed a coaching model and RILE to develop practice across the school so that all teaching is good and better;
- Engage children in their own learning; developing independence;
- Develop SEND procedures and practice;
- Increase attendance and reduce PA levels so they are closer to national averages.

For the purpose of this Spring term QA visit:

Key focus:	Increase and improve pupils' outcomes in reading in each Year group.
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Activities undertaken by SLT alongside the QA professional

Description of the activity:	Evidence base used	People involved and their roles
Learning walk to observe guided reading practice/reading areas/working walls.	Learning walks in Year 1, Y2, with a focus on guided reading; reading areas and literacy working walls.	Jude Lee- Principal, joint observations with Sheila Cairns QA.
Scrutiny of school's assessment data and tracking of pupils.	Learning walks in Y3, and Y4, with a focus on phonics; reading areas and literacy working walls.	
Hearing pupils' read as part of the lessons.	Learning walk in Reception, with a focus on phonics, reading area and literacy working walls. Talking to children and hearing them read their work/books in lessons.	

Strengths

- There are good opportunities for pupils to write in the guided reading sessions, linked to the class text. Books chosen for each class are stimulating and motivating, inspiring the pupils to read and write.
- Guided reading is embedding well across the school. The implementation of a set of non-negotiables is supporting the improvement in the level of consistency of approach.
- A range of carousel activities are differentiated within the guided reading session. These are generally supported very well by teaching assistants or additional adults.
- Reading areas are being established within classrooms. Children are observed enjoying choosing and are fully engaged in the books.
- The school has a skilled and knowledgeable professional to lead the improvement in reading across the school. She has recognised the need to swiftly move the school on in terms of school improvement to improve pupil outcomes further in reading and to improve the consistency of provision in reading across the school. As a result, the impact on improving outcomes and provision is apparent. Both she and the Headteacher have a steady grasp and thorough understanding of pupils' assessment data, clearly linking this with the tight and accurate targeting for improvement in pupil outcomes.
- The quality of leaders monitoring of the quality of teaching, learning and assessment is regular and relentless. Observations are thorough and feedback is helpful. Clear actions are identified and

where action needs to be taken to improve outcomes, these are consistently being followed through to secure improvement.

- In order to improve reading skills further, the school's leaders ensure that through a clear set of non-negotiables, the correct texts are being used in each Year group. Although pupils' understanding of language and unfamiliar texts is found to be challenging for them, teachers have high expectations and are determined in driving up standards, so they bring texts alive to engage and enthuse pupils, in order for them to make good progress across the school.
- The visit showed how teachers were generally using working walls well to promote pupils' independence in reading, as an integral part of the teaching and learning. The quality of presentation of the learning environment is significantly improved in all classes. The implementation of non-negotiables has increased the standard and consistency of the learning environment to significantly help and promote pupils' learning, particularly in literacy.
- Teaching assistants are used in an effective way to maximize pupils' learning in reading. Planning is clear and thorough, targeting the right pupils.
- School data indicates a positive impact on phonics. The English lead has completed phonics training with staff and monitored this practice across the school. There is mixed flexible phonics grouping in years 1 to 4. All pupils are on track to achieve (70%+) in the Y1 phonics check. The "always constant" cohort is on track to achieve (83%).

Areas for development

- Increase monitoring of guided reading in all classes to ensure consistency is maintained and securely embedded.
- Review and sharpen classroom organisation in identified classes to ensure adherence to the non-negotiables and secure consistency of approach. For example, not having too many children in the reading area at any one time, to interrupt the quality of reading and engagement of other pupils.
- Continue to share the good and exemplary practice in teaching reading across the school to strengthen consistency and improve pupil outcomes still further.
- Ensure teachers are all using the working walls as an integral teaching and learning tool to improve reading for example, by reinforcing vocabulary or in demonstrating the modelling of editing text work.
- For the English lead to continue providing support and guidance for the inexperienced teacher.

Actions to be taken before the next QA visit

- Improve further, the use of working walls in teaching and learning.
- Continued support and training for the inexperienced teacher.
- Review and revise provision to engage boys in reading more readily.

Issues of note for particular consideration by the governing body

- The girls are outperforming boys across the school in most areas, particularly reading and writing.
- The high level of transience adversely affecting progress and attainment in all year groups. Focus is on the constant cohort who have been in school for a longer length of time, to more accurately assess impact of quality teaching and learning.

QA professional's additional comments and overall summary

In the light of the progress made since September 2017, the evidence gathered and the impact reported, does not indicate any changes to the SEF judgments. The QA agrees with the school's own evaluation that overall effectiveness remains good. A recent school review by an independent practising Ofsted Inspector, found the overall effectiveness of the school to be good. Also, the DfE Adviser to the school deems the school to be good.

Outcomes for pupils:

- **In EYFS** in the Nursery class, the vast majority of children are working below age related expectations from a low baseline of attainment on entry. Communication and language are

generally poor across the whole cohort. There are a significant number of boys with speech and language difficulties. One child, diagnosed as ASD, attends Nursery and requires 1:1 support.

- There are some key strengths including the fact that children have settled very well and are following expectations in terms of behaviour and routines. Strong friendship groups have formed and clear routines and boundaries are having a very positive impact on children whose behaviour was an issue in previous settings. There are some bright and more mature children who act as excellent role models for other children.
- Actions planned to address identified areas include the AHT, who is training a member of the Nursery team to deliver an early language group. Wellcomm training is planned for all Nursery staff. The AHT is to attend PEN (parental engagement network) training and share with staff to develop home learning and school readiness.
- In the Reception class, on entry there were no children on track to achieve a GLD. However, by December 2017, this had increased by one child (4%), although there are many others who are 'on the cusp' of achieving ARE. The target remains at (60%) GLD by the end of the year.
- Key strengths include the fact that all children in all groups have made expected or better progress in all areas of learning. Within the areas of learning there have been some significant increases in percentages, for example, in listening from (4%) to (18.5%) and in understanding from (4%) to (25.9%). Communication and language and reading are the lowest areas. Girls are outperforming boys in all areas. All of the pupil premium children are boys and (67%) have significant additional needs. None are on track to achieve a GLD.
- Actions planned include AHT to cascade training for staff on the importance of high quality conversation with young people. Guided reading to be delivered at least once a week for every child. Groupings in phonics to ensure gaps are closed and more able children are challenged.

Years 1-4, Although attainment is generally below ARE, pupils' progress in reading, writing and mathematics is good and better across all year groups, particularly for the "**always constant**" cohort. There have been a significant number of INAs in Years 3 and 4, ensuring at least (50%) mobility since September 2017. In Year 4 the constant cohort group was achieving well and are now close to age-related expectations in attainment.

- The school has robust and thorough data systems to track attainment and progress across the school. The school leaders have identified the groups not making expected progress, through detailed analysis. These are the FSM group in Year 2 in all areas and the SEN group in writing. Also, the Year 4 SEN group in reading. Writing is the weakest subject and maths the strongest in each year group.
- The highest attaining groups are the constant cohort and the lowest attaining are SEN and in Year 2 the FSM group.
- Girls are attaining higher than boys in every year group, in every subject apart from year 4 maths.
- Pupil premium groups are attaining lower than non-pupil premium groups in Years 1 and 2 but in Years 3 and 4 it is the pupil premium groups who are attaining higher. The trend is similar for FSM and non-FSM groups.

End of Key Stage 1, in year 2, the vast majority of groups are making at least expected progress. Year 2 pupils are achieving higher in maths than in other year groups. The pupil premium and FSM pupils are not achieving as well as their peers. A range of strategies are put into place to target individuals and groups and enhance the curriculum. The school is confident that the target of (60%) in reading, will be achieved at the end of the year.

Personal development, behaviour and welfare:

- Overall attendance has been adversely affected by the inclement weather due to the closing of local schools where siblings are attending, even though Unity CP did not close. Overall attendance was just 75% on the day other schools closed.
- Persistent Absence is too high and the school is well aware of this and has taken stringent action. There are 12 pupils all on attendance plans. School staff are working hard with families, pursuing families when the child does not attend. Despite what the school might try and do, parents keep their children off school for relatively minor ailments. The school is to benchmark its attendance with that of local schools.