



*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

**Harmony Primary School
Belfast**

May 2011

FOLLOW-UP TO THE FOCUSED INSPECTION OF HARMONY PRIMARY SCHOOL, BELFAST, BT13 3SY (101-6604)

The focused inspection in Harmony Primary School highlighted strengths in the good quality of the leadership of the Principal, the positive attitudes of the children to their learning, the good quality of the majority of the teaching, the effective use of information and communication technology (ICT) to enhance the children's learning, the very good quality of the nursery provision, the support of the governors and the good quality links with other schools and with the local and wider community.

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

- the standards in literacy and numeracy;
- the individual education plans (IEPs), in order to ensure appropriate progression in and effective evaluation of the children's learning through a review of the targets set.

In the interval since the inspection, the following action which affects the work of the school has taken place.

- The special educational needs co-ordinator is deployed full-time in teaching groups of children who experience learning difficulties.

The Education and Training Inspectorate carried out monitoring visits and a follow-up inspection on 12 May 2011.

The action plan produced by the organisation in response to the inspection findings was of a very good quality. The school's development plan 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 school used the inspection report well as a baseline and produced useful action plans for both literacy and numeracy; progress on the action plans is evaluated systematically and regularly;
- a suitable range of measures were introduced to effect improvements in the literacy and numeracy standards achieved by the children;
- the teachers are focusing currently on forms of writing and on extending the children's writing; the literacy co-ordinator monitors the children's work more regularly to ensure progression;
- following a reading audit, there is a greater emphasis on the children's comprehension skills and understanding of text, in addition to their basic decoding skills and phonological awareness; the reading materials are now graded more effectively and were extended to include novels that appeal more to the interests and needs of the children;
- the children are making gains in mathematical communication and are becoming more independent through their use of a range of personal and flexible strategies to tackle basic number work;

- the co-ordinators monitor the children's books and the teachers' planning and subsequently provide helpful feedback; the teachers have a better knowledge of the children's strengths and areas for development in both literacy and numeracy; termly targets are set in order to raise the standards of attainment of individual children;
- the senior management team and the teachers use pupil performance data to monitor the children's progress and to demonstrate improvements over time; there have been notable improvements in the children's standards since the original inspection;
- the school is reaching out to the parents and governors, and is involving them more fully in the education of the children; a series of helpful booklets are produced to support the parents in mathematics and they have participated in a mathematics trail and in the school's 'Literacy week';
- the Special Educational Needs Policy was updated and the teachers now take greater responsibility for devising the IEPs of the children within their classes; and
- the teachers monitor more closely the education plans and evaluate the progress of the children in meeting the targets set; when the targets within the IEPs are met, they are reviewed and adjusted appropriately.

In the areas inspected, the quality of education provided by this organisation is now very good. The organisation 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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