



*The Education and Training Inspectorate -
Promoting Improvement*

**Providing Inspection Services for
Department of Education
Department for Employment and Learning
Department of Culture, Arts and Leisure**



Education and Training Inspectorate

Report of a Follow-up Inspection

**Harding Memorial Primary School
Belfast**

June 2012

FOLLOW-UP TO THE FOCUSED INSPECTION OF HARDING MEMORIAL PRIMARY SCHOOL, BELFAST, BT6 8PZ (101-0232)

The focused inspection of Harding Memorial Primary School, in May 2010, highlighted the following strengths: the very good behaviour of the children and the quality of the pastoral care; the quality of the teaching; the effective links established with the community; the good quality of the arrangements for special educational needs; and, the good leadership provided by the Principal.

The inspection identified the need for improvement in the following key areas:

- to provide greater challenge, to meet more effectively the needs of all of the children and raise the standards they attain in English and mathematics; and
- to develop the role of the co-ordinators in monitoring and evaluating key aspects of the school's provision.

In the interval since the inspection, the following actions which affect the work of the school have taken place:

- the school received staff development and support for literacy and numeracy from the Belfast Education and Library Board's Curriculum Advisory and Support Service (CASS);
- the Principal had training from C2K on the use of data;
- a number of staff changes took place;
- the roles and responsibilities of the co-ordinators were reviewed, and literacy and numeracy teams were established;
- the numeracy co-ordinator attended numeracy cluster meetings with a group of co-ordinators from the area, and both the literacy and numeracy co-ordinators visited other schools to observe good practice;
- the teachers produced whole-school planning for reading, talking and listening, mental maths and problem solving;
- a new planning format for teachers' short term planning was implemented; and
- a language development programme for children in years 1 and 2, and a whole-school phonics programme was introduced.

The Education and Training Inspectorate (ETI) carried out two interim follow-up visits and a follow-up inspection in June 2012.

The action plan produced by the school in response to the inspection findings was of a good quality. The school's development plan (SDP) was adjusted in light of the inspection findings. The development plan meets the statutory requirements as set out by the Department of Education.

The following are the most important improvements since the focused inspection:

- the very good leadership provided by the literacy and numeracy co-ordinators who monitor and evaluate rigorously the provision, and guide the teachers well through effective whole-school staff development;
- the detailed short-term planning for literacy and numeracy which is focused on the children's learning and more closely matched to their needs and abilities;
- the very good use of data to track the progress of and set targets for individual children, and to identify emerging class and whole-school trends which inform the SDP;
- the very good standards achieved by most of the children in literacy and numeracy;
- the consistently good or better teaching in the lessons observed during the follow-up inspection process which reflected well the children's interests, and provided appropriate challenge and support; and
- the collegiate and reflective approach to school improvement by the staff since the inspection, under the very effective leadership of the Principal

CONCLUSION

In the areas inspected the quality of the education provided by the school is now very good. The school is meeting very effectively the educational and pastoral needs of the learners, and has demonstrated its capacity for sustained self-improvement.

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