



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

School name and contact number		Unity Community 0161 871 2614		DfE number		352 2038	
Head teacher		Jude Lee		Chair of Governors		Garry Shewan	
QA professional		Sheila Cairns		Date/length of meeting		7 November 2017 3hours	
Meeting attendees and roles		SLT:					
		Governing Body:					
Last Ofsted grade and date	New to opening September 2015	School's current judgement of overall effectiveness	O / G / RI / I	% pupils eligible for FSM 2017/18	01/17=29% 26/89; 09/17=40/136 29%	Pupil premium allocation 2017/18	£34,320
Number of children looked after 2017/18 & in which year groups		Year 2 -2 pupils; Year 3 -1 Pupil.					

End of KS2 outcomes		2016	2017	2017 National Average	Difference: School 2017 & Nat average
Cohort size: % achieving the expected standard	GPS			77%	
	Reading			71%	
	Writing			76%	
	Maths			75%	
	R,W,M (floor 65%)			61%	

End of KS2 outcomes		2016	2017	2017 National Average	Difference: School 2017 & Nat average
% achieving the higher standard	GPS			31%	
	Reading			25%	
	Writing			18%	
	Maths			23%	
	R,W,M			9%	

End of KS2 outcomes		2016	2017	National floor standard	Above / Below National Floor Standard
Progress score	Reading			-5	
	Writing			-7	
	Maths			-5	

End of KS2 outcomes		2016	2017	2017 National Average	Difference: School 2017 & National
Average scaled score (Expected standard 100)	GPS			106	
	Reading			104	
	Maths			104	

Behaviour and attendance												
	2015				2016				2017			
	School target	School actual	National		School target	School actual	National		School target	School actual	National	
% absence	n/a		4%		5%	4.9%	4.0%		5%	5%		TBC
% PA			8.4%		10%	17.9%	8.2%		10%	12.4%		TBC
	No. of pupils	No. of days	School %	Nat. %	No. of pupils	No. of days	School %	Nat. %	No. of pupils	No. of days	School %	Nat. %
Fixed term excl.	0	0	0	1.1%	0	0	0	1.21%	0	0	0	TBC
Permanent excl.	0		0	0.02%	0		0	0.02%	0		0	TBC

Percentage of pupils that achieved at least the expected standard, July 2017									
Cohort size:30	GLD	CLL	PD	PSED	Literacy	Maths	U of W	EA & D	
EYFS Sch	63.3%	73.3%	90%	80%	63.3%	63.3%	66.7%	66.7%	
EYFS Nat	70.7%	82.1%	87.5%	85.2%	72.8%	77.9%	83.6%	86.7%	
Difference	-7.4%	-8.8%	+2.5%	-5.2%	-9.5%	-14.6%	-16.9%	-20%	
In line with the National Curriculum: % that achieved the expected standard / high standard, July 2017									
	Cohort size	Reading		Writing		Maths		R,W,M Combined	
		Expected	Higher	Expected	Higher	Expected	Higher	Expected	Higher
Y1	30	63%	26.6%	43%	3.3%	60%	3.3%	43%	3.3%
Y2 Sch	22	23.8%	4.8%	19.0%	4.8%	47.6%	4.8%	24%	4.5%
Y2 Nat		75.5%	25.2%	68.2%	15.6%	75.1%	20.5%	63.7%	11.0%
Diff		-51.7%	-20.4%	-49.2%	-10.8%	-27.5%	-15.7%	-39.7%	-6.5%
Y3	28	50%	12%	32%	12%	57%	8%	29%	8%
Y4									
Y5									
Y1 Phonics: % pupils meeting the required standard 2017					Sch: 50%	Nat: 81.2%	Diff: -31.2%		
Y2 Phonics cumulative: (2016 Y1 + 2017 Y2)					Sch: 63.2%	Nat: 92%	Diff: -28.8%		

School Self Evaluation: September 2017

Outcomes for pupils: evaluation and supporting evidence	
<p align="center">Analysis and evaluation of 2016/17 outcomes for EYFS</p> <ul style="list-style-type: none"> 2017 GLD outcome is (63%). The outcome is higher than last year and close to the local average (65.9%) within one child, but remains below the national average (70.7%). However, the difference to national has diminished to (-7.4%) in comparison with last year when it was wider. The constant cohort, of whom there were 18 children, attained significantly better than all other children in all areas of learning. As a separate group, they would all have made national age-related expectations. (66.7%) of children achieved a GLD in the prime areas of learning. Physical development and PSED are the highest performing areas of learning. The school's outcome in the overall prime areas is lower than last year equivalent to two children. (53.3%) of children achieved in the specific areas of learning, a similar percentage to last year. Reading and writing were again the lowest performing areas of learning. Baseline evidence shows children's individual starting points on entry to Reception are mostly well below those found typically for 3 year olds. In September 2016, (0%) of children were 'on track' to achieve a GLD and (63%) achieved this at the end of the year. Progress across the Reception class is good or better from the children's differing starting points. Transience was high at (77%) -19 children were admitted and 5 left throughout the school year. Girls performed significantly better than boys in the specific areas of learning, girls (63.6%) compared to boys (47.4%). In the prime areas of learning, girls (72.7%) achieved significantly better than boys (63.2%). (50%) FSM achieved a GLD. There were 6 disadvantaged children 3 of whom achieved a GLD. They were White British children with English as their first language. 	
<p align="center">Analysis and evaluation of 2016/17 outcomes for KS1</p> <ul style="list-style-type: none"> In Year 1, the percentage of pupils who achieved the expected standard in phonics was (50%), which was disappointing for the school. This outcome was lower than the school's outcome last year and well below the national average (80.5%) with a difference to national (-31.2%). The pupils were tracked throughout the year. On hindsight, the inexperienced teacher was not as well supported as she might have been and also, she was inexperienced at administering the tests. School leaders have taken quick and decisive action to resolve the issues this year and placed the Phase Leader for Years 1 and 2 (and Literacy lead), to work with the inexperienced teacher and to ensure that the tests are administered correctly. The pupils' phonic knowledge is much better than the outcomes in tests suggest, as evidenced from their work. In Year 1 (2017/18), 17 of the 30 pupils are on track to achieve the phonics standard and more are being targeted to give 21/30 pupils a total of (70%) to achieve the required standard by July 2018. This is being carefully monitored. (36.4%) of disadvantaged pupils (11) met the phonics standard, but it is important to know that most of these pupils were admitted across the year, some as INA. It was a very transient cohort. In Year 2, virtually all the 22 pupils in the cohort were newly admitted to the school. Only 3 of the 22 pupils had taken the phonics test whilst in Year 1 and hadn't passed due to specific learning needs. 12 of the 22 pupils sat the phonics test and (50%) passed, including some pupils who hadn't been in the country long. In Year 2, outcomes in reading, writing and mathematics combined, at the expected standard were (24%), better than last year but well below the national standard, however, with a diminishing difference of (-39.7%). In separate subjects, outcomes were well below national in mathematics (-27.1%), writing (-44.2%) and reading (-46.5%). Differences to national are diminishing, particularly in reading and writing and similar in maths. None of the pupils were working at the higher standard in 2016 but this has changed and there were 2/3 pupils attaining at the higher standard this year in all three subjects and in RWM combined. Despite attainment being low, progress is at least good with many pupils making outstanding progress from their starting points during their time in the school. The outcomes continue to reflect the high transient population, many of whom have received no previous schooling and have little or no English. In Year 1 and 2 cohorts, the pupils changed significantly across the year. Transience is high. Progress is evident, however, in books, through pupil discussion and observation. The School's own assessment data reflects the monitoring of progress. In relation to groups, girls perform better than boys at the expected standard in reading, writing and mathematics as separate subjects and RWM combined. Only girls achieved at the higher standard there were no boys. Disadvantaged pupils (5) achieved the expected standard in reading, writing and mathematics separate and RWM combined above that of other pupils. 	

Analysis and evaluation of 2016/17 outcomes for KS2

Analysis and evaluation of 2016/17 outcomes for KS2 not applicable.

- In Year 3, (2017/18) this cohort has seen (38%) transience in the first half-term, September –October. There have been 15 new INAs. Of the cohort, only 6 out of the 26 pupils can be considered as the 'constant cohort'. Although the school has difficulty showing progress numerically, work in books indicates that the constant cohort of pupils has made at least good and better progress from their starting points. The school has retained case studies as an evidence base. At the end of the previous school year in July, this cohort whist in Year 2, had seen (133%) level of transience across the year.
- To evidence pupil progress more acutely, particularly when pupils only stay a short while, the school has introduced shorter term targets to be achieved in bite-size chunks. This is working well. Leaders and staff identify that nearly all pupils have poor levels of speaking skills. Language development is a key priority area identified for continued improvement.

Outcomes for pupils: Summary statement by QA professional –the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement is detailed and robust. At the end of KS1, although attainment is below age-related expectations in all three core subjects, Maths is the subject that has the highest attainment and is closest to national average. The challenge that faces the school is the high level of transience. Also, the school is only in its third year of opening and has yet to become fully established. School leaders are well aware of the need to evidence the difference the school makes to the achievement of pupils in their time at the school, particularly accuracy in measuring pupils' progress. Systems put into place are effective in tracking pupils' achievement, and in establishing clear baseline data on entry to the school. A high proportion of pupils are INA with no previous schooling. The school's data can evidence that pupils do make good and better progress from their differing starting points. Challenging and aspirational targets are set for 2017/18 with clear class action plans to deliver interventions/booster sessions and TA support.

School self-evaluation judgement

O / **G** / RI / I

QA professional (Based on the evidence seen are you able to confirm the school's judgement?)

Yes / No

Effectiveness of leadership and management: evaluation and supporting evidence

- The Principal and governors have made some good new appointments to teaching and to the senior and middle leadership of the school. A Deputy-Principal, who is also the SENDCo, has a part time teaching commitment to Year 4. She is the KS2 Phase Leader with responsibility for years 3 and 4. Her experience is in special schools, which will prove valuable experience for the wide range of individual pupil needs at Unity. As the SENDCo, she has already made a positive impact on moving the processes on to having greater effectiveness. The AHT is well established as Early Years Lead. She has a very strong impact on the quality of provision in both Nursery and Reception classes. The Nursery and two-year old classes were acquired in the summer term (see QA visit report).
- The growth of the school into Year 4, means that the school has to establish itself more fully with a newly expanded leadership team to strengthen and distribute leadership more evenly across the school. Key staff are quickly developing their understanding of new roles, responsibilities and their increased accountability.
- The induction of new staff is a key priority and the programme is being refined and improved as part of the process. The move into the new building was a significant time in establishing systems, procedures and processes to enable the orderly and smooth running of the school day-to-day.
- The school improvement plan has a key focus on developing the curriculum as relevant and appropriate to meet the needs of the increased number of pupils into lower Key Stage 2. The curriculum will show the clear progression of skills across the school in every year group, as pupils move through the school into Year 6.
- There is a full complement of governors and an increase in the range of professional skills offered.

Effectiveness of leadership and management: Summary statement by QA professional –the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are increasingly robust and thorough. The School Improvement Plan is underpinned by detailed Phase leader action plans and subject leader action plans for Maths and Communication, language and literacy. These layered action plans help to drive the school's vision and main priorities for school improvement. They are tightly monitored for progress towards developments. The senior leadership team has grown in capacity since September. Although fit for purpose, it is newly establishing itself. It is well placed to support the distribution of leadership across the school and into upper Key Stage 2 next year. The school's capacity for improvement is good.

School self-evaluation judgement

O / **G** / RI / I

QA professional (Based on the evidence seen are you able to confirm the school's judgement?)

Yes / No

Quality of teaching, learning and assessment: evaluation and supporting evidence

- The School had a QA review of teaching and learning in early October 2017 (separate report). School leaders have continued to relentlessly drive forward in improving and sustaining the quality of teaching across the school to good. This is despite the turbulence of pupil mobility in every year group.
- Leadership of teaching is effective, with regular robust monitoring and evaluation. A wide range of strategies are used.
- Leaders, teachers and all staff have high expectations of pupils, but this is not always reflected in the marking and feedback. Pupils need to be given more opportunities to respond to marking and feedback in order to improve their work. The marking policy has been re-visited with all staff.
- Teachers introduce new concepts in learning using a wide range of attractive and relevant resources and equipment to better support visual and kinaesthetic learners in particular. All pupils, including specific groups, who do not always understand readily what it is they are learning, are supported well by the teachers' use of mini-plenaries to clarify any misconceptions.
- CPD is relevant and pertinent to further improve the effectiveness of teaching and learning. Leaders have decisively tackled underperformance and these staff have since left the school. Current staff require CPD in teaching guided reading, 1:1 reading approaches and phonics. Key CPD is focused on raising standards in reading, numeracy, teaching and learning and in supporting SEN pupils and pastoral needs of pupils through the well-being initiative.
- The key improvement focus identified for the current year is to engage pupils in developing their own learning and increasing their independence particularly with the development of the use of working walls. The development of outdoor learning is work in progress in order to create a greater creative use of space.

Quality of teaching, learning and assessment: Summary statement by QA professional –the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are robust. The Headteacher has ensured successful planning of the deployment of teachers into different year group teams, according to their strengths, to balance the teaching profile with established, experienced teachers to ensure they can offer support and mentoring for new staff. Approaches to assessment remain thorough. Data information is well understood and used to plan learning in order to meet the learning needs of all pupils. As a direct result, even though pupils are not working at age-related expectations, they make at least good and better progress from their differing starting points. The QA review findings were that consistency and strength of teaching and learning is in EYFS through to the end of Key Stage 1 as evidenced from school's assessment data and work in books. Lower Key Stage 2 is newly being established.

School self-evaluation judgement O / **G** / RI / I
QA professional (Based on the evidence seen are you able to confirm the school's judgement?) **Yes** / No

Personal development, behaviour and welfare: evaluation and supporting evidence

- Big Life Schools had undertaken an annual safeguarding audit with the Chair of governors. An action plan has been devised to address the actions needed.
- Attendance is challenging for the school to maintain close to national average. Persistent absence is higher than national as a direct result of families taking extended holidays in term time, despite the school's best efforts. The pattern observed was in families taking holiday the weeks before and the weeks after the School Christmas holidays. They are fined but it does not change parent practice. At every 'admissions' meeting the Headteacher meets with the parents and stipulates clearly the school's attendance policy. Systems and monitoring are robust.
- The school is working towards the 'School of Sanctuary' Award as Manchester City is a City of Sanctuary. Applying for the award, the school will celebrate the resilience of the current cohorts of pupils and their success at integrating all newcomers into the school.
- Unity is introducing the Well-Being Wheel as part of a Big Life group initiative being piloted in Longsight and at Unity, led by a Big Life Project worker employed through the MAT. Unity is tracking pupils' well-being and having a layered approach to provision that is clearly mapped. PSHE, circle time and meditation sessions are universal (wave 1), with small social skills groups delivered at wave 2. Play Therapist support is provided for children with significant social and emotional difficulties (wave 3) and the school is planning to set up a Nurture room for children with very high level of need.

Personal development, behaviour and welfare: Summary statement by QA professional –the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are rigorous and relentlessly monitored. The school works hard to maintain tight systems to tackle attendance and persistent absence families. They pay the fine but continue to take extended holidays in term time despite the school's sanctions. The mental health and well-being of the pupils is a key priority and strategies are being newly implemented. Pupils' well-being is being carefully monitored and tracked by school leaders.

School self-evaluation judgement of behaviour O / **G** / RI / I **School self-evaluation of personal development and welfare** O / **G** / RI / I
QA prof: (Are you able to confirm the school's judgement?) **Yes** / No **QA prof: (Are you able to confirm the school's judgement?)** **Yes** / No

The Effectiveness of the Early Years Provision: evaluation and supporting evidence

- The integration of the Nursery and two-year old provision last term and being established this term has had a significant impact on the school's space and resources. Leadership time has been spent on ensuring the school's systems and procedures are followed such as in safeguarding with the on-line CPOMS. Communication with parents has been key to establish positive relationships early. The school is planning and working on influencing the practice to ensure children are school ready and able to work towards age-related expectations by the end of the Nursery class.
- The key focus in EYFS is on developing children's language skills including speaking and listening.
- The outdoor area is work in progress to secure continuous provision and ensure that the learning outdoors is of the same quality as indoors including the use of rainbow challenges.

The Effectiveness of the Early Years Provision: Summary statement by QA professional – the school's self-evaluation processes and the range of evidence used by the school, to reach their SEF judgement are robust and thorough. EYFS is a strength of the school and leadership is very strong and effective. Children make good and outstanding progress within the Reception class and this year the percentage increased in the proportion of children being at national average and ready for the national curriculum in Year 1. The two-year old provision and Nursery class offer an excellent opportunity for the school to influence families and children at an earlier age, in order to better support their good achievement in school. The Headteacher is to research schools who have this early provision and to see its impact on children's attainment and outcomes through the school.

School self-evaluation judgement O / **G** / RI / I
QA professional (Based on the evidence seen are you able to confirm the school's judgement?) **Yes** / No

Key priorities 2017/18 and issues to be addressed/monitored by the governing body

- Raise attainment across the school to narrow the gap with national averages
- To develop well-being across the school
- To embed a coaching model and RILE to develop practice
- To increase attendance levels and reduce persistent absence
- To integrate the Nursery/Daycare into school's systems and processes.

Key focus for spring term visit with QA professional OR for SLT to follow up (Including detailed activities)

List the detailed quality assurance activities that will take place at the spring term visit, from which first hand evidence will be gathered to support QA judgements and school self-evaluation.

Key focus:	Increase and improve pupils' outcomes in reading in each Year group.
Activity 1	Learning walk to observe guided reading practice/reading areas/working walls.
Activity 2	Scrutiny of school's assessment data and tracking of pupils.
Activity 3	Hearing pupils read.