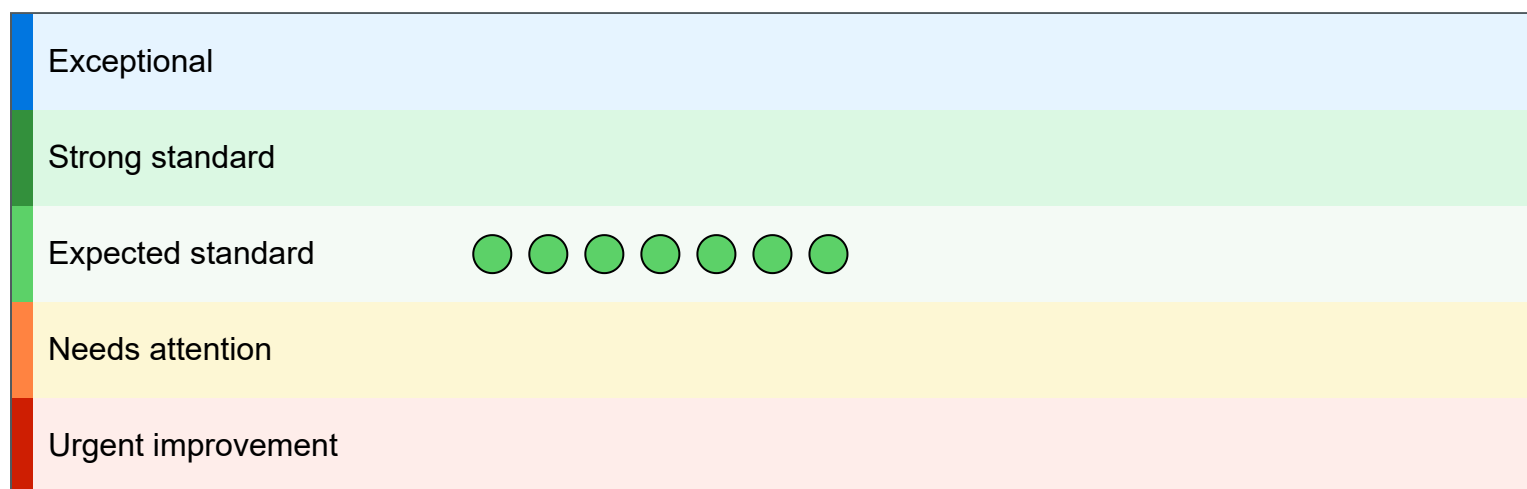


Unity Community Primary

Address: Allesley Drive, Cheetham Hill, Manchester, Greater Manchester, M7 4YE

Unique reference number (URN): 141966

Inspection report: 28 April 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils, including those who are disadvantaged, typically achieve well across the curriculum. They make steady progress from their varied starting points. In the early years and in Years 1 and 2, pupils develop secure phonics knowledge. This prepares them well for later learning. By the end of Year 6, most pupils develop the reading, writing and mathematical knowledge that they will need to successfully navigate the curriculum in Year 7 and beyond. On the whole, this is reflected in the school's published results. Some pupils' attainment across different subjects is more uneven than others due to their varying prior experiences of education. Pupils' current knowledge of multiplication facts is more secure than published information suggests.

The clarity of pupils' written work varies. Some pupils do not develop the fluency that they need to record their learning and ideas with ease. This often detracts from the quality and content of their writing.

Attendance and behaviour

Expected standard 

Most pupils attend school regularly and on time. Leaders provide effective support for pupils who struggle with this. Leaders swiftly identify any pupils whose attendance begins to fall. They skilfully identify underlying reasons. Leaders make sure that any barriers to pupils attending well are reduced. Leaders keep a close eye on the most vulnerable pupils. They make sure that they benefit from all that the school has to offer.

Most pupils maintain high standards of behaviour while at school and focus on their learning. Pupils typically demonstrate the high level of respect towards others that leaders expect. Leaders have revised their systems to track incidents of poorer behaviour in recent years. They now identify and address patterns more effectively. Incidents of bullying behaviour are rare. Occasions of derogatory language are rapidly reducing over time. Leaders deal with these situations well and with sensitivity to pupils' differing needs. For example, leaders understand the reasons why a small number of pupils struggle to remain regulated throughout the school day. They make sure that staff use consistent and effective strategies which help these pupils to regain their composure more successfully.

Leaders make appropriate use of suspensions and temporary part-time timetables when needed. Pupils settle back into their usual school routines quickly and smoothly.

Curriculum and teaching

Expected standard 

Leaders provide an ambitious and engaging curriculum for pupils. It makes clear what pupils should learn as they progress through the school from the beginning of the early years.

Teachers support pupils to develop a secure understanding of written and spoken language. Leaders ensure that pupils learn other important knowledge, such as multiplication tables facts. Leaders provide an effective phonics programme. Pupils who struggle with reading access regular additional phonics support from skilled staff. This continues until pupils

become fluent and accurate readers. The support for pupils to develop fluency in their written work is less well established.

Teachers typically check that pupils understand their previous learning before they introduce something new. However, at times, they do not check carefully enough. Teachers sometimes present new information before pupils are ready. This makes it difficult for pupils to make sense of their learning. Those with special educational needs and/or disabilities (SEND) struggle the most when this happens.

Teachers know what type of adaptations are most helpful for pupils, including those with SEND, in their class. Pupils are usually well supported to overcome additional challenges that they might face. This is because leaders make sure that pupils access suitable resources and support during lessons.

Early years

Expected standard 

Leaders have secure oversight of the early years. They have addressed the issues raised during the previous inspection. Teachers and other staff know which learning they need to focus on with children as they progress from the beginning of the 2-year-old provision to the end of the Reception Year. Children typically achieve well. They are amply prepared for the curriculum in Year 1 and beyond as a result. This is particularly true for their learning about phonics.

Children enjoy learning rhymes and songs in the Nursery and 2-year-old provision. They join in with gusto. Children relish opportunities to share familiar stories with staff. Children become adept at recognising and replicating different types of sounds. This paves the way for learning how to use phonics in the Reception Year to read words. By the time children are preparing to transition into Year 1, most can work out what simple words say.

Staff know children well. They provide effective care and support for children at different stages of their development. For example, children with special educational needs and/or disabilities, and those who face other barriers in their lives, thrive happily at school. Children respond well to the clear models that staff provide for language development and how to interact with others successfully.

Staff develop positive relationships with parents and carers. Leaders help parents to support their children's learning.

Inclusion

Expected standard 

Leaders know their school community well. They are alert to the differing barriers experienced by some pupils. Leaders ensure that pupils receive the support that they need. For example, leaders provide effective and focused support that helps pupils who are new to the country. These pupils quickly settle and begin to develop their understanding of English. Staff recognise the various challenges that pupils face. This includes pupils who have special educational needs and/or disabilities. The same is true for pupils who need additional support from other agencies. Leaders make sure that appropriate resources are available to support these pupils. Leaders focus on reducing the difficulties that pupils experience. They make sure that all pupils can access the full range of activities and

learning opportunities on offer. Leaders keep a close eye on how well vulnerable pupils achieve and thrive at school. They adapt their plans for supporting these pupils when this is needed.

Leaders provide suitable training and support for staff. This helps teachers to identify and meet pupils' differing needs. Leaders liaise effectively with a wide range of agencies. These, and parents and carers, are involved appropriately when identifying and meeting pupils' individual needs.

Leadership and governance

Expected standard 

Leaders have addressed the issues identified at the time of the previous inspection with aplomb. Learning in the early years now underpins the rest of the curriculum. Most systems for ensuring that pupils receive the right support at the right time are in place. Leaders have an accurate understanding of the school's strengths and further areas for development.

Leaders at all levels understand and uphold their statutory duties. There are clear lines of responsibility. Leaders and those responsible for governance have strengthened their systems and procedures. They regularly check how new policies or initiatives impact on pupils. Leaders identify suitable priorities. They create well-thought-out plans based on their findings. Those responsible for governance ensure that leaders have the resources that they need to carry out their plans. They check that additional funding for disadvantaged pupils or those with special educational needs and/or disabilities is used in the most effective way. Leaders focus on options that have the greatest impact on these pupils' academic and wider achievement.

The decisions that leaders make are in pupils' best interests. They ensure that all pupils feel welcome and achieve well. Leaders show the same care and diligence for the wellbeing and workload of staff. They ensure that staff receive the training and support that they need. This helps staff to carry out their respective roles efficiently and effectively. Morale is high. Leaders forge positive relationships with parents, carers and the wider community. There is a strong sense of community at the school.

Personal development and wellbeing

Expected standard 

Pupils' personal development is a high priority at the school. Leaders consider the needs and differing experiences of pupils carefully. They select activities and opportunities designed to address some of the gaps in knowledge that pupils might have. Leaders focus on making sure that pupils are well prepared for living in a modern and diverse Britain. This includes learning facts about where they live. Pupils learn how they can participate successfully in society when they are older. For example, they explore local places of interest and leisure activities that are available.

Pupils enjoy accessing the different clubs and opportunities on offer at the school. Leaders make sure that pupils who face additional challenges in their lives receive the support that they need to take part.

Pupils have a secure understanding of equality. They understand and strive to uphold the school's values. Pupils enjoy reflecting on thought-provoking topics. They often discuss

these with staff and pupils from different year groups. Pupils develop their ability to consider the views of others. They grow in confidence in expressing their own ideas. Through activities such as these, pupils develop an understanding of self-worth. They also experience first hand the democratic procedures used in British society.

Leaders provide effective pastoral support for pupils. They make sure that pupils learn useful strategies to maintain their own health and wellbeing. They ensure that pupils recognise how and when to access support when they need it. For example, pupils know how to share worries with trusted adults. This includes when pupils experience unpleasantness or unwanted contact when online.

The school's relationships and sex education programme prepares pupils well for puberty. Pupils learn how to develop and recognise healthy relationships with others. They develop an age-appropriate understanding of consent.

What it's like to be a pupil at this school

Pupils are proud to be part of this diverse and welcoming school community. Many pupils join the school from other countries and are at the early stages of learning to speak English when they first arrive. Some pupils have had limited experience of school previously. Leaders make sure that pupils receive support to overcome any barriers that they face. Pupils settle and make new friends. Caring staff quickly get to know new pupils. This helps pupils to feel safe and happy at school.

Pupils typically achieve well. Although they have varied starting points, pupils build up a useful body of knowledge across the curriculum that prepares them well for the next stages of their education. By the end of Year 6, most pupils develop secure reading, writing and mathematical knowledge.

Children in the early years build confidence, independence and curiosity. They learn how to take turns and follow rules. Staff help children to establish routines and positive attitudes that prepare them well for the rest of their time at school. They learn how important it is to show respect for others.

Most pupils attend school regularly. They behave well throughout the school day. Pupils typically focus well during lessons and enjoy their learning. Pupils look forward to breaktimes and other opportunities when they can work or play together. Leaders take incidents of unpleasantness, including name-calling, seriously. They make sure that bullying is rare and quickly dealt with.

Pupils look forward to the trips, visitors and other activities that leaders provide to broaden their horizons. They try new activities, such as playing steel pan drums, developing artistic skills or taking part in bushcraft or adventurous outdoor pursuits. Pupils embrace leadership roles, such as acting as a sports leader, 'green hero' or head boy or girl. Pupils particularly enjoy learning about the school's locality and its history.

Next steps

- Leaders should ensure that pupils develop greater fluency in their written work so that they can record their learning and ideas more effectively.
 - Leaders should ensure that teachers identify and address gaps in pupils' knowledge more consistently so that pupils are better prepared for the next stages of their education. This is particularly important for pupils with special educational needs and/or disabilities.
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About this inspection

This school is part of Big Life Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Keith Smith, and overseen by a board of trustees, chaired by Emma Perry.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other leaders during the inspection. An inspector spoke with a group of governors, including the chair of the local governing board. They spoke with representatives from the trust, including the chair of the board of trustees and the CEO. An inspector spoke with a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not currently make use of alternative provision for pupils.

Headteacher: Jude Lee

Lead inspector:

Claire Cropper, His Majesty's Inspector

Team inspectors:

John Littler, Ofsted Inspector

Sarah Gower-Jones, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 28 April 2026

School and pupil context

Total pupils

364

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

51.65%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.30%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

17.86%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	47%	61%	Below
2024/25 (final)	47%	62%	Below
2023/24 (final)	46%	61%	Below
2022/23 (final)	45%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	74%	Below
2024/25 (final)	69%	75%	Close to average
2023/24 (final)	71%	74%	Close to average
2022/23 (final)	62%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	72%	Below
2024/25 (final)	68%	72%	Close to average
2023/24 (final)	61%	72%	Below
2022/23 (final)	62%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	73%	Close to average
2024/25 (final)	68%	74%	Close to average
2023/24 (final)	75%	73%	Close to average
2022/23 (final)	69%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	46%	Close to average
2024/25 (final)	47%	47%	Close to average
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	20%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	67%	63%	Close to average
2023/24 (final)	71%	62%	Close to average
2022/23 (final)	20%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	59%	Close to average
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	59%	58%	Close to average
2022/23 (final)	40%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	60%	Close to average
2024/25 (final)	64%	61%	Close to average
2023/24 (final)	76%	59%	Above
2022/23 (final)	50%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	68%	-25 pp
2024/25 (final)	47%	69%	-22 pp
2023/24 (final)	47%	67%	-20 pp
2022/23 (final)	20%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-19 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	71%	80%	-9 pp
2022/23 (final)	20%	78%	-58 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	78%	-17 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	59%	78%	-19 pp
2022/23 (final)	40%	77%	-37 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	65%	80%	-15 pp
2024/25 (final)	64%	81%	-17 pp
2023/24 (final)	76%	79%	-3 pp
2022/23 (final)	50%	79%	-29 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.6%	5.2%	Close to average
2023/24 (3 term)	6.3%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	20.2%	13.0%	Above
2023/24 (3 term)	22.0%	14.6%	Above
2022/23 (3 term)	31.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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