



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 June 2017 3 hours.	Last Ofsted grade and date	N/A
School's judgement of overall effectiveness	O / G / RI / I	QAP's judgement of overall effectiveness	O / G / RI / I
Meeting attendees and roles	SLT:		
	Governing Body:		

**Attendance: Progress towards 2017 targets**

	2017 Targets	Half term 3 data 2017	Half term 4 data 2017
Overall absence	5%	6.2%	2.8%
PA (10%)	10%	20%	9.1%

**Behaviour: school's averages**

	Number of pupils	Number of days	School %
Fixed term exclusions since Sept '16	0	0	0
Permanent exclusions since Sept '16	0		

Children looked after 2016/17	Year Group	Summer term / transition PEP review date	On track to achieve end of year expectations Yes/No? Yes: what interventions have been accessed? No: provide details of interventions planned for the summer term
			Year 1-M Year 1-F Year 2-F

**Percentage of pupils on track in April 2017 to achieve age related expectations by July 2017**

This information can be submitted as an appendix to the report, in the school's own format if more appropriate

	GLD	CLL	PD	PSED	Literacy	Maths	U of W	EA & D
EYFS	33.3%	56.7%	90.0%	83.3%	46.7%	56.7%	53.3%	46.7%

**Percentage of pupils on track to achieve the school's own end of year expectations by July 2017**

	Science	Reading	Writing	Mathematics	R,W,M combined
Y1	82%	70.0%	53.5%	69.9%	50.0%
Y2	45%	33.4%	33.4%	38.9%	33.3%
Y3	45%	20.9%	16.7%	41.7%	12.5%
Y4	%	%	%	%	%
Y5	%	%	%	%	%
Y6	%	%	%	%	%

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

School has increased its moderation sessions;

**EYFS:** - Cluster moderation meetings attended by EY Staff and moderated by Local Authority.

**Year 2:** - Cluster moderation meetings attended by staff and moderation sessions with partner Big Life School - Longsight community Primary.

**Whole School:** - Two designated staff meetings for moderating work across the school, in order to validate teacher assessment judgements.

## Evaluation against the updated Manchester School Self-Evaluation & Ofsted Frameworks

### Effectiveness of leadership and management: evaluation and supporting evidence

- School leadership remains strong. This will be further strengthened by the new appointments planned for the start of the new school year. Governance remains strong in challenging and supporting the school. Two new appointments, with education expertise, further strengthen the governors' skills set.
- The relocation of a Trust nursery into the school from June 2017 with issues for inducting and supporting double the staff numbers into the school culture and its work, whilst raising standards, is a significant task already in process. Over 120 children have been added to the school's roll.
- The development of leadership at senior and middle level is ongoing with the new structure, due to the significant increase in pupil numbers both at Nursery, Reception (EYFS) stage and with the school's growth into Year 4 at Key Stage 2. A Vice-Principal has been appointed to take up her post in September 2017. She will also be the school's SENDCo and is a behaviour specialist.
- The Principal has planned for the redeployment of some key staff, with the Year 2 teacher leaving, in order to ensure newly appointed staff are effectively inducted, mentored and supported into the school.

#### Summary statement by QA professional

In the light of the progress made since September 2016, the evidence gathered and the impact reported, does not indicate any change to the SEF judgement. The QA agrees with the school's view that the effectiveness of leadership and management of the school are at least good. The overall quality of leadership and management is a strength, as is governance. The major issues and challenges for the future include relocating a Trust nursery on the school site from June 2017 and the new appointment of a Vice-Principle will support the strategic planning and work of the school.

**School self-evaluation judgement**

O / **G** / RI / I

**QA professional judgement** *(based on the evidence provided)*

O / **G** / RI / I

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

- The school observations indicate that (80%) of lessons are good or better. External moderation confirms the robustness and accuracy of these judgements. Teaching which is at least good, with some that is outstanding, enables the vast majority of pupils to make at least good and often exceptional progress from very low starting points.
- The quality of teaching and learning has many good and outstanding features which confirms the school's judgement that the overall teaching quality is another strength of the school.
- Teachers have very high expectations and pupils are very keen to learn with good attitudes to learning. The climate for learning is excellent.
- The pupils' work is well differentiated by teachers, enabling all abilities to be catered for. The more able are stretched and motivated. Assessment processes are strong and firmly established.
- Monitoring of teaching and learning provides strong evidence that assessment processes are effective in identifying attainment gaps to be accurately addressed in future planning.
- Pupil progress meetings are half-termly and these are an opportunity to tightly monitor class action plans in order to identify individual pupil performance and to take immediate action where needed.
- Teaching assistants contribute effectively on ensuring pupils are focused and remain on task. They are deployed to best effect.
- CPD of staff, from phase leaders internally and with the support of its partner Big Life School, is very effective in ensuring consistency of practice across the school.

#### Summary statement by QA professional

In the light of the progress made since September 2016, the evidence gathered and the impact reported, does not indicate any change to the SEF judgement. The QA agrees with the school that teaching, learning and assessment are at least good overall. Teachers enable pupils to perform well despite significant challenges, including those of high levels of transience, in a highly disadvantaged area of Manchester.

**School self-evaluation judgement**

O / **G** / RI / I

**QA professional judgement** *(based on the evidence provided)*

O / **G** / RI / I

## Personal development, behaviour and welfare: evaluation and supporting evidence

- The school's attendance is good given the school's context. Robust systems are in place to carefully track and monitor pupils. These effective strategies will hold the school in good stead as the school's overall capacity fills. Overall absence at Half term 4 is at (2.8%) with attendance of (97.1%). There are (15%) of pupils with attendance at 100%. However, persistent absence is an issue to be addressed. In Half-term 5 this is (13%) but has reduced from (20%) in Half-term 3. The school is acutely aware and has attendance plans in place.
- The school has been successful in being awarded Level 1 of the Rights Respecting School Award. This underpins the school's philosophy in line with Big Life Schools values. Collaboration and respect for others is consistently modelled by adults and pupils respond accordingly. Pupils treat each other with respect and are supportive of one another. The school's ethos is very positive and inclusive.
- Pupil surveys show that pupils are overwhelmingly happy and feel safe at school.

### Summary statement by QA professional

In the light of the progress made since September 2016, the evidence gathered and the impact reported, does not indicate any change to the SEF judgement. The QA agrees with the school that personal development, behaviour and welfare are all good. Pupils show pride in their achievement and a commitment to learning. This is ably supported by Big Life Schools values and RRSA which create a positive culture in school. Attendance is a continual challenge for the school mainly because of extended holidays taken by families, resulting in persistent absence being high. The school is putting into place all the right strategies to tackle this issue, including fines and penalty notices for families concerned.

#### School self-evaluation judgement of behaviour

O / G / RI / I

#### School self-evaluation of personal development and welfare

O / G / RI / I

#### QA judgement (based on the evidence provided)

O / G / RI / I

#### QA judgement (based on the evidence provided)

O / G / RI / I

## Outcomes for pupils: evaluation and supporting evidence

- Year 1- the attainment of pupils at ARE in reading has risen from (67%) at the end of the autumn term to (70%). In writing, the percentage has dropped from (67%) to (54%) and in maths the percentage at ARE has remained the same (70%). The RWM combined percentage has dropped to (50%) because of the writing. A new teacher was placed in the class in January of this year, who is QTS status and inexperienced as a teacher. The high percentage of new arrivals who presented challenging behaviour was found to be very difficult to manage. This has an adverse effect on pupil progress and the group of boys who were also FSM and SEN are found not to be making expected progress at (2.8points) instead of the expected 3points. This is in comparison with all other pupils who have made good and better progress from their starting points (3.5points), girls have made (3.9points) progress and INA pupils have made exceptional progress (4.6points).
- Year 1 phonics is predicted to be at (65%) which would result in significant achievement because at least (75%) of the cohort are INA or have missed substantial periods of schooling.
- Year 2- attainment in Year 2 appears to have dropped but there are significant changes to the cohort in this year group. Reading is from (39%) at the end of the autumn term to (33.4%) end of spring term; writing is from (44.4%) to (33.3%) and maths from (44.4%) to (38.9%). Combined is at (33.3%), which is very low still but has substantially increased from the end of the autumn (16.7%). This year group has experienced (136%) transience across the year to date and includes a higher than average level of pupils with SEN, who have been in the constant cohort all year. The overall ability of the class is low. Girls are performing better than boys, with a higher proportion at ARE and also FSM. Overall performance of pupil premium pupils is good and this group are at ARE within this cohort. The progress of girls, FSM and pupil premium pupils is good. (56%) of INA have made at least expected progress. The average percentage progress of the class is at expected but the progress of boys has been identified as a concern at (1.0), which is well below expected progress. All of these boys are SEN pupils. The percentage of SEN in this class is (17%).
- Year 3 – attainment in this cohort has risen significantly in reading and writing from the end of the autumn term data. Reading from (10%) to (21%), writing from (10%) to (17%) and maths from (40%) to (42%). RWM combined is at (13%), although very low, has substantially increased from the autumn term at (5%). Transience is very high at (108%) SEN is (17%) and (50%) are INA. Pupil progress in reading is benchmarked and is significant from starting points. Phonics is taught in flexible groupings across the school. The school has identified (4points) as expected progress with the constant cohort making (5points) and boys (5.5points) progress. Overall progress in writing is (4.7points). All pupils made above expected progress in writing at (4.9) points. The constant cohort made (5.1points) and INA made (5.2points) progress. In maths, all groups made good or outstanding progress at (6.2points) progress. Pupil premium pupils made (5.5points) progress and SEN at (9.9points) progress.

### Summary statement by QA professional

In the light of the progress made since September 2016, the evidence gathered and the impact reported, does not yet indicate any change to the SEF judgement on outcomes for pupils. Attainment is very low overall on entry. The vast majority of pupils have very little or no previous schooling. Pupil mobility is high and most pupils who are also INA arrive with no English speaking skills. As a result, current an entry level attainment levels are depressed. Despite this, although the school is not yet at full capacity, it has many strengths in leadership and management, teaching, learning and assessment which enables pupils to make at least good and better progress with a higher proportion who are making outstanding progress. In consequence, a vast majority of pupils are making accelerated progress and are closing the gaps with ARE. Pupil premium pupils and other minority and disadvantaged groups are making expected progress in line with their peers. Gaps which remain are usually very small and not statistically significant. The QA agrees with the schools SEF judgement.

#### School self-evaluation judgement

O / G / RI / I

#### QA professional judgement (based on the evidence provided)

O / G / RI / I

## Effectiveness of the Early Years Provision – Quality and Standards: evaluation and supporting evidence

- The school's EYFS outcomes were moderated externally. The GLD outcome in the spring term data was (33.3%) however, the predicted GLD outcome by the end of this school year is (63%). The baseline on entry to the Reception class was (15.3%). The vast majority of children will have made exceptional progress in all areas of learning, to achieve the end of year outcome predicted.
- The areas of learning where children's achievement has made a significant improvement from last year, include Physical Development, because of the increase in outdoor learning and provision. Use of the grass area has increased space and outdoor provision is continuous, increasing frequency of access. The staff have worked hard on improving the development of children's fine motor skills. Personal, Social and Emotional development (PSED) has improved from last year with an increasing percentage of children are able to take turns, and with the work on the RRSA agenda. Specific social skills groups and Early language groups are established to support children in these aspects. Those identified as significantly needy, in terms of making relationships, are doing well from their starting points.
- In Literacy, the teaching, learning and assessment of Guided Reading is strong practice. The Reception class has well motivated writers. Both reading and writing are at (43.3%) for end of spring term data. The building blocks, in terms of letter formation and phonics are well embedded. Topics identified are highly motivating and inspirational in providing good writing opportunities.
- This is a strong cohort in their ability to achieve good outcomes in mathematics. The exemplar continuous provision enables a wide range of opportunities for children to develop maths concepts.
- Understanding of the world shows that a large majority of children, at least (80%), have made good and better progress across the year, regardless of their point of entry. The constant group have made accelerated progress and their attainment is significantly higher than that of International New Arrivals, with little or no previous schooling. Topics include the life cycle of the butterfly and growing their own potatoes all of which provide children with a wide range of life-experiences. A newsletter to parents every week about work in school, encourages parental support and they provide photographic evidence of home experiences.

### Summary statement by QA professional

In the light of the progress made since September 2016, the evidence gathered and the impact reported does not indicate any change to the SEF judgement. The QA agrees with the school that the effectiveness of the Early Years provision is at least good. Tight deployment of all staff within a strong EYFS team leads to closely targeted interventions for children who are exceeding ARE as well as those who are not making expected progress. Learning is strongly child-led and a wide range of highly imaginative and inspiring teaching strategies are used. All staff have high expectations of children based on robust and accurate assessment. Children make accelerated progress throughout EYFS in relation to their very low starting points, which are often well below national expectations.

### School self-evaluation judgement

O / **G** / RI / I

### QA professional judgement (*based on the evidence provided*)

O / **G** / RI / I

## Key school improvement priorities and issues to be addressed

- Continue to develop the (0-11years) Big Life Schools Model.
- The major challenges for leaders over the next year focus on the relocation of a Trust Nursery to the school from June 2017.
- Recruitment to capacity remains a key focus until the school is firmly established.
- Secure high standards and ensure the consistency and quality of teaching, through further developing teaching and learning in order to secure more outstanding teaching.
- Raise attainment in all year groups to diminish the differences with national age-related expectations.
- Develop independent learners by engaging pupils in leading their own learning.
- Raise attainment in the EYFS to narrow the gap with GLD national average.
- Develop a provision map to identify needs and interventions across the school.
- Further develop phonics teaching to improve outcomes to national average levels.
- Further develop language provision to impact positively on outcomes and raise attainment-particularly in reading and writing.
- Further develop outdoor provision and increase learning opportunities for children.
- Improvement in Attendance and to reduce Persistent Absence, both remain key priorities for the school.
- Address health and obesity issues through the improvement of school lunch provision.