

# HARMONY PRIMARY SCHOOL

## SCHOOL DEVELOPMENT PLAN 2024-2027



TOGETHER WE LEARN, TOGETHER WE SUCCEED  
— IN HARMONY —

## FOREWORD AND INTRODUCTION

Our School Development Plan is a working document for use by all stakeholders of our school and is produced in line with the requirements of the 1998 Education Reform Order (NI) and the Education (School Development Plans) Regulations (Northern Ireland) 2005. Our plan has been drawn up with reference to Department of Education documents “Together Towards Improvement,” “Every School a Good School – A Policy for School Improvement 2009”, “Every School a Good School - School Development Planning 2010” and with reference to Department of Education circular 2010/22 “School Development Planning – Regulations and Guidance.”

Our School Development Plan encompasses the policies, ethos and aims of our school. It has been drawn up with the full support and cooperation of the staff and governors and sets out how the school will move forward from its current position. The School Development Plan includes Action Plans which outline in more detail specific targets, personnel involved, timescales and monitoring / evaluation procedures. It is a flexible document which may be adapted, in order to take account of new developments and initiatives which affect the school.

The School Development Plan is currently in the first year of a three-year cycle. It has evolved from consultations with teachers and Governors, online questionnaires given to parents, staff and pupils, PTM, PTE/ACT/NRIT diagnostic tests administered in May and September, SIMS data including FSM, Attendance etc. These auditing strategies were used to identify school strengths and areas for improvement.

The School Development Plan (SDP) is a working document presented by the Board of Governors. It formally identifies the future strategic direction of the school. It is recognition of the need for a coherent, forward looking plan which draws together the following elements in realising the school's vision and aims.

The SDP provides the basis for much of the staff development each year which is supported and monitored by the Performance Review and Staff Development (PRSD) process along with the many procedures highlighted in the Action Plans for each area of improvement.

### **The aim of this plan is to secure pupils’ academic achievement and personal development.**

The School Development plan is presented each year to:

- Each member of the Board of Governors
- Each member of staff
- The Education Authority
- A copy of the School Development plan is available for reference in the school office and also available free of charge to any individual who requests a copy.

### Local Context

Harmony Primary is situated in the Glencairn area of North Belfast. The economic status of the population could be described as ‘working- class.’ The population has a higher than average amount of young mothers and single parents. There is a degree of neighbourhood aggression and paramilitary involvement. Education generally tends to be undervalued and there can be low expectations amongst both parents and children.

These factors translate into issues such as low entrance ability, lack of pupil and school support.

In order to address these challenges, the school has used and is using opportunities such as, a Nurture Room, Health Promoting schools programme, play therapy, promotion of self-esteem/resilience, counselling and anti-bullying measures etc.

The school has also always endeavored to create positive parental and community links so that all members of the school community work in partnership for the good of all the pupils. Harmony Primary is the only school in North Belfast to employ a full time Family Support Worker.

## School Context

The school building is in need of some modernisation and due to an increase in numbers the ICT suite and central library have had to be removed to allow for additional classrooms to be created. The standard of caretaking is very good and the children take pride in helping the teachers and the support staff to maintain their school. The bright and inviting classrooms and corridors are used to display and celebrate the children's work. Work has been carried out to ensure the building is safe and secure for our children by putting a robust entrance hall with controlled access for visitors.

### *Future Development*

- *To continue to develop the outdoor areas – especially in the nursery.*
- *To seek funding for additional ICT resources in the classrooms.*

## Enrolment

### **Applicants and Admissions to Nursery**

The enrolment figure for the nursery unit is 52 full-time places, 26 in each nursery class. We have seen an increase in under-age applications. Our current numbers in the nursery consist of 77% target age pupils, 23% underage pupils.

### **Applications and Admissions to Primary 1**

21/22 – 31 P1 admissions  
22/23 – 36 P1 admissions  
23/24 – 23 P1 admissions  
24/25 – 29 P1 admissions

The enrolment figure is 280 (P1-P7). We currently have 213 pupils in P1-7. The teaching compliment is currently 9 in the main school and 2 in the nursery. The Pupil: Teacher ratio P1-P7 is **24:1**

### *Future Development*

- *To maintain and increase numbers by improved marketing of school on social media platforms and school website.*

## Nurture Room

In 2024/25 we will continue to have a full time teacher and assistant who are working with Foundation stage and Key stage one children who for a variety of reasons are struggling in the classroom.

## BOARD OF GOVERNORS

Chairman	Mr J MacVicar
Vice - Chairman	Mr W McCreedy
Members: - Mrs J Hooke, Mrs J Cole, Mrs N Thompson, Mrs E Conly, Mrs A Herron	
Secretary to the Governors	Mrs E Johnston

The Governors are responsible for the financial administration and management of the school as well as the delivery of the Curriculum.

They delegate the day to day running of the school to the Principal.

## MANAGEMENT STRUCTURE AND CLASSES 2024/25

**MRS E JOHNSTON**  
**Principal/SLT**

**MRS J HUGHES**  
**Vice Principal/Head of Key Stage 2/Literacy Co-Ordinator/P7 teacher/SLT**

### **2 MANAGEMENT POINTS**

**MRS C DAVIDSON** - Nurture teacher, Designated Teacher, Senior Leadership Team (SLT), Assessment Team

### **1 MANAGEMENT POINT**

**MRS E MONTGOMERY** – Nursery Co-Ordinator, Middle Leadership Team (MLT)  
**MRS L GRIMMASON** – Head of Foundation Stage & Outdoor Play, MLT, Numeracy Team, P1  
**MISS S MARSHALL** – Head of Key Stage 1/Numeracy Co-ordinator, MLT, P3  
**MRS L WINSTONE** – SENCO (Special Educational Needs Co-ordinator) Nursery – P3, MLT, Assessment Team  
**MRS K WARNOCK** – SENCO P4-7, MLT, Assessment Team

### **MPG/UPS**

**MRS G USSHER** – Outdoor Play Nursery Co-Ordinator, Nursery  
**MRS J WEBB** – Literacy Team, Arts Team, P2  
**MRS A HERRON** – ICT Co-Ordinator, Literacy Team, P3/4  
**MRS N CAMPBELL** – Numeracy Team, P4  
**MISS E BEGGS** – PE Co-ordinator, Numeracy Team, P5  
**MRS L BLACKADDER** – Literacy team, Arts Team, P6  
**MISS R MAXWELL** – Numeracy Team, P6/7

## ➤ SCHOOL ETHOS

### Our Vision

Our Vision for Harmony Primary School and Nursery Unit is to nurture and develop aspirational, life-long learners, using core values and continually growing and embedding strong community links.

### Our Ethos

In Harmony Primary School and Nursery School we aim to educate children and help them develop a love for learning and reach their full potential in a nurturing, safe and supportive environment, developing links between home, school and the local community.

### Our Mission

Our Mission is to empower our Harmony School Community through:

- An effective and committed staff team, who work collaboratively
- A child centered approach that allows every child to meet their academic potential
- Valuing the social and emotional wellbeing of all members of our school community and actively promoting this
- Working with our community and parents to support the holistic development of our children

### Our Values





## CO-OPERATION

We are a school family that works together and cares for each other in our community



## COMPASSION

We care about others, treat them with kindness and feel a strong desire to help people in need



## RESPECT

We respect each other's feelings, beliefs, differences and rights



## EQUALITY

We believe equality is showing fairness while understanding that we are all different



## OPEN MINDEDNESS

We are willing to listen and consider new ideas and other people's suggestions



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IN HARMONY

## Our Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the primary curriculum

### **In our school we will:**

- Maintain high expectations for all members of our school community
- Provide high quality teaching in an environment which is conducive to each child reaching their full learning potential
- Provide a secure and happy learning environment where each child is given every opportunity to develop as an individual within the requirements of the Northern Ireland Curriculum
- Create and maintain an exciting and stimulating learning environment
- Develop in the children a considerate attitude towards others and a reasoned set of values and beliefs acceptable to society. Develop a sense of interest in and care for their own community.
- Develop co-operation between parent, teacher and child and to understand that each has a valuable role to play in the child's education
- Help children to appreciate and respect themselves as part of their own community and consequently as part of the wider world incorporating and respecting different cultures.
- Promote self-esteem and a positive approach to learning by providing recognition and reward for positive achievements
- Promote good habits in attendance, behaviour and discipline.
- Ensure that the health and wellbeing of staff is a priority
- Ensure that members of staff are involved in the leadership of our school community.
- Continually monitor and evaluate the quality of teaching and learning in order to enable us to identify appropriate priorities for our ongoing development
- Treat everyone in a dignified way

## Our Children

Our Harmony children are firmly at the heart of everything we do. We believe they should:

- Be happy, cheerful and well balanced;
- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be enthusiastic and eager to put their best into all activities;
- Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- Care for and take pride in their school;
- Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- Be developing non-sexist and non-racist attitudes;
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, and handling data;
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- Be developing an enquiring mind and scientific approach to problems;
- Have an opportunity to solve problems using technological skills;
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- Be confident and competent in the use of Information and Communication Technologies (ICT);
- Know about the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- Have some knowledge of the beliefs of the major world religions;
- Be developing agility, physical co-ordination and confidence in and through movement; and
- Know how to apply the basic principles of health, hygiene and safety.



## 1. Statement and Evaluation of school ethos

*In Harmony Primary School and Nursery School we aim to:*

- *Educate children and help them develop a love for learning*
- *Reach their full potential in a nurturing, safe and supportive environment*
- *Develop links between home, school and the local community.*

### Evidenced by

- A well maintained, attractive & safe school.
- Interactive, colourful displays of work
- Pupil questionnaires (2024): When asked if they think school tries to make sure pupils do their best, 86% of pupils responded that they “strongly agreed/agreed” and again, when asked if they felt happy and safe in school 95% responded with “most of the time”
- Parental questionnaires (2024): 92% of parents feel their children are cared for at Harmony. 92% also felt that their child feels safe and enjoys learning in school.
- The parental responses from the 2024 questionnaire all expressed a high level of satisfaction with the educational and pastoral provision being provided. In particular, they appreciated the pastoral care of the staff, supportive ethos and the progress being made by their children. *"Harmony Primary is an extended family. The staff are amazing, friendly and should be highly commended. The genuine love and care from all staff towards not just children but families is 2nd to none"*
- 88% of parents/carers felt that the introduction of a Family Support worker had really helped them overcome barriers when communicating with the school or when needing help from outside agencies.
- The responses to the teacher questionnaires strongly endorsed the whole staff commitment to the health, pastoral and educational care of the children. The questionnaires completed by the support staff indicated that the staff enjoy their work and feel their work is valued. 70% of staff strongly agree that pupils are provided with proactive learning to keep them safe, that they as staff are supported pastorally to help them professionally.
- From pupil questionnaires (2024) it is clear the children like school and feel they are learning. The large majority, 98%, feel safe in school and can identify the child protection teacher.
- 92% of parents find it easy to approach the school with questions or problems to do with their child (questionnaire 2024)
- Minutes of KS Meetings, SMT Meetings and School Council Meetings.

### Future Action

- To maintain the caring, welcoming and inclusive ethos.
- Conduct another parental questionnaire regarding ways to help their children with their learning at home
- Continue to actively encourage parents to be part of the school community.

## **2A(i) Learning**

We aim to ensure that the children at our school are provided with high quality learning experiences that lead to appropriate levels of pupil achievement.

All staff are actively engaged in providing pupils with all the requirements of the Northern Ireland Curriculum. Teachers work in collaboration to ensure that effective transition takes place between each developmental stage.

***Principal observations, Staff/Parent & Pupil Questionnaires, PTM and PTE scores have highlighted strengths and areas for development in current teaching.***

The available evidence, both quantitative and qualitative supports our belief that our children are provided with quality learning experiences. Based on this evidence we have identified several priorities for further development that are set out later in this document. We hope to gather more evidence now that industrial action has ceased.

### **2a(i) A summary and evaluation of the schools strategies for learning, teaching and assessment**

#### ***Learning***

- ***We recognise the different learning styles of our children and provide a wide variety of learning opportunities and strategies, both within the classroom and beyond.***
- ***We create a learning environment where all our pupils are encouraged to reach their full potential and be actively involved in their learning. This is achieved from the establishment of a positive rapport bedrock where pupil-teacher relationships are nurtured, and as a result, realistic targets are set.***
- ***We use active learning strategies – providing clear learning intentions and success criteria.***
- ***Learning is pupil-driven, where prior learning helps guide teacher’s planning and learning targets for individual pupils, groups, classes or year groups.***
- ***Pupils show initiative and confidence, they take responsibility for their own learning in terms of: - setting targets, finding the best way to reach those targets and evaluating their own work Children take responsibility for their learning, self and peer-assess their work.***
- ***There is continuous assessment with pupils making progress in line with ability***
- ***Communication, Using Maths and ICT are integral to all learning areas. There are meaningful connections across the curriculum.***
- ***All learning areas are addressed in accordance with the Northern Ireland curriculum requirements.***
- ***Lessons at an appropriate level for each child – good differentiation***
- ***Appropriate use of resources to stimulate and develop learning***

## **Evidenced By**

- Learning and Teaching policy
- Standard of children's work – 100% of staff strongly agree that they have high expectations for their pupils and their work.
- Parent and pupil feedback has been positive in relation to the strategies used. In Parent questionnaires (2024): 74% of parents agreed that their child was making good progress and that their child was expected to work hard and achieve their best.
- Quotients in PTM, PTE and CAT4 (Based on June 2024 data) Use of quotients indicates majority of pupils are working at their predicted level. (Discrepancy in P4 results in Numeracy – high % of pupils achieved greater than expected results, this will need to be re assessed).
- Majority of children (over 80%) are working at or above the level their CAT score would indicate

## **Future Action**

- To continue planning for and monitoring standards. Ensuring that the planned learning activities continue to be matched to the children's abilities
- Make consistent use of assessment information to inform teaching and learning;
- To use all available data to target under-achievement and interventions for individual children.
- Ensure that expectations on the quality of work to be produced remain sufficiently high.
- Literacy, Numeracy, Assessment and ICT Co-Ordinators complete regular monitoring activities such as, monitoring weekly planning, levelling samples of work, etc.
- Co-Ordinators to observe teaching through classroom observations.
- Curriculum Leadership Team to meet regularly to address curriculum issues and raise standards in due course.

## 2a (ii) Teaching

### 2a (ii) A summary and evaluation of the school's strategies for learning, teaching and assessment

#### **Teaching**

- *Strategies for teaching are reflective of how our children learn.*
- *Planning takes account of learning styles and the ability of the children.*
- *A wide range of strategies are used: whole class, group, paired and independent work. Teachers use a variety of teaching approaches and encourage active learning (play based learning and activity based learning)*
- *Learning intentions and success criteria are identified by the teacher and/or pupils depending on learning maturity.*
- *Targets are set for classes and individually for pupils.*
- *Teachers ensure that the tasks provided for the children are appropriately challenging in line with their abilities;*
- *The teachers' supportive approach with the children and consistency in promoting good behaviour ensures a settled and purposeful learning environment. There is mutual respect based on strong teacher / pupil relationships.*
- *The very good classroom management and effective deployment of additional staff to work with smaller groups during lessons helps to maximise the learning opportunities for the children.*
- *They help the children to make meaningful connections across the curriculum in their learning.*
- *High quality learning experiences are evident.*
- *Teachers praise and celebrate achievements.*

#### **NURSERY**

- *The staff in the nursery unit demonstrate a clear, shared understanding of the pre-school curriculum and its links with the foundation stage leading to higher quality in the teaching and learning in all six areas of the pre-school curriculum;*
- *There are more effective collaborative working practices ensuring a more consistent approach to all aspects of the work within the nursery unit;*

#### **Evidenced by:**

- Feedback from classroom observations through PRSD.
- Long and Medium term planning in loine with NI Curriculum
- 82% of parents feel that Harmony PS is forward thinking in the range of teaching strategies that are used (Parent questionnaire 2024)
- 74% of parents believe that their child is 'pushed' appropriately to achieve their best and are able to access help and support when needed (Parent questionnaire 2024)
- 92.3% of teachers strongly agree that they provide a broad curriculum for their pupils using effective planning and showing clear progression for their pupils (Staff questionnaire 2024)
- 100% of teachers agree their planning guides them in how to differentiate effectively and evaluations are used to impact on their future planning (Staff questionnaire 2024)
- Majority of teachers (90%) regularly change their teaching strategies to reflect pupils needs and use pupils ideas to shape their planning (Staff questionnaire 2024)
- 74% of pupils feel that staff think of new ways to help with their learning (Pupil questionnaire 2024)

**Future Action:****Future Action**

- To reintroduce our monitoring and evaluating programme involving classroom observations, book scoops and the review of planning notes.
- Heads of Key Stages MUST be accountable for standards and outcomes within their Key Stage.
- Co-Ordinators to develop the curriculum and monitor progress across the Key Stages.
- Ensure extension of abler pupils
- Develop areas of assessment – ensure Assessment For Learning strategies are included in each lesson
- Continue to ensure activities appropriately match pupil ability (Differentiation in all classrooms)
- Ensure ongoing monitoring is carried out both by co-ordinators and senior leaders, e.g. VP/Head of KS, etc.

## 2a (iii) Assessment

We believe that assessment is an integral part of the learning and teaching process. The teachers use various forms of assessment including teacher observation, marking written tests, discussion with pupils and assessment tasks. This provides information with which to evaluate pupil strengths and weaknesses and the effectiveness of learning and teaching. It is then used to inform curriculum planning, the setting of children's targets and the provision of resources.

We wish to re-introduce a commitment to Assessment for Learning (AfL) which endorses the school's participation in the Northern Ireland Curriculum and demonstrates an ethos in which the personalities, strengths and needs of children are considered and addressed individually. Assessment criteria will be shared with pupils and pupils will have opportunities to engage in peer and self-assessment.

The school continues to develop a self-evaluative culture. Teachers will reflect on their practice regularly and successes or areas for development in the classroom. Curriculum initiatives are self-evaluated by staff. Coordinators and SLT will undertake observations across the key stages to monitor and evaluate subject teaching and learning. Parents/guardians are kept informed of their child's progress using a range of diagnostic testing information at a parental consultation in October, another consultation in March and by means of the Annual Report in June. Pupils will be encouraged to demonstrate self and peer evaluation.

The pupils at Harmony Primary School make appropriate progress consistent with their abilities. Baseline reports are provided from our nursery and analysed by P1 teachers. Pupils from Year 3 to Year 7 complete the GL Progress in Mathematics and English standardised tests. The standardised test scores are recorded and analysed in order to inform future planning for teaching and learning. They are also correlated with SEN Diagnostic Tests, and Key Stage Targets & Results. The IQ of the children is assessed using NRIT and CAT in P3 and P5. Comparisons are made between PTE & PTM scores and NRIT to determine if each child is performing above/below/as expected compared to potential. Pupil portfolios and diagnostic tests aid measuring the effectiveness of the quality of learning and teaching. DENI data assists us with the process of bench-marking our own performance and setting targets for improvement.

After each test there is an analysis of results with trends identified. The findings are communicated to the staff and during 'Transition Meetings' to the next teacher. Comparisons are made with KS data with trends and patterns identified. Staff use results of analysis to inform their planning and differentiation. Under achieving, low achieving and gifted or talented pupils are identified. KS results are bench-marked against Bench-Marking Data within NI and our FSM band. The aim of the school is to maximise the number of pupils with Level 2+ at KS1 and Level 4+ at end of KS2. The school profiles our pupils in P4 and P7 when setting challenging but achievable targets.

The school will revert to using allocated directed time annually to allow staff to analyse data. In this analysis under/over achieving and low achieving pupils will be highlighted and targets set for literacy and numeracy for each child. From analysis of results it is clear that the vast majority of our children (over 85%) make progress that is in line with or above their IQ. (NRIT) The few anomalies – especially of low progress are identified and additional assistance given (Harberton Outreach/ Peripatetic / SENCO).

If a child is found to be struggling the SENCO will be informed. In daily work in class, teachers will use formative assessment strategies in the whole class and differentiated group working situation. Teachers will monitor pupils' attainment and understanding informally and this assessment will be used in the planning, learning and teaching cycle. The school will develop its work in Assessment for Learning (AfL) and as part of this the pupils will be involved in assessment, reflecting on feedback and assessing their own work related to shared learning intentions.

P1	Language Programme (EA pilot initiative)– Q skills (if required)
P2	Language Programme (EA pilot initiative)– Q skills (if required)
P3	MIST CAT/NRIT PTE PTM
P4	PTM PTE
P5	CAT / NRIT / PTE PTE
P6	PTE PTM
P7	PTE PTM

P1-7 children will complete ongoing assessments throughout the year set by class teacher based on NI Curriculum.

## 2 (a) A summary and evaluation of the school's strategies for assessment

### Assessment

- *PTM, PTE and CAT4 and PASS are used as assessment tools to determine baseline and progression.*
- *Children's work is scrutinised and levelled in each year group.*
- *Focus children are identified by the class teacher using their professional judgement alongside data gleaned from PTE, PTM, CAT4*
- *Information from the data collection forms is used by the Assessment Team to plan appropriate educational intervention.*
- *Intervention could take the form of support in class, inclusion in reading support programme or withdrawal by learning support teacher.*
- *Additional support is given to those children in KS1 or KS2 who are identified as under-achieving, whilst considering the impact of PASS test outcomes.*
- *Data presented to BOG*

### Evidenced by:

- Data analysis
- Assessment Policy
- Pupil questionnaire: When asked if their teachers help them when they are stuck with their work, 85% of children responded positively.
- Effective Action Plans and Monitoring & Evaluation practices.
- 2 full time SENCOs specialising in different Key Stages (Nursery-P3 & P4-7)
- 77% Parents felt that the school is perceived as having high standards for its pupils
- 90% of parents feel that the end of year reports are useful and give good recommendation for areas that they can help their children progress
- 92% of parents feel the parent/teacher interviews are useful *"These are a great way to keep us (parents) up to date on our children's progress"*
- 96% of parents felt that pupils get help and support when they need it.
- All teachers feel their parent interviews and annual reports effectively inform parents/carers and other professionals as to how their children are learning.

**Future Action**

- To introduce and embed a robust Assessment Policy including AFL, peer assessment, self assessment and professional assessment meetings discussing data and interventions and ensuring consistency of assessment procedures.
- To address intervention strategies to help combat Amber/red outcomes in PASS test.
- Develop M & E across school (Co-ords/Head of KS).
- Assist Literacy, Numeracy and UICT co-ordinator to “dig down” through data to look at specific groups including gender, SEN and FSM
- Continue the use of stanine analysis to refine knowledge of class achievement profile and provide basis to target set.



## 2b Provision of Additional Educational Needs of Pupils

Special Educational Needs provision is an important feature of the support given to our pupils. Our practice is governed by DE circulars including the Code of Practice (1998 & 2005) and Inclusion. Appropriate structures and procedures ensure the code is implemented effectively by all members of staff.

Teachers monitor the progress of the pupils in their class and if they find a pupil is experiencing particular difficulties, they will refer the child to the SENCO. The SENCO assesses the pupil's difficulties and provide additional help and support if necessary. A Personalised Learning Plan (PLP) will be drawn up, monitored and reviewed termly. For each pupil on the Special Needs Register, the SENCO will draw up a PLP in consultation with teacher, teaching assistant (if applicable) parents and pupil. We believe in the importance of including pupil voice as this enables them to have ownership and understanding of their own targets. The appropriate targets reflect the child's needs and the activities in the class to promote progress. The SENCO consults with the teacher termly and keeps progress under review. Care is taken to keep targets achievable.

Every effort is made to keep everyone involved with the child informed about their needs and progress. Parents consult with the class teacher and any other Support teachers termly and are invited to review meetings. Parents are asked to sign PLPs and evaluations and are given an opportunity to comment. Teachers also ensure in their classrooms that high attaining children are given the necessary stimuli for stretching their performance. Assessment outcomes will also be used to evidence referrals to external services. Links will be made with partner agencies and outreach support e.g. Speech and Language, Social Services, RISE as appropriate.

We aim to respect the rights of those with SEN in mainstream education and make allowances as appropriate.

### **2b Summary and Evaluation of the school's strategies for providing for the special, additional or other individual needs of pupils.**

#### ***Special Educational Needs:***

- The school abides by the Code of Practice for Special Educational Needs. It is strictly adhered to, as children progress through the statutory levels. The SENCOs updates the register and acts as contact for teaching staff.***
- The SENCOs have taken part in continued professional development and are fully trained in the new SEN Code of Practice Framework***
- PLPs are reviewed and planned for twice each school year. Feedback from parents and children show satisfaction with these protocols.***
- The SEN policy highlights the need for early detection and diagnosis. Initially the need is addressed in the classroom situation through the use of PLPs and differentiated teaching. The Assessment Team interrogate current data and ascertain who requires support and what support is most appropriate. Class teachers and SENCOs collaborate before each review to determine progress and further support needs.***
- SENCOs have been trained in writing and evaluating PLPs in order to inform further target setting. Interventions are negotiated and planned with staff, child and parents according to need.***
- The SENCO has liaison meetings with each staff member (teachers & teaching assistants) at least once per term and issues and support are discussed***
- The SENCO meets with the Educational Psychologist to determine and prioritise which children require assessment. Advice and support from outside agencies is acted upon promptly.***

**Evidenced by:**

- 2 Full time SENCOs
- SEN policy and protocols
- PLPs and reviews
- PLP targets continue to be tightly focussed and therefore the outcomes are easier to measure.
- SENCOs now write the PLPs and discuss these with class teacher and teaching assistants.
- Targets are shared with the parents – they are asked for suggestions and invited to meet with SENCO/Class teacher
- Data collection sheets & Tracking data
- SEN register kept up to date
- Records of parental / carer meetings
- Teachers, coordinators, SENCO use PIE/PIM/CAT scores to inform target groups
- Additional services brought in as required – e.g. Art therapy/Counselling brought in at an additional cost to school
- There are currently 47 on the Special needs register – this is the lowest figure for over 10 years.
- Teaching Assistants continue to give invaluable support to individual pupils.
- Teaching Assistants have enrolled in Continued Professional Development courses to ‘upskill’
- 74% of parents with an SEN child feel that their child’s needs are being thoroughly addressed through PLP targets

**Future Action**

- To target tackling the ‘tail’ of under-achievement.
- Continue to take part in the SEN review
- Continue to develop SMART Targets
- Raising standards in Literacy and Numeracy
- Refresher Training as required

## 2c PASTORAL CARE

The *policies and procedures* relating to the health and wellbeing of children at Harmony are set out in the following policy documents amongst others:

Behaviour Policy;

Drugs Education Policy;

Health and Safety Policy;

Health Education Policy;

Pastoral Care Policy

Child Protection Policy and Staff Code of Conduct; and

Anti-Bullying Policy.

## Safeguarding & Child Protection

Harmony Primary School has a caring ethos and the staff are committed to the care and welfare of the pupils as being paramount. Safeguarding & Child Protection notices are on display to reinforce information disseminated to our school community. Pupils and parents know who to contact if they have any problems and they understand that their concerns will be listened to. They are aware of procedures that are to be followed in cases such as illness or bullying. The arrangements for Pastoral Care are set out in the School's Pastoral Care Policy. The policy is regularly reviewed and updated as necessary.

We have a Designated Teacher for Safeguarding & Child Protection, Mrs. Davidson and two deputy Designated teachers, Mrs. Montgomery and Mrs. Johnston. In addition, Mrs Herron is a member of the safeguarding team with responsibility for e-safety. These teachers attend all Safeguarding & Child Protection courses available to them and disseminate to the rest of the staff. All members of staff receive annual training in Safeguarding & Child Protection. All governors are also trained and Mrs. Elaine Conly is the designated governor.

There is a clear Safeguarding & Child Protection Policy and Code of Conduct which is communicated to parents via the school website or on request. A shortened form of the Safeguarding & Child Protection Policy is distributed to parents annually and to all new parents. All employees, peripatetic staff and helpers including parents in regulated activity are vetted in accordance with Department of Education guidelines. Foundation and Nursery staff who are involved in the preparation of food have all completed Food Safety Training.

### **2(c) A summary and evaluation of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.**

#### **Child Protection**

- *Harmony Primary School has a caring and supportive ethos. All members of staff throughout the school are committed to the care and well-being of the children. As our vision states, 'we aim to nurture....'*
- *Policies are in place and reviewed regularly in line with DE guidance. Parents are provided with clear information on procedures and protocols for expressing concerns. All policies are available to governors, staff and parents.*
- *Medical needs of the pupils are identified and any special arrangements are agreed / external advice and support is sought promptly.*
- *Update training is provided to all staff and governors annually or on a needs basis.*

- *Assemblies are used to reinforce the culture of nurture and caring in the school.*
- *School Council is in place to address the needs of the children.*
- *All teaching and non-teaching staff are trained in using CPOMS to record all incidents*
- *All teaching and non teaching staff are aware of Operation Encompass and have completed EA training*

**Evidenced by:**

- School policies
- Staff development timetables
- Minutes of School Council meetings
- Knowledge and understanding of the children
- CP is a standing item on the BOG agenda and DT provides a report as appropriate.
- Content of assemblies which includes a focus on our Core Values and celebration of good behaviour, good work and good manners.
- Pupil questionnaires: 89% of children felt safe in school and 98% knew who to talk to if they were worried or concerned about something.
- Parent questionnaires: 94% of parents felt that their child was safe in school. 92% of parents agreed that they knew what to do if they were concerned about a child in school.
- 100% of staff strongly agree / agree that Safeguarding is a high priority in our school, that Safeguarding is highly effective in our school and that we have an effective Safeguarding team.
- After an assessment of the number of Child Protection issues the Child Protection officer is allowed any additional time required to deal with these cases.

**Future Action**

- To ensure continued good practice with regard to all aspects of Child Protection
- Online Safety to be highlighted and prioritised
- To update our PDMU programme to ensure it endorses and supports our pastoral care, child protection, discipline, anti-bullying, internet safety and healthy eating policies.
- To ensure all members of our learning community are aware of the identity of the designated and deputy designated teachers.
- To produce lines of progression from P1-7 based on our school values and using PIXL as a resource

## Attendance

As a school we recognize that punctual and regular school attendance is an essential precondition of social inclusion and a prerequisite to effective learning. Children are actively encouraged to attend. Last year we had 12 children who achieved full attendance.

Part of the reason for the lower rate in attendance is because many families continue to take advantage of the cheaper fares available during term time and also the continued precedent set as a result of Covid. Also we have a few children who due to medical issues (ASD in particular) are poor attenders.

The use of e-school data shows that our attendance records have been increasing and for the vast majority of months our attendance has risen post Covid.

### **2(c) A summary and evaluation of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.**

#### **Attendance**

- *High yet realistic attendance targets are set each year.*
- *Full attendance certificates are awarded on a termly and annual basis.*
- *As a result of effective home/school links, the Principal, Designated Teacher and staff can communicate problems and resolutions to parents when issues arise.*
- *Attendance data for last year was 89%.*
- *The school actively encourages parents to record absence - providing absence notes, messaging teachers on Seesaw*
- *Parents are made aware of the DE guidance regarding attendance and are given information detailing the protocols which will be used (Family support officer intervention, referral to EWO etc)*
- *The Designated Teacher meets with the Education Welfare Officer (EWO) to review attendance on a monthly basis.*

#### **Evidenced by:**

- Attendance statistics
- Termly and annual presentation of full attendance medals
- Letters issued in accordance with 85% threshold
- Good communication with EWO
- Excellent tracking of pupil attendance by Designated Teacher – Mrs Davidson gives attendance updates at Board of Gov and staff meetings ensuring all staff know the measures being taken to improve attendance

#### **Future Action**

- To continually monitor, review and promote good attendance
- Review Attendance and Punctuality Policy

## Behaviour

Behaviour is very good and has been improved by the review of the behaviour policy and introduction of associated positive behaviour strategies and classroom plans. All discipline issues are managed appropriately. An assertive discipline policy system operates in all classes. There is a whole school weekly achievement award for pupils who have made particularly good progress – star of the week – for which behaviour is an integral part.

We encourage high levels of confidence and self-esteem in our pupils and adopt a positive approach to pupil behaviour. Pupils show respect for each other, the staff and their school environment. They understand and cooperate with the whole school behaviour policy and each class has their own classroom code of behaviour. Our aim in promoting positive behaviour strategies is that our pupils will accept responsibility for their own decisions and actions, and realise that there are consequences for others. (See School Positive Behaviour Policy, Pastoral Care Policy, Anti-Bullying Policy and Safeguarding & Child Protection Policy)

We have created a positive climate for learning to take place. There is a supportive and motivating atmosphere throughout our school. All of the teachers use a range of teaching approaches: whole class, group and individual activities as appropriate for the learning intention of their lesson. Pupils are encouraged to think for themselves through investigations and personal research or open ended tasks. Forest School has made a huge impact in helping pupils develop their confidence and resilience. Pupils are involved in both the planning and implementation of their learning, and are encouraged to reflect upon it. Teachers plan for differentiation and work with their teaching assistants in order to maximise learning opportunities for all pupils.

### **2(c) A summary and evaluation of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.**

#### ***Good Behaviour & Discipline***

- ***Good behaviour is actively encouraged both in and out of school.***
- ***Our comprehensive positive behaviour policy is reviewed and updated every 2 years. It is based firmly on positive behaviour management strategies. Incentives for displaying good choices and manners include Golden Time & Principal Prize Awards***
- ***Whilst our focus is on positive behaviour management and the celebration of good behaviour, there are times when sanctions need to be employed. On such occasions the Principal and staff apply strategies to address these sanctions.***
- ***Improved communication and higher levels of supervision at break/lunch has reduced inaccuracy of reporting and frequency of incidents.***

#### **Evidenced by:**

- School policies – Positive Behaviour, Pastoral Care, Anti Bullying
- Assembly incentives – ‘Star of the week’ awards
- In class incentives and Principal Prize Award Scheme
- Record of incidents on CPOMS
- Sanction protocols
- Pupil questionnaires: 84% of pupils feel that the children in Harmony PS are mostly well behaviour
- Parent questionnaires: 77% of parents agreed that there is a good standard of behaviour in school

- Good links with external providers – Clarawood – re behaviour of individual pupils
- 98% of the children feel safe in the school with only 3 children disagreeing
- 70% of staff strongly agree that pupils are provided with proactive learning to keep them safe, that they as staff are supported pastorally to help them professionally and that pupils positive behaviour is proactively encouraged

**Future Action**

- To continue with positive behaviour management in order to maintain the existing high standard of behaviour within the school.
- Review playground to ensure all children feel safe
- To review the Positive Behaviour Policy every 2 years.
- Meeting with staff in August regarding expectations



## Welfare and Opportunities

Healthy Break and lunches are encouraged. Our school canteen offers a range of choices for lunch following DE Nutritional Standards. Healthy lifestyles, hygiene awareness and balanced diets are encouraged in and through the curriculum. Pupils are made aware of their personal safety, of road safety and of harmful substances. Regular medical check-ups take place in school.

A School council discusses school related issues at their meetings. Afterschool football clubs are available for both boys and girls. We also have Sports Club which is delivered by an outside agency offering a range of multi-sports for P5-7 pupils.

There is also a Stay and Play Club (2-3pm) for P1-3. The school also offers a free daily Breakfast Club funded by Greggs Bakery.

All classes have a number of trips to places of interest which are linked to topics being developed in school. P6/7 have a residential trip to Ganaway, here they participate in a wide range of activities, many on a team building theme. Good relationships are developed at all levels and staff and pupils work well together in a purposeful way.

The children have also many opportunities to participate in a range of activities and competitions such as STEM projects, poetry and art competitions and local community events. Children from P5-7 are able to join the school choir and sing at many events in the community and also perform at the Peace Proms Concert at the SSE Arena.

Nursery have mindfulness sessions throughout the year. All classes take part in Forest School lessons with a large majority of teaching staff trained in Forest Schooling, Transition activities are carried out between the various stages of the school e.g. Nursery to P1, P7 to Post Primary, between classes etc. There are very close links between Boys & Girls Model, with our P7s visiting the schools for activities and sporting tournaments.

A counsellor is available along with Art Therapy, these sessions are weekly and run throughout the school year. Our Family Support Officer works full time in school – she deals with children and families who require long term intervention but also immediate help when required. Our Parent Officer sits on the North Belfast Family Support Hub focus group and is made aware of interventions in the local area which families can avail of.

### **2(c) A summary and evaluation of the school's strategies for promoting the health and well-being, child protection, attendance, good behaviour and discipline of pupils.**

#### ***Health & Well-being***

- *Harmony Primary School has comprehensive policies on health and well-being in line with DE guidance.*
- *School meals are planned and delivered with healthy foods central to provision.*
- *Curricular and extra-curricular activities have an emphasis on physical and mental well-being. Topics in classes include healthy eating themes, physical exercise and substance misuse education.*

#### **Evidenced by:**

- School meal menus
- Provision of extra-curricular activities for P4-7
- Extra-curricular activities. Majority of parents would like to see a range of after school activities (this has a financial impact on school)



- Parental questionnaires: 99% of parents agreed that their child is encouraged to lead a healthy lifestyle.
- Teachers' Planning Notes
- In class activities such as PDMU, Circle Time
- Transition activities
- Art Therapy & Counselling– one day per week
- Referrals to Family Support Hub
- Work of Family Support Officer – running crotchet club for members of community to develop mental health
- Links with outside agencies e.g. CAHMS, Spectrum Centre, Post Primary Schools, Mental Health Charities

#### Future Action

- Develop and implement a healthy break policy – provide healthy snack for pupils
- Reapply for Green Flag Status
- Continue to monitor and review extracurricular activities for pupils, parents and families
- To introduce “Health focus days” in school- break, lunch, physical activity, mental well-being sessions, etc.
- Extend counselling if required – offer to staff and parents

## Professional Development

As a result of Covid and industrial action staff need the opportunity and time to adjust to the new 'norm' in school. Staff need support, guidance and training in curriculum and assessment procedures and time to reflect, improve their skills and discuss their practice. At Harmony Primary School professional development is central to what we do as teachers and learners. We are at a stage within school where the staff are initiating the agenda for change, are monitoring it and delivering it. There is beginning to be a collaborative approach to our work. The staff are given opportunities and are encouraged to pass on ideas and knowledge to their colleagues, both formally and informally.

The professional development needs of the staff are identified through PRSD (this will be resumed September 2024) and matched to the needs of the school outlined in the school development plan. Each year priority areas for development will be identified through self-evaluation and action plans drawn up which include areas for the professional development of staff. The staff are encouraged to value their own learning and engage in training and development offered by EA, DENI, Stranmillis, C2K or relevant professional bodies etc. Although staff were taking part in action short of strike over the last 2 years we have completed training in Incredible Years, Guided Reading, Nurture, Child Protection, Outdoor Play/Forest School, SEN writing PLPs and Developing our School Ethos/Vision & Mission (led by Controlled Schools' Support Council).

The aim of professional development is to improve the quality of teaching and learning in the classroom by increasing the knowledge, expertise and personal development of all teaching and support staff working within the school environment. It is also to improve the effectiveness of the school, improve pupil achievement and to address underachievement.

We encourage capacity building whereby staff improve their expertise, pass that expertise on to other members of staff and lead the subject area for themselves. The staff will be engaging in curriculum and assessment training. They will be given opportunity to disseminate new aspects of the curriculum. Subject Co-coordinators will continue to attend appropriate in-service training. New staff are supported by their year colleagues, coordinators, beginning teacher mentor (VP) and SLT. Staff members are encouraged to complete leadership training. Four staff members have completed Pathways and Steps into Leadership courses lead by EA.

At Harmony we value our teaching assistants and ensure they are included in all training that teaching staff attend. Support staff are deployed in the best interests of the school in general and the pupils in particular and have regular opportunities to discuss aspects of their role with the principal. They are aware of the policies relevant to the all-round welfare of the pupils and operate these effectively.

They are included in our staff development programme and a range of SD opportunities have been provided for them. As a school we support colleagues in their professional development and enable staff to attend training by giving financial support and time to complete courses. Three teaching assistants have completed the Teaching Assistants Course at Stranmillis which is the equivalent to NVQ Level 4. Beginning teaching assistants have completed RISE NI training 'Understanding and Supporting Child Development in the Mainstream Setting'. Ms McCullough (Family Support Officer) has achieved her degree in Education.

**2(d) A summary and evaluation of the school's strategies for providing for the professional development of staff.**

**Staff Development**

- *All staff, teaching and non-teaching, avail of all professional development and support offered. Staff attend courses as the need or opportunity arises.*
- *Curriculum leaders keep updated on current initiatives in education. Information and learning is disseminated to relevant staff with a synopsis of content and key learning points.*
- *The principal meets each member of staff on an annual basis to discuss their roles and responsibilities for the year ahead and address any training needs.*
- *All staff expertise and skills are facilitated in school and staff attend the School Development Days.*
- *The content of staff development is closely matched to the needs identified in the school development plan.*

**Evidenced by:**

- PRSD documentation (reintroduced Sept 24)
- Staff evaluations
- Staff Development Programme (Tuesday afternoons)
- School Development Days – agendas & plans
- Classroom observations (through PRSD, by peers and by the principal)
- Book scoops, evaluation and feedback (reintroduced Sept 24)
- Staff questionnaire - 84% of staff feel skilled in catering for pupils with specific SEN needs, ***“I feel it is important to keep up to date and refresh knowledge of SEN” (Class Teacher)***

**Future Action**

- New initiatives in SDP needed to be firmly embedded and the actual practice in the classroom monitored and evaluated to judge progress
- Improve the quality of teaching through paired teaching, demonstration by experts in their fields, dissemination of good practice
- Continuation of Claire Devlin training with Nursery & Foundation stage staff
- Encourage MLT to complete Steps/Pathways into Leadership training
- 2 Teaching Assistants have registered to complete the L4 Teaching Assistant training at Stranmillis (beginning Sept 24)
- Literacy & Numeracy training focusing on levels of progression – led by Curriculum Co-ordinators

## Staff Attendance, Health and Wellbeing

Our school recognises that it can only provide the best for the children within its care if it provides a caring, supportive structure for its most valuable resource - its staff. In wishing to promote health and well-being, we place emphasis on communication and quality of relationships. We ensure that there is flexibility and that good-will is demonstrated by both leadership and staff. We feel it is important to notice if an individual is unhappy. Leadership is very aware of the demands placed upon staff in the modern school environment and the impact of those demands on staff. The quality of social interaction and supportive networks among staff are encouraged.

### **2(e) A summary and evaluation of the school's strategies for managing the attendance and promoting the health and well-being of staff.**

#### ***Staff Health & Well-Being***

- *The staff team share an open and supportive relationship. There is a very positive team spirit and a collegiate approach is evident. The importance of good attendance, where health allows, is recognised and aimed for.*
- *The Board of Governors, Principal and staff are aware of their responsibilities as set out in the staff attendance policy.*
- *Following an absence, the Principal will conduct a short informal interview with each member of staff on their return to work.*
- *The school is safe, stimulating and appropriate for teaching. The principal and building supervisor are responsible for health and safety within school.*
- *Staff are valued and success is celebrated.*
- *The need for good communication with staff is recognised as important in reducing staff stress.*

#### **Evidenced by:**

- The EA and school Managing Staff Attendance Policy
- Staff absence records
- Board of Governors minutes - the Board of Governors are very supportive of the staff. A health and wellbeing Governor to be appointed
- Records of 'Return to Work Interviews'
- Agenda for School Development Days – training days are used for development but also for Staff Emotional Health and Well-being.
- Appointed Staff Well-Being Lead – Mrs Davidson
- The programme for School Development has been adapted to make the pace of curriculum development more measured and to embed change while allowing for monitoring/evaluating of the work done.
- Weekly Information detailed on whiteboard in staffroom
- Email - all staff use C2K email to pass information
- Staff Meetings / KS Meetings/ Meetings with non-teaching staff
- Staff WhatsApp
- Counselling available to staff if needed, during or after school (this service is anonymous)
- Staff questionnaire - 94% of all staff feel they are supported well when they have domestic issues/emergencies **"100%" (Class Teacher), "Can not praise the school more for this" (Teaching assistant)**

**Future Action**

- To ensure that the principal & Board of Governors have opportunities to show their appreciation of and support to the staff.
- To ensure the continued use of School Development Days for training but also for Staff Emotional Health and Well-being.
- Create a staff well-being team, co-ordinated by a member of Mrs Davidson, responsible for Staff Emotional Health and Well-being.
- Continue to Monitor staff attendance at each Governors meeting.

## Parent / School Links

At Harmony Primary School we aim to work in partnership with parents and the community to provide a happy, friendly, caring school where children feel secure and valued.

The partnership between home and school is recognised as being centrally important to the life and work of the school. We hope that by offering an enriching environment that enables children to fulfil their true potential, we will provide a solid foundation for future life.

We regard the support and contribution of parents as key elements in the success of our school. This is why we are the only Primary School in North Belfast to appoint a full time parent support officer. Parents are always made welcome in school and there is very much an ‘open door’ policy. There are various means of communication open between home and school. Information is conveyed to parents through our regularly updated school website, information letters and SEESAW.

At the start of the school year parents are invited to visit their child’s classroom to meet the teacher. During this visit they learn about procedures and class routines and have an opportunity to ask general questions. This is a group meeting and no individual child will be discussed at this time. Attendance is averaging 50% for these meetings with a noticeable drop in numbers as children progress through the school.

Parent / Teacher consultations are held twice a year during the first and second term. This is an opportunity to have a confidential discussion with the teacher about their child. The teacher will discuss progress made, identify areas for concern and give advice on how to help the child at home. An annual written report on children’s progress is sent home in June.

Parents are also encouraged to assist in an informal way (PTA) and we currently have several helping with toast for break on free Fridays. In addition, they run several events throughout the year e.g. Christmas Craft Fair, Bingo Nights, Summer Fair etc.

Each class also will hold an informal activity for parent and child at some stage before the end of the school year.

The health and wellbeing of parents has been a concern for a while. Regular referrals to North Belfast Family Support Hub have taken place and counselling is also available. Parents are also encouraged to attend Parent & Toddler (every Friday) and Knit & Natter (every Wednesday). More events will be arranged by Family Support Officer throughout the year, as this role becomes established.

### **2(f) A summary and evaluation of the school’s strategies for promoting links with parents of pupils at the school and the local community, including local schools, the business community and voluntary and statutory bodies.**

#### ***Parents***

- ***Parents meet with teachers twice each school year to discuss their child’s progress and issues. In October the parents attended for interview and again in March. There is approx. 90% attendance for these meetings***
- ***Throughout the year there are regular parents’ meetings.***
- ***An open door policy is implemented in school and parents and carers are happy and comfortable speaking to staff. They are aware of and understand the protocols for arranging meetings with class teachers.***
- ***A newsletter is sent home each half-term and weekly reminders are posted on school social media and seesaw, which updates parents on events in school and dates for the diary.***
- ***Parents assist as volunteers in classes and on school trips.***
- ***Parents are invited into class to speak to children as a contribution to a curricular topic.***

- *There is an active and enthusiastic PTA group – enhancing children’s experiences with fun events and fundraising*
- *Parental questionnaires regarding all aspects of school life are completed every three years and responses fed into the development of the new 3-year development plan.*

**Evidenced by:**

- Records of attendance at Parent / Teacher interviews
- Parent questionnaire – 94% of parents feel they are well informed about school life, 90% find the end of year reports useful and 92% find parent/teacher interviews useful. **“School reports and parent’s meetings keep me informed about how my child is getting on.”**
- Records of attendance at Parents’ meetings
- Records of newsletters
- Minutes from PTA meetings
- School has a full time Parent/Family Support Officer – Julie McCullough
- Referrals to North Belfast Family Support Hub
- Counselling available if needed
- Parents attending school social events

**Future Action**

- To organise evening classes and events, both educational and recreational, for parents and/or children - possibly link with Healthy focus days in school.
- Seek ways to have more involvement with parents of children from KS2

## Community Links

Harmony Primary School is very much a community School. The school has a long tradition of effective work in the community. As a school we strive to develop good relationships that facilitate engagement and communication between school and its parents and the wider community. The school and its teachers are held in respect by parents and the local community.

A close and valued link is maintained with the local churches, businesses and other public services including the school nurse, dental hygienist, police and fire brigade.

Each year we hold a very successful Christmas Service in the local church. During the year our school choir sings to various groups both within the community and further afield. The P7 class have the opportunity of meeting senior residents of the local estate when they deliver harvest hampers in October. They also have regular visits to the local residential homes in the community.

Throughout the year we facilitate work experience for young people from the community and beyond.

The school also establishes links with the community through the vehicles of the Glencairn Residents Group, Greater Shankill Partnership and Integrated Services.

Various outside agencies – e.g. Mental Health Charities / Steps project deliver programmes to the children.

The school also uses its local community to provide outdoor learning experiences – e.g. Forestschool, Glencairn Park.

We have developed good links with our own nursery and local primary and post primary schools. Effective systems are in place to ensure that we receive relevant information from our nursery and other providers and that we pass the necessary information on to the post primary schools. Members of staff from all these schools are always welcome to speak to staff or relevant pupils in order to ensure smooth transition to and from other schools. We work closely within the Shankill Principals Group with a Primary Area Learning Community beginning to be established. This will allow staff to work collaboratively, share resources and enable an Area Learning Co-ordinator to deal with HR and Operational issues which will allow Principal, SLT & staff to focus on the teaching and learning of the children.

There are also very good and ongoing links with Social services, Harberton School, Oakwood assessment Centre, Clarawood, Peripatetic services educational psychologists and the EA in general.

**2(f) A summary and evaluation of the school's strategies for promoting links with parents of pupils at the school and the local community, including local schools, the business community and voluntary and statutory bodies.**

### *Local Community*

- *Harmony Primary School is an integral component of the local community.*
- *Through the North Belfast principals' group, MLT & Curriculum clusters are meeting.*
- *Through the Goliath Trust schools are meeting for ICT.*
- *We provide work experience opportunities for young people in nearby post primary schools.*
- *We provide work placements for trainee teachers from Stranmillis & Coleraine and trainee classroom assistants from the Belfast Colleges.*



- *The school works closely with local businesses/agencies, e.g. Tesco's, School Nurse, Ambulance Service, PSNI.*
- *Our school choir sings for the elderly in the local nursing homes and friendship groups.*

**Evidenced by:**

- Records of young people who have had opportunity to complete work experience or a work placement.
- Teachers' planning notes
- Participation of sports teams in local football, hockey, netball, rugby and cricket
- Agencies involved in school – e.g. Surestart, Integrated Services, Greater Shankill Partnership
- School website

**Future Action**

- To continually review the existing good links with the community and to take advantage of any other opportunities that may arise.
- To organise classes/events for the community and take part in some community led events.
- Culture days
- Family Support Officer organise community events throughout the year
- Development of Area Learning Community with the local 8 Primary Schools

## Extended School

Funding for Extended School is yet to be allocated this year.

Hopefully this funding will be given as it has enabled us to provide an additional range of after school activities.

We currently run a Stay and Play club. These clubs attract a nominal charge and run each day. In addition, there are a range of after school activities – Football Club (Girls & Boys) and Multi Sports.

### **Future Action**

- Include Parental activities to become an integral part of our extended schools programme – Keep fit sessions, Incredible Years sessions
- Provide additional assistance for parents who have issues at home which are affecting their child in school
- Establish a PM Club for pupils – allowing pupils to stay in school to 4.45pm

## Promoting Effective Use of ICT

Using ICT is an area which continues to develop in school. Each key stage has access to a set of ipads, however these need updated. The staff make use of the school intranet, email and web facilities. Planners and extensive curriculum resources are stored. The school has a school website and this has links for parents and children to access as well as school information.

Throughout their seven years' children are engaged in active and meaningful learning in the 5 Areas of NI Curriculum (Explore, Exhibit, Express, Evaluate and Exchange). Children and staff have active ownership of the school website. Staff regularly engage in training and updating their skills and knowledge through PRSD and both Board and Internal INSET. Management attend relevant training and receive support for matters relating to C2K, Assessment and SIMS/EdIS & EA Connect.

### **2(g) A summary and evaluation of the school's strategies for promoting the effective use of ICT, including its use to support learning and teaching, continuing professional development and school leadership and management.**

#### *Using ICT to support Learning and Teaching*

- *ICT is embedded in all learning areas of school and in the teachers' planners.*
- *Across the curriculum pupils are enabled to develop: UICT skills to Explore, Express, Exchange, Evaluate and Exhibit.*
- *Children are using ICT to showcase their skills.*
- *Children use iPads on a regular basis to support their learning.*
- *Constant reinforcement of online safety*

#### **Evidenced by:**

- Action plans
- Records of School Development Days
- Teachers' planners
- E-Safety policy
- E-safety assemblies
- Talks by outside agencies re e-safety e.g. PSNI
- Development of school website – by both staff and children
- Interactive whiteboards in every class and are visibly used to deliver curriculum daily.
- Displays around school
- There is widespread evidence of ipads being used for teaching and learning. E.g. animations, narrated videos, stop start animations.

#### Future Development

- Appoint UICT Co-Ordinator
- Promote and provide pupil/parent classes on on-line safety
- Increase number of Ipads – ensure these are used regularly for teaching and learning

## School Finances

### **3.1.1 Current Resources**

**School Fund / School Account** – Various fund raising activities take place each year – ballot, non-uniform, disco etc. This money is used to supplement profits made from the school account (from uniform, photographs etc.) to purchase additional resources.

**Grants / Additional Funding** - Applications are sought from different voluntary organisations e.g. Lottery Funding. Additional funding is provided through the signature project for a nurture room. In addition, extended schools funding is available for the school, hopefully this will continue.

### **Management of Income**

The Board of Governors in consultation with the SLT and wider staff draw up spending priorities and set budgetary limitations. The Board of Governors' Annual Report to Parents provides details of all financial spending. The school funds are audited annually. The school LMS account is subject to regular review by the Principal and Governors at each meeting.

### **3(b) An assessment of the planned use of the school's projected resources during the period covered by the plan in support of actions to bring about improvements in standards.**

- All expenditure is closely linked to the foci identified in the School Development Plan.
- All proposed expenditure is sanctioned by the principal and the SLT.
- Staff use every opportunity in directed time and School Development Days for training and professional development in order to improve standards.
- The school is currently spending more than our 'Budget Share' year on year and therefore this would need to be closely monitored. Staffing is however the main expense and there is little room for manoeuvre.
- The school also spent a considerable amount on developing play and other areas within the school grounds. This is still on-going.
- An amount is set aside each year to support the provision of resources and/or staff development for the particular focus of development. This ensures that staff feel confident and motivated and know that the resources will be available to allow them to engage fully in the development of the particular focused area.
- The focus for the next 3 years will concentrate on Tackling Under-achievement in both Literacy and Numeracy
- The financial and other resources will be made available for these areas as well as the continuing staffing levels for the duration of this plan. This is evidenced in the 3-year financial plan above.

### **Area for Development**

**Continue to provide adequate finances to allow the Action Plans to be successfully implemented**

## SCHOOL FINANCIAL PLAN 2024 - 2027



### THREE YEAR FINANCIAL PLAN

School: **Harmony Primary**

Cost Centre: **20551**

EA Locality: **East**

\*\*\*Please complete cells in yellow only\*\*\*

A Pupils and Teachers		Year 1 (2024-2025) Oct 2024	Year 2 (2025-2026) Oct 2025	Year 3 (2026-2027) Oct 2026
1	Full Time Equivalent Enrolment (excluding Spec Unit pupils)	270	268	263
2	Planned Teaching Complement <small>(after amendment to Variables as below)</small>	15.80	14.60	14.60
3	Planned Pupil/Teacher Ratio (September)	17.09	18.36	18.01
B Changes in Teaching Staff		Year 1 Change in Staff	Year 2 Change in Staff	Year 3 Change in Staff
4				
5	<small>positive Grade must be included to calculate savings)</small>			
C Planned Expenditure		Year 1 (2024-2025) £ %	Year 2 (2025-2026) £ %	Year 3 (2026-2027) £ %
6	Staff Costs - Teaching	999,447 67.1%	1,000,235 67.1%	1,000,235 67.0%
7	Staff Costs - Non Teaching	398,087 26.7%	398,088 26.7%	398,088 26.7%
8	Staff Costs - Other	971 0.1%	971 0.1%	971 0.1%
9	Premises, Fixed Plant and Grounds	36,072 2.4%	36,432 2.4%	36,797 2.5%
10	Operating Costs	54,373 3.6%	54,917 3.7%	55,466 3.7%
11	Non Capital Purchases	2,117 0.1%	2,138 0.1%	2,159 0.1%
12	Capital Expenditure	0.0%	0.0%	0.0%
13	Less Income <small>(enter as negative figure)</small>	-1,300	-1,300	-1,300
14	<b>Total Planned Expenditure</b>	<b>1,489,766</b>	<b>1,491,481</b>	<b>1,492,416</b>
15				
16				
17				
18	Estimated Additional Expenditure (enter as a positive figure)			
19	Increase in Teaching Staff (as per Variables)			
20	<i>Please specify</i>			
21	<i>Please specify</i>			
21	<b>Total Planned Expenditure after Savings and Additional Expenditure</b>	<b>1,489,766</b>	<b>1,491,481</b>	<b>1,492,416</b>
D Budget				
22	Common Formula Funding (CFF)	1,036,953	1,036,953	1,031,531
23	<i>Nurture est based on 2023-24</i>	62,000	62,000	62,000
24	<i>SEND Implementation Est based on 2023-24</i>	10,674	10,674	10,674
25	<i>Split Site Schools ONLY</i>			
26	<b>Total Budget</b>	<b>1,109,627</b>	<b>1,109,627</b>	<b>1,104,205</b>
E In Year Movement				
27	In Year Underspend / (Overspend)	-380,139	-381,854	-388,211
F Cumulative Position				
28	Carry-over from previous year	490,138	-570,277	-952,131
29	In Year Underspend / -Overspend of delegated resources	-380,139	-381,854	-388,211
30	Closing Cumulative Surplus/-Deficit @ 31 March	-570,277	-952,131	-1,340,342
31	% Carry Over	-62.0%	-176.5%	-881.4%
G CATEGORY		Category 1b		



## CHALLENGES AND OPPORTUNITIES

	<b>Opportunities</b>	<b>Challenges</b>
<b><i>Learning &amp; Teaching</i></b>	<p>Focusing on raising standards in the teaching and resourcing of Literacy &amp; Numeracy</p> <p>The continued development of a strategic approach to the effective use of data within the school.</p> <p>Opportunity to review aspects of our teaching within the Northern Ireland curriculum in light of data yielded through assessment.</p> <p>Pupils taking ownership for their own behaviour &amp; depth of learning</p> <p>Opportunities offered to pupils through the Northern Ireland curriculum.</p>	<p>Time, resources and lack of CASS support – reverting back to the ‘norm’ after action short of strike</p> <p>Continuing implementation of new assessment arrangements</p> <p>Sustaining the excellent provision in addressing low achievement and identifying and addressing of underachievement.</p> <p>Staff are being tasked with making more in-depth use of data to analyse strengths and weaknesses, not only in the children’s learning, but also in their teaching.</p> <p>All classes/year groups (not only End of Key Stage) will be required to identify low and under-achievers, set appropriate targets for these children and monitor their progress closely.</p> <p>Ensuring that planned learning activities continue to be matched to the children’s abilities</p> <p>Ensuring that expectations remain high</p> <p>Ensuring consistency of expectations and standards</p> <p>An increasing number of children with complex SEBD and ASD needs have enrolled in the school over the last couple of years.</p> <p>Only essential activities which tie into the school development plan will be explored.</p>
<b><i>Building and Resources</i></b>	<p>Use of facilities by outside agencies</p> <p>Nursery outdoor development</p>	<p>As the school population is growing, the intake has been at high levels for the past few years. This is proving to be difficult to manage in terms of class size. Accommodation is becoming increasingly challenging.</p> <p>Lack of accommodation for outside agencies</p> <p>Insurance, vetting, securing premises</p>

<b>Community</b>	Increasing pupil numbers P1-P7 Build on good reputation of the school Very supportive and involved parents A strong PTA Group	Managing larger classes Marketing school beyond traditional catchment areas
<b>Staff</b>	Staff stability Highly motivated staff team  2 Full time SENCOs  Full time Family Support Officer  The embedding of PRSD to further enhance staff expertise and collegiality  The continuing professionalism, expertise and commitment of our teaching and non-teaching staff.  Opportunities to look at sharing current good practice and using expertise within the school for development purposes. Assistance and Training from outside agencies will be utilised to help staff deal with stressful situations.	Ageing profile of staff – costs  Budget restraints  With the projected spend over the next 3 years putting a squeeze on the school budget, staff development opportunities will be limited.
<b>Effective Leadership</b>	Empowering leadership at each level  Opportunities presented by our management structure for all staff to be centrally and significantly involved in curriculum leadership. New members of MLT, opportunities to lead/co-ordinate and develop their leadership skills.	Time  Budget constraints preventing us from delivering the standard of education which we would like to deliver.  Willingness to share the load.

### **Assessment**

***Despite there being a number of challenges facing the school in the coming year, the commitment and flexibility of all staff will mean that all challenges will be embraced in a positive manner and any teething problems will be sorted in a professional and enthusiastic way.***

***All challenges will be seen as an opportunity to further develop the on-going good work within the school and to increase both the reputation of the school and the professional development of all staff.***

***Our vision is to be ‘outstanding’ as we further develop the areas identified in this Development Plan, through staff development in directed time and school development days.***



## Consultation Arrangements

### **Arrangements made by the Board of Governors to consult and take account of the views of pupils, parents, staff and other persons or bodies in the preparation of the plan.**

#### **Consultation with Pupils**

- Pupil questionnaires – 3 yearly to identify priorities for the School Development Plan. These questionnaires support our observations that our pupils are well settled and happy in school.
- The children are given the opportunity to have an input into certain action plans through the school council.
- Pupils’ contributions to their learning are valued and welcomed throughout their schooling.

#### **Consultation with Parents**

- Parent questionnaires – 3 yearly to identify priorities for the School Development Plan. Again these show very high levels of satisfaction.
- Parental representation on Board of Governors
- The views of the members of the PTA are sought prior to any major developments, either curricular or non-curricular.
- Parents’ meetings
- It is planned to send home a simplified version of the School Development Plan for parents. The full plan will be available in the office for any parent to read. Parents are welcome to contribute at any stage either formally or informally.

#### **Consultation with Staff**

- Annual Self-Evaluation process will feed into the following year’s priorities.
- The Principal meets with SLT and staff to discuss and prioritise areas of agreed action in the SDP. Targets and progress are regularly reviewed throughout the course of the year.
- Annual analysis of data will be used to set Literacy and Numeracy targets.
- Staff will review and identify priorities on a 3 yearly basis for inclusion in the School Development Plan.
- Outside agencies are consulted on specific issues if an area is identified which requires their input.

## Monitoring, Review and Evaluation of Progress

Using the new ETI framework arrangements (in particular the 9 contributory areas), the principal and senior leadership team will monitor, evaluate and review the progress of the targets for the particular area under review. Using a self-evaluative approach, evidence will be collated in relation to the action plan drawn up for each focus.

**The following key areas have been identified as part of our whole school self – evaluation**

1. The School Development Plan, Action Plans and Management Plan (SLT and Governors)
2. The agreed use of pupil, staff and parent questionnaires (SLT and Coordinators) and gathering of data from School Council, Staff Meetings and PTA / Governors.
3. PRSD Targets (monitor and evaluate the impact on staff and curricular development and its impact on school development)/ Observations / Review for Principal and staff. (SLT, Coord, BOG, External Advisor)
4. Planning Monitored / Lesson Observations (Coordinators & SLT)
5. Work / Book Scoops (Coordinators and SLT)
6. Data Analysis and Target Setting (SLT, Governors, Assessment, Numeracy and Literacy Coordinators)
7. Attendance / Punctuality / Conduct of pupils, teaching and non-teaching staff. (SLT and Governors)

## HARMONY PRIMARY & NURSERY DEVELOPMENT PRIORITIES 2024-2027

	YEAR 1 2024/25	YEAR 2 2025/26	YEAR 3 2026/27
<p><i>Action Plan 1</i></p> <p><b>Planning, Teaching &amp; Assessment</b></p>	<p>Review &amp; develop new whole school policies for Literacy &amp; Numeracy (P1-7)</p> <p>Develop whole school LITERACY scheme of work, including levels of progression (P1-7)</p> <p>Develop new planning proforma suitable for each Key Stage for LITERACY (P1-7)</p> <p>All staff use new observation &amp; planning methods by Claire Devlin. Monitor &amp; Evaluate these new procedures (Nursery)</p> <p>Use observations to group children. SENCO use these observations to take small learning groups focusing on attention &amp; listening, social communication skills, language skills, gross/fine motor skills etc. (Nursery)</p>	<p>Develop whole school NUMERACY scheme of work, including levels of progression (P1-7)</p> <p>Develop new planning proforma suitable for each Key Stage for NUMERACY (P1-7)</p> <p>Revisit evaluation pro forma and consider adding new aspects to evaluate (Nursery)</p> <p>Develop new policies for nursery – play, parents as partners (Nursery)</p>	<p>Include and focus on evaluation section in planning – ensure these are being used to inform practice and develop next steps to help tackle under-achievement (P1-7)</p> <p>Monitor, evaluate and review new Planning proformas for each Key Stage. Key stage / curriculum meetings will analyse and review planning – are the new planning requirements working? (P1-7)</p> <p>Develop approaches to support children who have limited or no English with signs/Makaton, enabling them to become confident communicators (Nursery)</p>
<p><i>Action Plan 2</i></p> <p><b>Curriculum for All</b></p>	<p>Create culture of meeting regularly in Key Stages &amp; Curriculum Teams to discuss appropriate skills &amp; knowledge are being developed in each year group (Nursery – P7)</p> <p>Develop PLPs to ensure pupil, parent &amp; staff voice is included and pupils, parents &amp; staff are informed of their targets (SENCOs)</p> <p>Develop well planned and coherent statutory requirements for all areas of formal curriculum (Literacy &amp; School Values schemes of work P1-7)</p>	<p>Development of SEN Provision Mapping – SENCOs will share this with all staff during Staff Development session (SENCOs)</p> <p>Development of Outdoor Learning activities for each year group &amp; Key stage, 2 outdoor lessons a term (Outdoor Play Co-ordinator, P1-7)</p> <p>Develop well planned and coherent statutory requirements for all areas of formal curriculum (Numeracy &amp; Outdoor/Forest School schemes of work P1-7)</p>	<p>Teaching Assistants to share learning from professional development courses (Stranmillis TA L4 course) – staff development days (SENCOs &amp; TAs, Nursery – P7)</p> <p>Include outdoor learning activities in termly planning (Nursery – P7)</p> <p>Discussion and Pilot of new afternoon class provision for P4-7 2-3pm (Nursery – P7 staff)</p>

	<p>To provide a safe environment for the children and staff of the school – drop off and pick up risk assessments (Nursery)</p> <p>To further improve the cleanliness and tidiness of the interior and exterior of the school (Nursery)</p>	<p>Develop daily Outdoor Learning experiences (guidance from Claire Devlin), have these included in planning (Nursery Outdoor Play Co-ordinator)</p>	<p>Add natural resources to the majority of play areas both indoors and outdoors (Nursery)</p>
<p><b>Action Plan 3</b></p> <p><b>Health, Wellbeing &amp; Keeping Safe</b></p>	<p>Develop whole school ‘School Values’ scheme of work (Nursery – P7)</p> <p>Ensure all members of Harmony School Community are aware of members of Safeguarding Team &amp; SEN Team – procedures (Designated Teacher &amp; SENCOs)</p> <p>Engage with Parents – informing parents of Safeguarding &amp; SEN procedures (Family Support Officer, SENCOs &amp; DT)</p> <p>Engage with parents – importance of healthy eating &amp; lifestyle (Family Support Officer)</p> <p>GRTL Programme – Ages &amp; Stages, Education Works, Big Bedtime Read and Happy Healthy Kids parent/child workshops (Nursery)</p>	<p>Embed whole school ‘School Values’ Policy (Nursery – P7)</p> <p>Develop ‘Staying Safe Online’ policy, lessons and scheme (ICT Co-ordinator Nursery – P7)</p> <p>Engage with parents – Develop Outdoor Learning sessions with pupils and parents/carers (Nursery – P7, Family Support Officer)</p> <p>Embed keeping safe in the community through outside agency visits and lessons – encourage visits from PSNI, Youth workers, Spectrum Centre, Greater Shankill Partnership (P1-7)</p> <p>Continue to encourage parent volunteers &amp; develop a separate page on school website for Nursery updates (Nursery)</p>	<p>Prioritise staff professional learning – Forest School, Outdoor play. Focus on how teaching outside can help pupil &amp; staff regarding their mental health (Nursery – P7, Curriculum Area Co-ordinators)</p> <p>Develop and pilot whole school ‘Healthy Eating Policy’ (Nursery – P7)</p> <p>Review &amp; Update Safeguarding Policy (DT)</p> <p>Engage with parents – formal curriculum parent/carer workshops, 1 workshop within the school year (P1-7)</p> <p>Engage with parents – share ‘Healthy Eating Policy’ through social media and face to face healthy eating workshop (Family Support Officer)</p> <p>Introduction of Incredible Years Programme (10-week programme led Principal, Family Support Officer &amp; 1 class teacher trained in IYs) (Nursery – P4)</p>
<p><b>Action Plan 4</b></p> <p><b>Staff Professional Learning &amp; Collaborative Networks</b></p>	<p>Staff development – Develop Assessment For Learning Policy and share with staff (Principal, VP, Assessment Team, P1-7)</p> <p>Reintroduction of PRSD targets (Nursery – P7)</p> <p>Literacy Team develop and share Policy &amp; Scheme of Work (Literacy Team)</p> <p>Develop new planning proforma for each year group &amp; key stage. (Curriculum</p>	<p>Staff development – Embed Assessment For Learning Practices in classroom evidenced through book scoops &amp; classroom observations (Principal, VP, Assessment Team, P1-7)</p> <p>Numeracy Team develop and share Policy &amp; Scheme of Work (Numeracy Team)</p> <p>Focus on analysing and using data in Key Stage meetings – levelling pupils (Key Stage Co-ordinators P1-7)</p>	<p>Staff development – Embed Assessment For Learning Practices in classroom evidenced through book scoops &amp; classroom observations. Particular focus on peer and self assessment (Principal, VP, Assessment Team, P1-7)</p> <p>Develop links with learning networks – local schools through Area Learning Community to share good practice (Nursery – P7)</p>

	<p>Lead, Head of Key Stage P1-7)</p> <p>Create culture of regular Key Stage &amp; Curriculum meetings to discuss and share good practice, new initiatives, problems/concerns (Head of Key Stage &amp; Curriculum Leads, Nursery – P7)</p> <p>TAs – completing Stranmillis Professional Development Course</p> <p>Specific Quality Nursery Practice with Claire Devlin (Nursery)</p>	<p>Establish new Early Years cluster group with local schools, sure start, health visitors, Integrated Services (Nursery &amp; Family Support Officer)</p>	<p>Introduce Peer Observation Cycle – share good practice with peers by observing class lessons (Nursery – P7)</p> <p>Continue establishment of new Early Years Cluster Group (Nursery)</p>
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*Each year there will be elements of self-evaluation, assessment and record keeping.*

*School Development Days will be used mainly for development of Literacy, Numeracy & Assessment. Targets for these will be identified on a year to year basis as they rely heavily on the interrogation of data which is generated annually.*

# **HARMONY PRIMARY & NURSERY SCHOOL**

## **2027 VISION**

*At Harmony Primary & Nursery School by 2027:*

- **Each child will be engaging in learning, across all areas of the curriculum, which is appropriately challenging & which engages his/her interests.**
- **The development of each child in all areas of his / her life, including the academic, physical, social & emotional, will be at the centre of all our work.**
- **The family ethos, where children are nurtured and feel valued will be maintained.**
- **All members of staff will feel valued and will be leading and directing school development confidently rather than by response to external pressures.**
- **Across all areas of learning a clearly articulated, common and consistent understanding of effective pedagogy will have been agreed.**
- **Across all areas of learning a clearly articulated, common and consistent understanding of effective pedagogy will have been agreed.**
- **Teachers, within agreed trusted colleague networks, will be supporting and challenging each other by:**
  - ✓ **Identifying their own strengths;**
  - ✓ **Sharing good practice;**
  - ✓ **Identifying their own development needs; and**
  - ✓ **Continuing to learn from the strengths of colleagues within and beyond Harmony**
- **New members of staff will be supported and integrated into the team, adopting successfully the Harmony pedagogy:**

**“ Our Vision for Harmony Primary School and  
Nursery Unit is to nurture and develop  
aspirational, life-long learners, using core values  
and continually growing and embedding strong  
community links. ”**



TOGETHER WE LEARN, TOGETHER WE SUCCEED  
— IN HARMONY —





