




- ✚ The children and staff in Harmony Primary School are living out the shared vision to provide a 'nurturing, safe and supportive environment, developing links between home, school and the local community' underpinned by the values of co-operation, compassion, respect, equality and open-mindedness.
 - ✚ Through the transformative work of the school leader, there is an effective organisational structure in place which is empowering the staff to develop their leadership roles and enabling them to take responsibility for and ownership of their aspects of the school improvement journey.
 - ✚ The detailed and strategic school development plan has been informed by the views of the school community and is complemented by the informative parent- and child-friendly versions.
 - ✚ Highly effective support is in place to ensure the early identification of need for those children with special educational needs and to provide targeted support, enabling them to make good progress in their learning.
 - ✚ The recent focus on promoting positive behaviour, including the provision of games equipment to engage the children purposefully at break and lunch times, alongside the work on living out the school values, has impacted well on the children's attitudes to learning and their behaviour.
 - ✚ The school leaders and staff recognise the impact of low levels of attendance on the children's progress in learning and have introduced a range of strategies to improve attendance levels.
 - ✚ Recent work on developing an appropriate line of progression in literacy and the medium-term literacy planning is of a good quality and is guiding teaching and learning well. The school has identified appropriately as a next step, the review of the planning for numeracy to ensure greater continuity and progression across all year groups.
 - ✚ The school leaders have identified as a key priority for whole-school improvement, the need to raise further the standards the children achieve in literacy and numeracy.
 - ✚ Significant work has been carried out to develop outdoor learning across the school and nursery which is facilitating effectively the development of the children's curiosity, exploration and investigative skills.
 - ✚ The children in the primary school and nursery unit settle well to their work, are respectful to their teachers, classroom assistants and peers, and respond enthusiastically in their learning.
 - ✚ The creation of a Family Hub facility, along with the employment of a family support worker, is successfully establishing the school at the heart of the community and is having an immensely positive impact on the children's wellbeing and on levels of parental and community engagement.
 - ✚ A culture of collaborative working is evident across the school. The staff lead and take responsibility for their professional learning, which is research-informed and links intrinsically to their vision for school improvement.
 - ✚ At the time of the inspection, the evidence provided by the school demonstrates that the arrangements for child protection align to the current statutory guidance.
- Area for action:
- ✚ to raise further the standards achieved by the children in literacy and numeracy.

Going forward

-  Harmony Primary School is a vibrant learning community fully committed to living out their motto 'Together we learn, together we succeed in Harmony'. The extensive work that has been undertaken in a short period of time has impacted positively on the children's learning experiences and the quality of provision and has fostered successfully a culture of shared responsibility and community engagement.
-  ETI will continue to work with Harmony Primary School, including to share the example of highly effective practice from which others may learn. The aspect of practice which should be shared more widely is:
 - the strategic work of the school leaders to create effectively a community of learning which supports the achievement of the school's vision.
-  Harmony Primary School is well placed to take forward the area for action. The district inspector will monitor the school's progress in addressing the area for action.