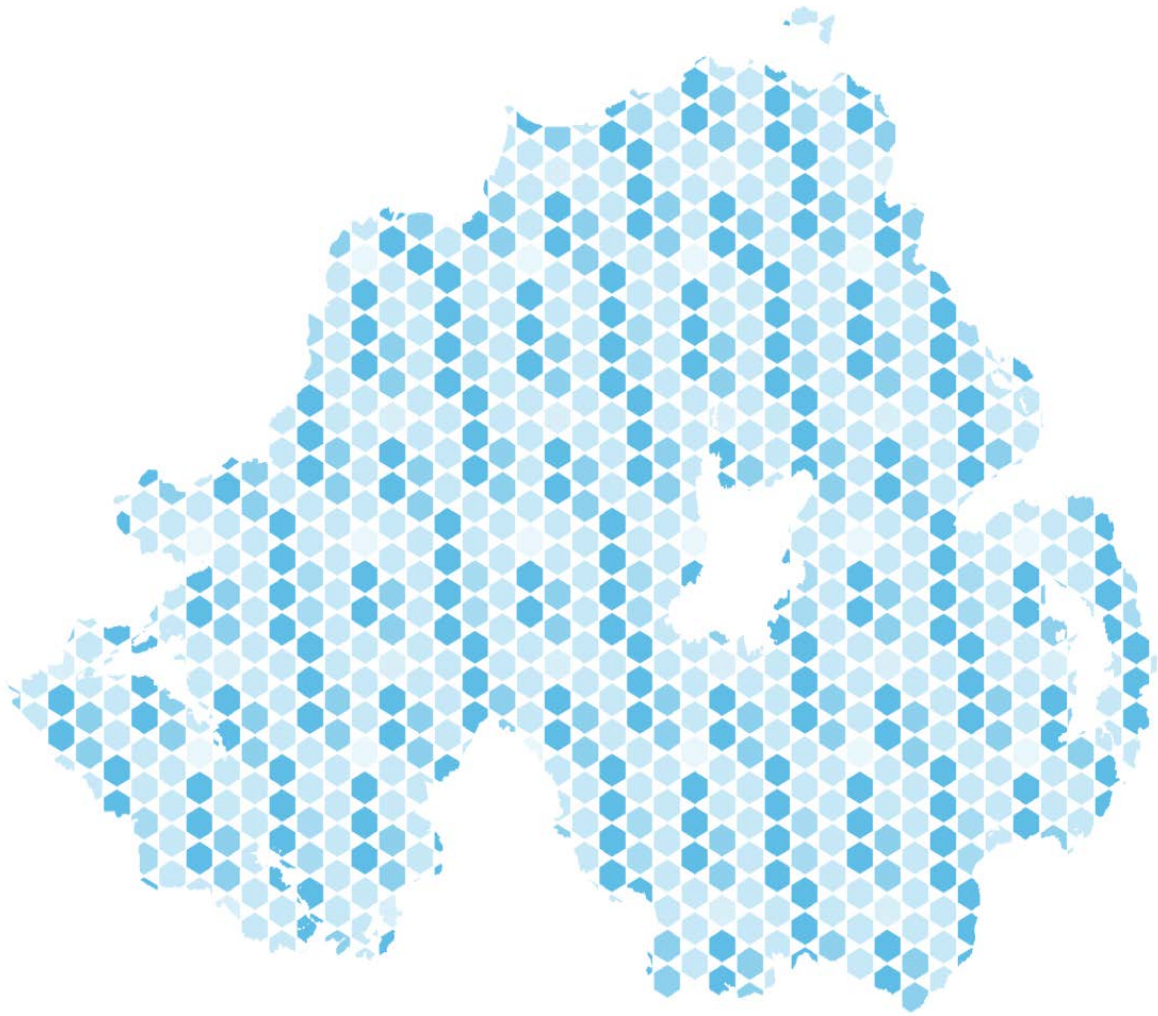


# PRIMARY INSPECTION



Education and Training  
Inspectorate

Harmony Primary School and  
Nursery Unit, Belfast

Controlled, co-educational

Report of an Inspection (Involving  
Action Short of Strike) in  
April 2017



The Education and Training Inspectorate  
Promoting Improvement

Providing inspection services for:

Department of Education  
Department for the Economy  
and other commissioning Departments

CUSTOMER  
SERVICE  
EXCELLENCE



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## INTRODUCTION

### 1. Context

Harmony Primary School and Nursery School is situated in the Glencairn area of West Belfast. Almost all of the children who attend the school come from the local area. Over the past four years, the percentage of children requiring support with aspects of their learning has increased to just over 35%, while the percentage of children entitled to free school meals has remained steady at over 70%. The school has been recognised for its achievements through a number of external awards including the Eco-Schools silver award and successful participation in events relating to peace and reconciliation.

Four of the teaching unions which make up the Northern Ireland Teachers' Council (NITC) have declared industrial action primarily in relation to a pay dispute. This includes non-co-operation with the Education and Training Inspectorate (ETI). Prior to the inspection, the school informed the ETI that all of the teachers and the principal would not be co-operating with the inspectors. The ETI has a statutory duty to monitor, inspect and report on the quality of education under Article 102 of the Education and Libraries (Northern Ireland) Order 1986. Therefore, the inspection proceeded and the following evaluations are based on the evidence as made available at the time of the inspection.

### 2. Views of children, parents and staff

Owing to the school's participation in the industrial action, the school did not distribute the information to parents and staff relating to access arrangements to the ETI's online questionnaire nor facilitate the focus group meetings with children. Therefore, it is not possible to report on the views of parents and staff or children.

### 3. Focus of the inspection

The ETI was unable to evaluate:

- outcomes for children and how the school is addressing low attainment and underachievement where applicable;
- quality of provision with a particular focus on numeracy and literacy including across the curriculum and the nursery unit; and
- quality of leadership and management.

### 4. Overall findings of the inspection

<b>Overall effectiveness</b>	Unable to assure the quality of education
<b>Outcomes for learners</b>	No performance level available
<b>Quality of provision</b>	No performance level available
<b>Leadership and management</b>	No performance level available
<b>Nursery Unit</b>	No performance level available

## KEY FINDINGS

### 5. Outcomes for learners

The ETI was unable to evaluate:

- standards attained by the children;
- progression in the children's learning; and
- the children's wider skills and dispositions.

### 6. Quality of provision

The ETI was unable to evaluate:

- the quality of the curriculum;
- the effectiveness of the guidance and support in bringing about high quality individual learning experiences;
- the effectiveness and impact of planning, teaching, learning and assessment in promoting successful learning; and
- care and welfare.

### 7. Leadership and management

The ETI was unable to evaluate:

- the effectiveness of strategic leadership and governance;
- the effectiveness and impact of middle leadership; and
- the effectiveness of action to promote and sustain improvement including self-evaluation and the development planning process.

During the inspection, the school did not provide evidence that satisfactory arrangements are in place for safeguarding learners.

## CONCLUSION

### 8. Overall effectiveness

Owing to the impact of the action short of strike being taken by the teachers and the principal, the ETI is unable to assure parents/carers, the wider school community and stakeholders of the quality of education and safeguarding being provided for the children. The school is a high priority for future inspection with no further notice.

The ETI will return to the school within six weeks to evaluate and report on the arrangements for safeguarding.

**Health and safety / accommodation**

Owing to the impact of the action short of strike taken by the teachers and the principal, the ETI was unable to evaluate matters relating to health and safety and accommodation in this school.

### Inspection methodology and evidence base

The ETI's Inspection and Self-Evaluation Framework is available on the ETI website: [The Inspection and Self-Evaluation Framework \(ISEF\): Effective Practice and Self-Evaluation Questions for Primary | Education Training Inspectorate](#)

In order to conduct a primary inspection, inspectors observe learning and teaching, scrutinise documentation and the children's written work and hold formal and informal discussions with children, teachers and staff with specific responsibilities.

These arrangements include:

- meetings with the principal and teachers with specific responsibilities on the pre-inspection visit;
- a meeting with representatives from the governors;
- meetings with groups of children; and
- the opportunity for the parents, teaching and support staff to complete a confidential questionnaire.

Where, owing to action short of strike, this evidence base was not available, it has been referenced in the body of the report.

## Reporting terms used by the Education and Training Inspectorate

### Quantitative terms

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

### Performance levels

The ETI use the following performance levels when reporting on outcomes for learners, quality of provision and leadership and management<sup>1</sup>:

Outstanding
Very good
Good
Important area(s) for improvement
Requires significant improvement
Requires urgent improvement

### Overall effectiveness

The ETI use one of the following inspection outcomes when evaluating the overall effectiveness of the school:

The school has a high level of capacity for sustained improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school demonstrates the capacity to identify and bring about improvement in the interest of all the learners. The ETI will monitor how the school sustains improvement.
The school needs to address (an) important area(s) for improvement in the interest of all the learners. The ETI will monitor and report on the school's progress in addressing the area(s) for improvement. There will be a formal follow-up inspection.
The school needs to address urgently the significant areas for improvement identified in the interest of all the learners. It requires external support to do so. The ETI will monitor and report on the school's progress in addressing the areas for improvement. There will be a formal follow-up inspection.

<sup>1</sup> And the overall provision in a subject area or unit, as applicable.

## **ADDENDUM TO THE REPORT ON THE INSPECTION OF HARMONY PRIMARY SCHOOL BELFAST IN APRIL 2017**

### **SAFEGUARDING**

The ETI returned to the school on Friday 2 June 2017 to monitor and report on arrangements for safeguarding.

The purpose of the visit was to provide the school with a further opportunity to provide evidence on its arrangements for safeguarding; owing to action short of strike, the school did not provide evidence that satisfactory arrangements were in place at the time of the inspection in April 2017.

Owing to the ongoing action short of strike, the ETI was unable to evaluate fully the outworking of the arrangements for safeguarding in the school.

During the follow-up visit, the school provided evidence that satisfactory arrangements for safeguarding reflect broadly the guidance issued by the relevant Departments.

The children reported that they feel safe in school. They know what to do and who to talk to if they are concerned about their safety or well-being.

In discussion, the children also raised a health and safety matter which is managed appropriately by the school and is reported below.

### **HEALTH AND SAFETY / ACCOMMODATION**

There is no suitable, outdoor, grass play space for the children; while the school makes best use of the available areas, this deficiency is impacting adversely on the engagement of the children in safe, energetic, physical activity at break and lunch times.



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