



The Harmony approach: Meeting and exceeding Ofsted requirements



‘Substance matters. It’s why teaching a rich and stimulating curriculum matters. And it’s why broadening minds remains our best hope of leaving the world a better place than we found it.’

Amanda Spielman
(June 2021 speech to the Festival of Education)

At The Harmony Project, we strongly believe that our approach to education is not only rich and stimulating, but relevant and meaningful, addressing the issues of our time.

We know that many young people are desperate to learn about what they can do to look after our world. The student volunteers at ‘Teach the Future’ (teachthefuture.uk/vision) are living proof of this. They are calling for educators to be trained to teach young people about the current climate and ecological crises and to empower them to address these crises in practical, well-informed ways.



Using Nature's principles of Harmony – principles of Interdependence, Cycles, Diversity, Adaptation, Health, Oneness and Geometry – to guide and inform the curriculum, the Harmony approach provides a way for young people to learn, not just *about* Nature and *in* Nature, but – critically - *from* Nature. This way of learning helps them understand how Nature teaches us what we need to do and how we need to be if we are to live sustainable, healthy lives.

The excerpts on the following page, which are taken from recent Ofsted reports of schools that are developing Harmony in their settings, highlight the effectiveness of this approach.

‘Pupils benefit from rich and meaningful learning experiences across all national curriculum subjects. These are drawn together through the ‘harmony’ principles which enable pupils to understand how their learning experiences interconnect.’

St John’s Primary School, Dorking
(Ofsted inspection date: 30th Nov 2021)

‘The school provides a high-quality curriculum that clearly lays out what pupils need to learn from the early years right through to the end of Key Stage 2. Overarching principles help pupils to link different subjects and remember their learning when they move on to something new. Teachers plan topics carefully and make sure that they are logically ordered to build on what pupils already know, understand and can do.’

Sandcross Primary School, Reigate
(Ofsted inspection date: 9th-10th Nov 2021)

How does The Harmony Project's approach to education meet and exceed Ofsted requirements?



The Harmony Project provides the means for a school to adopt a holistic, whole-school and whole-child approach to learning that is fully in line with Ofsted requirements.

The Harmony curriculum is guided by seven natural principles; we call them **principles of Harmony**. Of these principles, six (**the principles of Interdependence, Cycles, Diversity, Adaptation, Health and Oneness**) are explored once each year through six enquiries of learning, each lasting one half term. The seventh principle, **the principle of Geometry**, is a golden thread that runs through all the learning, teaching pupils the beautiful shapes and patterns of Nature. It is a Nature-inspired approach to learning.

This spiral curriculum, in which concepts are revisited year on year, gives pupils the opportunity to build on previous learning (201, 212) and ensures that new learning is connected to earlier learning to deepen pupils' understanding of each of the principles of Harmony (213).

One of the requirements stipulated in the Ofsted handbook is that the curriculum builds towards clearly defined end points (201, 212, 222). The Harmony approach does this in two ways; through the **'Great Work'** at the end of each half-term's enquiry of learning and through the learning journey pupils undertake through the school. The Great Work applies and celebrates the learning in a memorable, relevant way.

The spiral nature of the curriculum, with principles of Harmony explored each year in different contexts, develops in pupils a clear understanding of the meaning of these principles and of how they can ensure the health and sustainability of the natural world and indeed our own well-being.

Pupils learn what Harmony means for them, in their personal relationships and in relation to Nature.



The Harmony Project provides schools with a range of resources to ensure the learning content for each enquiry is current and correct, and that there is a clear structure to the curriculum (199, 202, 212).

There is also a focus on bringing real-life experiences to the learning through '**partners in learning**'. These partnerships provide pupils with opportunities to engage with the wider community and society (250), and they enrich the children's learning through the expertise of the partners. This helps to prepare children for their adult lives (250, 251) and it promotes positive attitudes (234, 251, 254) by making learning enjoyable and meaningful for them and ensuring it has clear outcomes.

There is a strong emphasis on celebrating diversity in the Ofsted handbook (251, 254, 257). One of the key principles of Harmony that is revisited each year is **the principle of Diversity**. This means pupils are not only taught about diversity in relation to each other, they also get regular opportunities to explore diversity in Nature and to understand why diversity in any form is important.

Meanwhile, the principle of Health provides a focus for pupils' physical, mental and spiritual well-being (251).

In summary, Harmony provides pupils with a new way of learning to see the world and helps them to understand how the world works according to a set of universal principles. It offers schools a methodology that ensures pupils can make sense of the world in which they live and their place in it. It encourages them to reflect on what it means to live a life in harmony (254, 340).

The tables on the following pages offer a more detailed breakdown of how The Harmony Project's approach meets and exceeds Ofsted requirements.



The quality of education

Intent

<p>199. The school's curriculum sets out the knowledge and skills that pupils will gain at each stage.</p>	<p>The Harmony Project provides curriculum overviews and exemplar planning for each stage which set out the knowledge and skills to be learnt in each subject within each half-term's enquiry of learning. This is done with reference to the National Curriculum and the Sustainable Development Goals (SDGs). The Harmony approach promotes enquiry-led learning, through which pupils can acquire the knowledge and skills set out in the National Curriculum. They also have the opportunity to learn from Nature and to develop a deep understanding of, and connection with, the natural world, exploring how natural systems work according to principles which ensure their sustainability and health.</p>
<p>201(a) The school's curriculum is rooted in the solid consensus of the school's leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.</p>	<p>The Harmony approach provides a philosophy for a school, and it requires a solid consensus of the school's leaders for it to be successful. Leaders understand that a Harmony approach to education prepares pupils to engage with the pressing environmental and social challenges of our time. There is a strong emphasis on real-life application of learning to give all pupils experiences that bring their learning to life and prepare them for later life.</p>
<p>201(b) It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>The learning each half term, each week and each lesson is framed as a question, which helps to promote curiosity. By posing a question and linking all possible, relevant learning to that question, pupils have a clear end point to reach; they must seek to answer or to respond to the question, whether it is within one lesson or over the course of a week or an entire half term. This approach is taken in all subjects. Coherently planned overviews map out what pupils need to know and what they should learn in each subject. Beyond the development of the core skills, there are also three goals to any Harmony curriculum: to nurture in pupils an understanding of the Harmony of self, Harmony in relationships and Harmony with Nature. As well as addressing curriculum skills and knowledge at each phase, there is a deeper focus through each enquiry of learning on how to live in harmony, according to these three strands.</p> <p>Understanding Nature's principles of Harmony prepares all pupils for life in a world that is in desperate need of well-educated individuals who understand how to care for it and for one another. This is what makes a Harmony approach to education stand out.</p>
<p>201(c) The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points.</p>	<p>The Harmony curriculum ensures broad coverage of the National Curriculum. It is a spiral curriculum which allows principles of Harmony to be revisited each year. Year on year, pupils revisit principles which act as a 'memory trigger' to previous learning. This allows learning to be recapped and embedded securely. Learning in this way promotes deep understanding of subject-specific knowledge alongside wider knowledge of how the world works. It is a curriculum that is inclusive for all. When the overarching question for each learning enquiry is referenced throughout the learning, the end point of the learning (being able to respond to, or answer, the question) is clearly defined for pupils. The learning is sequenced to ensure that progression through subject knowledge acquisition and skill development makes sense to pupils and, in addition to this, learning is sequenced with reference to the seasons.</p> <p>For example, pupils learn about rivers before oceans as one flows into the other. They learn about flowers in summer when they are in bloom and can be explored fully, but learn about the solar system in winter when they have the most chance of seeing the stars and planets in the night sky. This approach helps pupils to make sense of the world. It is an engaging approach which equips pupils to be agents of change rather than eco-anxiety sufferers.</p>

The quality of education

201(d) The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills.

The Harmony approach adapts learning to the local context of each school by encouraging schools to plan one enquiry of learning per year that has as its focus the school’s local environment, its community, culture, geography or history, which is explored in all subjects. This approach allows each school to identify and address the typical gaps in the knowledge and skills of its pupils, adapting teaching and learning, and developing its curriculum, to meet the needs of all learners.

Curriculum flexibility

202. The curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage.

A Harmony curriculum enables all pupils to learn from Nature, fully addressing the requirements of the National Curriculum and going beyond, to create what some schools have described as a ‘Natural Curriculum’. Medium and long-term planning in the form of ‘enquiry overviews’ provide a consistent and coherent structure for teaching and learning and set out the knowledge and skills to be gained across all subjects. Each overview is linked to one or more principles of Harmony, as well as the SDGs, and has a clear sustainability focus; this structure helps pupils to develop a deep understanding of concepts of sustainability and how sustainable systems work.

204. We will judge schools taking radically different approaches to the curriculum fairly. We recognise the importance of schools’ autonomy to choose their own curriculum approaches. If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school’s curriculum favourably.

The Harmony Project’s approach uses Nature’s principles of Harmony to guide a new way of learning, inspired by eternal, universal principles of life. The principles of Interdependence, Cycles, Diversity, Adaptation, Health, Oneness and Geometry, provide a context for teaching and learning that enables pupils to develop a deeper understanding of what it means to live in harmony with one another and with the world. For school leaders, governors, parents and pupils, this understanding throughout the whole school community is central to a sustainable future and way of life.

Curriculum coverage is aligned to the requirements of the National Curriculum, and the structure of the curriculum allows knowledge and skills to be regularly revisited. Planning is sequenced to provide challenge and to build upon previous learning. Curriculum content reflects our ever-changing world, going over and above the content of the National Curriculum by ensuring that issues of sustainability are introduced expertly, inclusively and age appropriately. Enquiries are engaging, challenging, relevant and fit for purpose in teaching pupils to be leaders and change-makers, all the while ensuring that there is clear differentiation to enable every child to succeed.

The curriculum is implemented effectively by empowering all members of the school, including governors and pupils, to be leaders of the learning. This leadership at all levels ensures a joint vision for the Harmony approach.

Implementation

212a. Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.

The Harmony Project provides carefully prepared and researched resources to ensure consistent and accurate knowledge is provided to support enquiries of learning and sustainability themes. The Harmony Project provides ongoing professional development for staff during the school’s Harmony journey to ensure all staff are secure in delivering a Harmony curriculum which greatly enhances the National Curriculum opportunities. Pupils learn through a range of practical, real-life experiences, enabling them to flourish as critical thinkers and effective learners.



The quality of education

212d. Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.

The enquiry-led nature of the Harmony curriculum allows pupils to make connections between content learnt through academic study and the real world, all the while being guided by the seven principles of Harmony. The structure of the curriculum revisits the principles every year, providing a clear opportunity for ‘memory triggers’ that allow learning to be fully embedded. The careful sequencing of enquiry questions throughout the academic year in each year group, and across the entire school, challenges pupils to build upon previous learning, deepening their understanding so that they can apply their learning in their own lives.

The Harmony approach seeks to help pupils master core academic skills and knowledge and develop an understanding of the key concepts of Harmony and the principles that underpin them. These principles can prepare pupils with the knowledge, skills and understanding to live healthy, harmonious lives.

212e. The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

The spiral nature of the Harmony curriculum, which involves recapping key knowledge, and providing practical, real-life experiences to make learning memorable, helps pupils to retain key knowledge and skills year on year. Pupils have frequent opportunities to revisit learning and map new knowledge onto what has been taught before.

The pupils’ learning journey leads to a Great Work outcome that provides a defined and purposeful end point for the learning. The Great Work allows the pupils to articulate, summarise and celebrate their learning through a real-life experience, which can take a variety of forms (for example, preparing a seasonal soup to share with the community, sowing a wildflower meadow, growing food or planting trees). This approach makes learning make sense to pupils because it provides a clear purpose and an end point to their learning.

Developing understanding, not memorising disconnected facts

213. Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. However, transfer to long-term memory depends on the rich processes described above. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge as skills. This must not be reduced to, or confused with, simply memorising facts.

The enquiry approach provides a coherent, cross-curricular framework for learning, promoting depth of understanding and allowing pupils to make links between different areas of their learning by ‘joining the dots’ across the curriculum. The nature of enquiry-led learning, guided by overarching principles of Harmony, ensures that connections are being made all the time in pupils’ learning. This way of learning prioritises practical tasks, collaboration, curiosity, creativity and reflection, allowing pupils to use and develop their metacognitive skills.

Carefully worded questions linked to the overarching principles of Harmony prompt pupils to think about different aspects of their learning with a similar theme and allow new learning to build upon existing knowledge. Making connections in this way fascinates, inspires and engages, and makes learning memorable. The ‘Great Work’ element of this curriculum further engages pupils because working towards a clear outcome gives purpose to their learning.

The quality of education

Impact

222a. A well-constructed, well-taught curriculum will lead to pupils learning more and so achieving good results. Therefore, such a curriculum contributes to evidence of impact.

The Harmony Project prides itself on providing a cross-curricular sequence of learning guided by principles of Harmony in Nature, which yields excellent results for the whole child. The enquiry-led approach sparks curiosity to aid learning, and boosts engagement, which ensures the best learning experience and outcomes for the pupils and an enjoyable teaching experience for teachers and educators.

The exemplar planning provided by The Harmony Project is fully aligned with National Curriculum requirements and showcases how the Harmony approach offers something more: an education that is 'above and beyond'. The connection from one enquiry of learning to the next across a year group ensures the curriculum flows and is seasonally adapted. This provides a full and rich learning experience for the pupils, whilst the experiential nature of each enquiry provides a range of learning opportunities to meet the needs of all learners. This is a fully inclusive approach to learning. Great Work outcomes give purpose to the learning, and give pupils ownership of how they will celebrate that learning.

The experiential nature of the enquiries provides a range of learning opportunities to meet the needs of all learners. The evidence of impact comes from 'Great Works'. These celebrations of what has been learnt through the enquiry gives pupils opportunities to articulate what they are learning for as they build towards a meaningful outcome. 'Great Works' lend themselves naturally to a cross-curricular approach and can be planned to link with seasonal and community events.

All of these elements to the Harmony approach contribute to excellent results.

222d. All learning builds towards an end point. Pupils are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether pupils are ready for the next stage by the point they leave the school or provision that they attend.

The Harmony approach provides pupils with opportunities to lead and reflect on their own learning, and encourages them to do so. This gives them a strong sense of independence and agency, readying them for the next stage of their learning. Beyond this, the experiential nature of the curriculum and the emphasis on leadership supports the view that this curriculum not only prepares pupils for the next stage of their education, but also for the next stage of their lives.

The Harmony approach to learning is designed with a clear end point in mind at the end of each enquiry. These end points or celebrations of learning are called 'Great Works'. These 'Great Works':

- Provide assessment opportunities to evaluate how well pupils have learnt subject-specific knowledge, skills and vocabulary over the half-term.
- Give pupils ownership of their learning, developing leadership skills in the process.
- Allow for both independence and interdependence in learning with pupils encouraged to take the initiative with their learning and work collaboratively together.
- Develop wider community partnerships with pupils sharing their learning outcomes beyond the classroom.
- Make National Curriculum content relevant.
- Prepare pupils not just for the next stage of their education, but for the next stage of their life, building leadership skills as pupils plan, prepare and present their learning to a range of audiences and in a range of creative ways.

Behaviour & Attitudes

234e pupils' motivation and positive attitudes to learning as important predictors of attainment. The development of positive attitudes can also have a longer-term impact on how pupils approach learning tasks in later stages of education.

The Harmony approach encourages pupils to apply their learning to real life. This way of connecting learning to their own experiences and lives is a unique feature of the Harmony curriculum. Ofsted reports to date highlight how well this approach helps to motivate pupils in their learning.

When this approach is embedded across the whole school, term by term and year by year, it creates a positive culture of learning and pupils develop a real love of learning that is likely to stay with them as they progress to the next stage of their education. As the principle of Health is one of the principles that underpins the Harmony approach, pupils are able to explore what makes them – and those around them – feel well, and what they can do to maintain their own well-being, and contribute to the wellbeing of others. This element of the Harmony approach enhances teaching and learning in PSHE. The Harmony approach supports the development of the whole child, and as a result, lays excellent foundations for children's long-term learning and social skills.

234f. a positive and respectful school culture in which staff know and care about pupils.

Ongoing reference to values and principles of Harmony in learning and in school life – from assembly times and lessons to staff meetings and whole school events – nurtures in staff and pupils alike a clear sense of what it means to live in harmony with one another in a culture of mutual respect and unity. This contributes to the creation of a language that everyone speaks and understands, and a way of working well together. It promotes diversity, inclusion and cohesion.

The Harmony approach not only provides a robust, inclusive, rich curriculum but helps to create a school ethos where the learning experience is embedded in school life and supports the education of the wider community as well as the education of the school's pupils. School values are aligned to Nature's principles of Harmony to bring balance to the school community.

Personal Development

249. The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school's intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school's provision for personal development will often not be assessable during pupils' time at school.

The Harmony Project provides a rich and relevant curriculum which proactively supports and promotes diversity. The holistic nature of the work ensures that every child matters and is given opportunities to develop their unique talents in creative ways.

This way of learning enhances personal development and gives pupils a real sense of who they are and the positive role they can play in the world. Every half-term's Great Work is an opportunity to present views, ideas, perspectives, to stand up and perform, to communicate learning in an effective way. In schools where this approach has been embedded over several years, evidence shows that pupils move on to secondary school with a strong sense of self-esteem and the ability to lead their own learning in a purposeful way; in the significant majority of cases, they go on to do very well. They start to develop a philosophy for life that extends beyond the school day and starts to inform the way they live, for example, in the food they eat or in the way they treat others.

Personal Development

250. At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

The Harmony approach to learning places a strong emphasis on identifying partners in learning within the local community and further afield to support and enrich the learning experience and, importantly, to build relationships and a strong sense of community. This could be through collaborating with outside agencies like the Beekeepers Association to learn about beekeeping, doing water surveys by a local river with a water company, performing songs and dances out in the local community or preparing a seasonal meal to share with invited guests. These partnerships really help pupils to apply their learning to real life contexts and to take their learning beyond the school. The Harmony curriculum is aspirational in identifying regular opportunities to do this.

251a. developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.

Harmony and values interconnect, making the development of well rounded, responsible, respectful and active citizens an emergent property of the work. The enquiry-led approach is inclusive and allows for all pupils to learn about the lives of children in other places, helping them to better understand the world around them and create a culture of care and compassion. These skills and attributes all supporting them in becoming actively involved in public life as adults.

The Harmony approach provides opportunities for pupils to work with partners in learning, giving them opportunities to engage with members of their local community as part of their learning experience. This enables them to develop as responsible, respectful citizens with a strong sense of local community and an understanding of their place in a wider global community. This way of learning prepares them to play a proactive role in public life as adults.

251c promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique.

The Harmony approach promotes equality of opportunity in its desire to make every child a leader of their own learning and a leader of change, facilitating collaborative working and focusing on the core message behind the principle of Diversity: 'it's good to be different'. This message is revisited every year for every year group and is communicated throughout the school community through events and communication. The principle of Diversity is taught explicitly on a personal level and in relation to their learning, and it informs the school's approach to achieving what is the best for each and every child. It underpins a message of equality and opportunities for all, helping pupils to achieve their own best.

251d. promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.

The two core principles of Diversity and Oneness highlight that all pupils are unique and valued members of the school community. This message is reinforced consistently through the Harmony approach by first recognising the diversity of needs, then scaffolding learning and interventions to support each individual. The Harmony approach is wholly inclusive as it is about everyone working together.

Personal Development

251f&j. developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy; developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.

The principle of Health teaches pupils the importance of being healthy and active in body, mind and spirit. This health aspect is achieved through:

- regular nature-based activities of learning to appreciate the awe and wonder of Nature
- outdoor learning to promote greater well-being and inspire curiosity
- collaborative, experiential learning that brings learning to life
- practical food activities; both growing, where possible, and preparing fresh, healthy recipes
- learning that gives pupils time to explore, investigate and take a lead role
- opportunities to share and celebrate their learning successes and present with confidence
- planned activities that take the learning out into the community or beyond the school day

251e. developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.

The Harmony approach is underpinned by core values and applied with reference to Nature's principles of Harmony. The values relate to how pupils, adults and the wider school community work together in a culture of mutual respect and trust, and the principles provide a context and understanding of how the world works to ensure its well-being and sustainability. This combination of values and principles enables pupils to develop a real sense of how they want to be and how they want to live in ways that ensure all life can flourish. It is the application of learning year on year that develops in pupils a strong connection to the world and the communities in which they live.

Spiritual, moral, social and cultural development

254b Develop knowledge of, and respect for, different people's faiths, feelings and values.

Core to the Harmony approach is the principle of Diversity and an appreciation of diversity in all its forms, both in relation to people and to the natural world. This valuing of difference in one another, whether that difference stems from gender identity, ethnicity, religious belief, sexual orientation or cultural or social background, as well as valuing the biodiversity of the natural world, is central to the message of Harmony.

257f. interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The principle of Diversity ensures any system or organisation is resilient. Enquiries of learning with a focus on, for example, 'What makes me special?', 'How can we build community?', 'How can we live in peace?' or 'Why should we protect the rainforest?' provide opportunities to unpick what makes us similar and different. It helps us to explore how diversity in all forms is not only a positive thing, it's also critical to our health and that of our global community of life.

Personal Development

254c Encourage sense of enjoyment and fascination in learning about themselves, others and the world around them.

Working towards a Great Work gives pupils purpose in their learning. It empowers them to be creative in how they work and encourages them to ask interesting questions. This results in a real sense of enjoyment and fascination in their learning.

One of the unique features of the Harmony curriculum is that it teaches geometry and an understanding of the patterns of Nature. This develops in pupils an appreciation of the beauty of Nature and the awe and wonder of the natural world and their place in it.

The Harmony curriculum seeks through a range of enquiry-based projects of learning to nurture pupils' development in three key areas: the Harmony of Self, Harmony in Relationships, and Harmony with Nature.

254d. Developing pupils use of their imagination and creativity in their learning.

The enquiry based, multi-disciplinary nature of the Harmony curriculum, linking subject-specific content together and connecting learning with the outside world, promotes creativity and imagination, and allows pupils to understand and explore their learning in meaningful ways.

245e. Developing willingness for pupils to reflect on their experiences.

Harmony's enquiry-based approach to learning uses questions that encourage pupils to question and wonder, to challenge and critically analyse as they progress through their learning journey. This creates a culture of enquiry and reflection in pupils. It is not something that feels like an added task to do at the end of a period of learning, rather it is instilled deeply within the learning and used as a tool to improve learning along the way.

Leadership & Management*

271a. the extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils.

The Harmony approach to education has a clear, compelling vision that makes learning make sense for pupils. It requires courageous leadership to ensure its implementation, but the impact can be extremely positive in terms of learning outcomes and love of learning. It is aspirational in its intention and pupil voice and pupil leadership is encouraged at each stage of the learning journey.

271d. the extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.

The whole school approach to Harmony and its three strands (Harmony of Self, Harmony in Relationships and Harmony with Nature) provide a clear, consistent, coherent approach to learning from the EYFS to Year 6. There is a real flow to the learning, in contrast to much curriculum delivery, which can be very disjointed and siloed.

It has clear progression with opportunities to recap what has been learnt before and consolidate concepts and principles. It needs real commitment from the whole team as it takes learning beyond the ordinary to something exceptional. The rewards in terms of pupil achievement and agency can be remarkable.

* The Ofsted handbook focuses on leadership in relation to staff, but it should be noted that The Harmony Project's approach also encourages and promotes pupils as leaders in their learning.

Early years provision

340b. The content of the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling.

The Harmony curriculum provides a way of learning that supports the EYFS curriculum and a focus on logical progression. The intention is that this enquiry-based way of learning is developed further year on year through to Year 6.

340c. Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS.

The spiral nature of the Harmony curriculum ensures that overarching principles introduced in the EYFS are revisited year on year to establish a culture of deep learning and understanding.