

EDUCATION AND TRAINING INSPECTORATE

Report of a Survey of

# The Early Years Enriched Curriculum Pilot

November 2004

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*The Education and Training Inspectorate -  
Promoting Improvement*

Providing Inspection Services for

Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure



INVESTOR IN PEOPLE



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## QUANTITATIVE TERMS USED

A number of quantitative terms are used throughout the report which should be interpreted as indicated below.

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

In assessing the various features of the provision found in the enriched curriculum classes, the Education and Training Inspectorate (the Inspectorate) related their judgements to the following performance levels:

GRADE	
1	Significant strengths; good (ranging to excellent)
2	Strengths outweigh weaknesses; satisfactory (ranging to good)
3	Weaknesses outweigh strengths; fair (ranging to satisfactory)
4	Significant weaknesses; poor

## 1. INTRODUCTION, CONTEXT AND THE EVIDENCE BASE

In April 2004, the Inspectorate undertook a survey to evaluate the Early Years Enriched Curriculum (EYEC) Project, hereafter known as the pilot. The pilot was devised jointly by the Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) and the Belfast Education and Library Board (BELB) to address perceived weaknesses in the formal traditional curriculum currently on offer to young children. The pilot was originally offered in six schools within the Greater Shankill area of Belfast, and was based both on the findings of international research on how children learn and what was considered to be good early years practice both in Northern Ireland and across Europe. The emphasis was to be on learning rather than teaching and in the pilot the teachers were encouraged to be flexible in their approach and to adopt strategies to meet as fully as possible the needs of individuals and groups.

The CCEA commissioned the School of Psychology of The Queen's University of Belfast to evaluate the effectiveness of this approach to teaching and learning, and an interim report of the findings for the first year of the pilot was published in October 2001. The report identified many indicators of success, particularly from the observations and the positive comments made by the parents and the teachers. However, it anticipated that it would be necessary to follow the target group until at least the end of key stage (KS) 1, in order to explore fully the impact of the pilot. A further report is due to be published in October 2004.

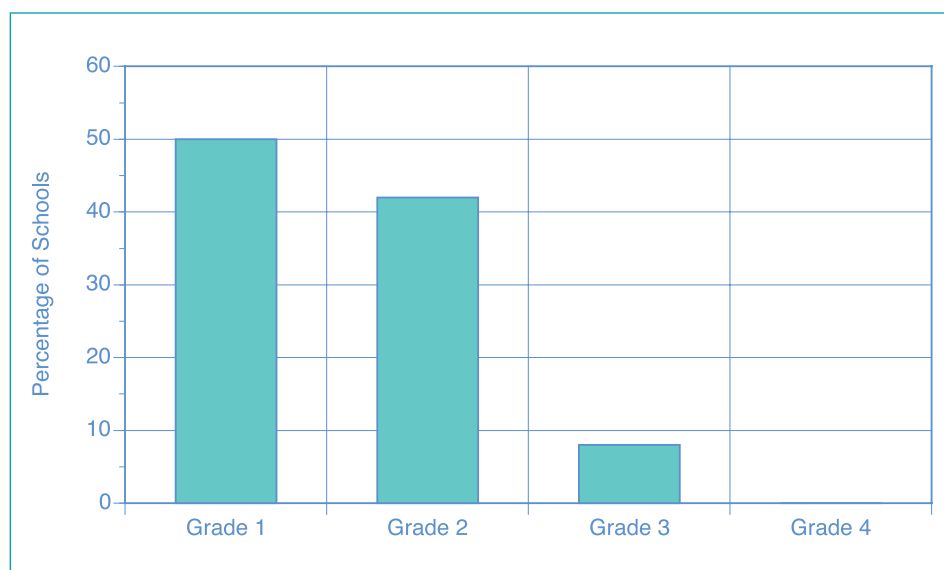
In September 2001, the pilot was expanded to include all of the Education and Library Boards (ELBs). Initially, in some ELBs, the schools were invited to take part in the pilot; in subsequent years, those schools taking part were selected according to particular criteria set by the ELBs.

The purpose of this survey was to evaluate the quality of the provision in a sample of 29 schools in Year 1 and Year 2 classes participating in the pilot. The schools were selected to give a representative balance across the five ELBs.

The Inspectorate held discussions with CCEA personnel and officers of the Early Years Curriculum and Advisory Support Service (CASS) in each of the ELBs, in order to obtain background information about the pilot. In addition, the evidence base for the report includes visits by the Inspectorate to a sample of primary schools participating in the pilot and feedback from parental questionnaires sent to ten of the schools. (A copy of the questionnaire is contained in Appendix 1.) School visits involved discussions with the principal, members of the senior management team, the class teachers and classroom assistants. Inspectors observed lessons, evaluated relevant school documentation, spoke with the children as they worked in class, and examined samples of their work.

The findings from the survey indicate that the quality of the provision was almost always of a high standard. See Table 1 below.

**Table 1 - Quality of Provision**



## **2. SUMMARY OF THE MAIN STRENGTHS AND AREAS FOR IMPROVEMENT**

*Where the practice was found to be good or very good, the following strengths were identified by the Inspectorate:*

- ◆ a majority of the children have a positive attitude to learning; they appear settled, confident, independent, well motivated, interested and happy;
- ◆ there is a sense of fun and enjoyment in learning;
- ◆ a majority of the teachers are well-organised, enthusiastic, hard-working and committed to promoting the children's learning;
- ◆ there is a sense of teamwork among the teachers and the classrooms assistants;
- ◆ a wide range of appropriate teaching strategies is used to promote learning;
- ◆ the teachers implement a thoughtful approach to planning a broad and balanced programme for the children;
- ◆ in a majority of classes, differentiated learning experiences are provided and the children's differing needs are met effectively;
- ◆ there is an emphasis on promoting the children's personal, social and emotional development;
- ◆ there is effective involvement of the classroom assistants in promoting the children's language and learning;
- ◆ there is effective liaison with parents, and good parental support for the pilot;
- ◆ there is a whole-school approach to, and support for, an enriched curriculum;
- ◆ there is evidence of progress made in the children's learning.

*Where the practice was found to be less effective, the following areas for improvement have been identified:*

There is a need:

- ◆ to develop more appropriate methods of planning an enriched programme, and of assessing and recording the children's responses and achievements over time;
- ◆ for some of the staff to develop a better understanding of the principles of learning through play;
- ◆ for more thorough monitoring and evaluation of the enriched curriculum by the senior management team of the school;
- ◆ to develop, and extend further, the programme for creative and expressive development;
- ◆ to develop a more progressively broad and challenging physical play programme, especially for outdoor play;
- ◆ to identify and meet effectively the training needs of all the staff.

### **3. DETAILS OF THE EDUCATIONAL PROVISION MADE FOR CHILDREN IN THE ENRICHED CURRICULUM**

#### **ETHOS**

In most of the classes visited, the quality of the ethos ranged from good to excellent. Within these classes there were distinct areas for learning, and the learning environment was stimulating and

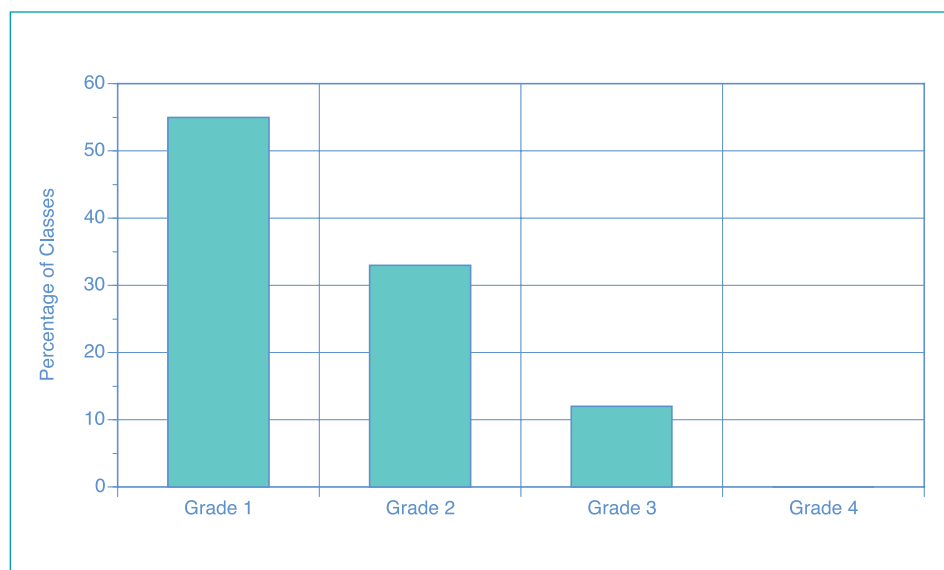


attractively presented. The relationship between the children and the adults was warm and caring; as a result, the children appeared happy, settled, well-behaved and secure in their friendships with one another. The children displayed a respect for their environment, were confident, independent and well-motivated; they persevered with tasks and showed enjoyment in their learning.

## THE QUALITY OF TEACHING

The quality of the teaching ranged from good to excellent in a majority of the lessons observed and was satisfactory in a significant minority of these lessons. In a small number of lessons weaknesses outweighed strengths. See Table 2 below.

**Table 2 - Quality of Teaching**



In the most effective lessons, the teachers displayed considerable skill in developing activities designed to support learning through play. The teachers' planning showed a clear understanding of the progression in learning and took account of the individual needs of the children. The teachers had appropriately high and realistic expectations of the children's abilities. The children's knowledge, understanding, investigative and decision-making skills were consolidated and extended through a range of interesting and challenging play, literacy and numeracy activities.

A suitable range of teaching approaches was used, and provided opportunities for group, paired and individual work. Through their regular involvement in the planning of the curriculum, the classroom assistants supported effectively the teachers and displayed a clear understanding of the learning to be promoted in the various activities.

Less effective teaching was characterised by the following features:

- ◆ activities which lacked challenge and purpose;
- ◆ insufficient guidance and support for children whose progress was less secure than that of their peers;
- ◆ play sessions which were over-directed;
- ◆ inadequate and poor use of resources;
- ◆ ineffective intervention by the staff to promote the children's language and learning.

## THE QUALITY OF LEARNING

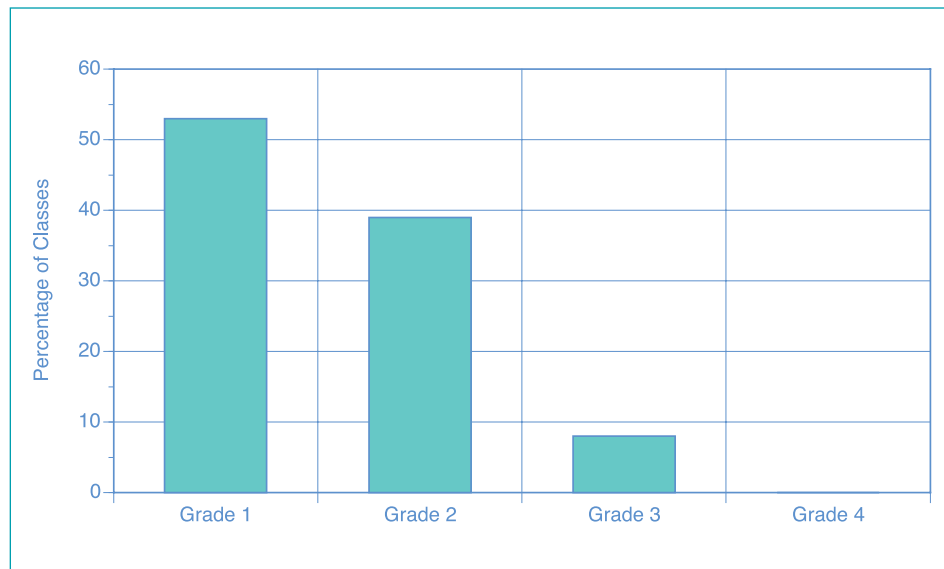


In approximately 80% of the classrooms visited, there was a sense of purpose and the children were fully engaged in, and persevered with classroom activities. In these classes, the children were well-motivated, confident and well-settled. The children co-operated well together, shared their ideas, listened attentively and supported one another during informal and small group activities.

Where the learning was judged to be less effective, a minority of play activities, and outdoor play in particular, had little learning potential and the children's involvement was low. In a small number of classes, large group recall and discussion activities were prolonged unnecessarily and as a result, the children became restless and lost interest. At other times, the children's learning was limited due to insufficient challenge,

lack of progression, poor quality of adult interaction or ineffective guidance and support to children who were less secure.

**Table 3 – Quality of Learning**



## THE CHILDREN’S LEARNING EXPERIENCES

### LANGUAGE AND LITERACY

The most effective classroom practice reflected an integrated and holistic approach to the planning and teaching of language and literacy. The teachers built effectively upon the children’s language and provided meaningful opportunities for further development. The emphasis was on enjoyment and success in learning, particularly for those children with a limited vocabulary, a poor awareness of books and poorly developed manipulative skills. The careful monitoring of individual needs and abilities, together with appropriate planning, helped to ensure that each child made a good start towards acquiring confidence and competence in their talking and listening, reading and writing.



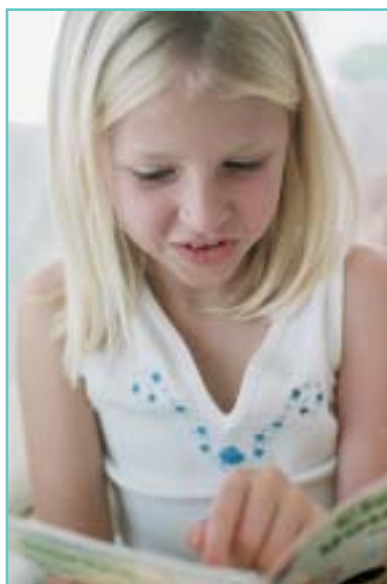
## TALKING AND LISTENING

Almost all of the teachers promoted systematically the children's talking and listening. The children were encouraged to talk about their experiences and were given regular opportunities to explain their learning. Most of the children responded well and could talk confidently and with good understanding, either in groups or whole-class situations. Generally, the children listened well to one another.

In a small number of classes where the practice was less effective, the children's ideas were insufficiently extended by the teachers and classroom assistants, and the children did not listen to one another during paired or group activities.

## READING

In a majority of classes, the standard of the teaching of reading ranged from good to excellent. The teachers used a variety of strategies including those advocated by the Northern Ireland Literacy Strategy (NILS). The most effective teaching of reading occurred where the teachers had a secure knowledge of how children learn to read. Most of the children observed appeared confident and enthusiastic about reading. The teachers and classroom assistants ensured that there was a high degree of match between the reading activities in which the children participated and their abilities and interest. There was an appropriate



balance between teacher direction and intervention, and the provision for the development of the children's independence. A systematic approach to the formative assessment of each child's progress helped to promote continued development in reading.

In a small number of classes, the children's learning experiences were poor. The teachers did not identify the potential learning and placed an undue emphasis on the use of decontextualised phonic sessions. The children's reading was not monitored adequately and progress was limited.

## WRITING

In approximately 75% of the classes observed, the children were encouraged to experiment with emergent writing and the teachers valued their contributions and responded in a positive manner. The physical organisation of the rooms facilitated areas for writing, with, for example, writing tables, writing boxes and writing bags. In addition, the effective use of story-bags and boxes enhanced the children's self-confidence and encouraged them to create their own stories in pairs or groups. Where the teachers frequently modelled the strategies for early writing and involved the children in shared writing, the children's confidence and enthusiasm for independent writing were evident. The skilful intervention of the teachers ensured that the correct formation of letters and a good standard of presentation occurred in the children's writing. It was notable that in the schools where Reading Recovery strategies were being disseminated effectively among teachers, the children's reading and writing experiences benefited substantively.



In the less effective classes, there was an over-emphasis on the secretarial aspects of writing rather than on the development of the children's independent writing skills.

## PLAY

In most of the classes observed, the play programme was well-planned, carefully organised, and, through a variety of appropriate topics, was integrated effectively across other areas of the curriculum. In the best practice, the teachers and classroom assistants planned together to ensure a shared understanding of the learning to be promoted and consistency in the teaching approaches to be used. The children, generally, were well motivated and focused in their play and they had regular opportunities to work by themselves and in paired and group



situations. Many of the sessions observed generated a sense of fun and enjoyment.

In a majority of classes, particularly at year 1, a wide range of resources, including books, was available for the children to explore and use. In a number of instances, the play areas were enhanced by the addition of natural materials and items of particular interest, often linked to a specific theme.

In a few year 2 classes, however, where limited resources were available, the children's play experiences were narrow and the subsequent learning was poor.

During the play sessions the quality of the staff's interaction with the children was varied. In about 75% of the classes, the staff participated skilfully in the play activities and they recorded significant observations of the children. They engaged the children in discussion about their play, used appropriate questioning strategies, and made effective links with the children's personal and previous experiences. In the remaining classes, the staff often adopted a supervisory role and missed valuable opportunities to promote the children's language and learning.

## **MATHEMATICS**

Most of the teachers were involved in the Northern Ireland Numeracy Strategy (NINS) and had a sound knowledge and experience of using appropriate mathematics resources.

In the more stimulating classrooms, the staff had given much thought to creating an interesting and motivating mathematical environment. Displays of key words, number lines and grids, shapes and relevant samples of the children's work were used effectively to promote their understanding and to reinforce their learning.

In most of the classes, the lessons were well-planned and resourced, and there was an appropriate emphasis on practical work. The teachers used a range of teaching approaches, including whole-class, group and paired tasks and the work was matched to the needs of the children.

In the best practice:

- ◆ there was a strong emphasis on promoting the children's mathematical language;
- ◆ the children had regular sessions of mental mathematics;
- ◆ practical work was used effectively to engage the children's curiosity and to promote their understanding;
- ◆ tasks were differentiated appropriately;
- ◆ time was given at the end of the lesson to consolidate the learning;
- ◆ the staff incorporated appropriate aspects of mathematical learning into planned play activities and the children's daily routines;
- ◆ the majority of the children were confident, independent, enthusiastic and knowledgeable, and they used appropriate mathematical language in their responses to the teacher and in the interaction with their peers.

In a small number of classes, however, insufficient guidance and support were provided to enable some of the children to gain a better understanding of important mathematical concepts.



## PHYSICAL DEVELOPMENT

In many instances, the development of the physical play programme was constrained by severe limitations in the accommodation and resources. Despite these limitations, nearly all of the classes had regular opportunities for physical play. Generally, the children benefited from varied programmes of activities which promoted important aspects of their development, such as their fine and gross motor skills, movement, balance and co-ordination. In a minority of classes, however, the lessons were not planned well and there was a lack of progression in the development of the children's physical skills. Most schools made use of their outdoor play areas when possible; generally, however, a shortage of suitable large equipment resulted in activities which lacked stimulation and challenge or failed to develop important motor skills. A significant minority of the schools identified the need to develop further their programme and to acquire appropriate resources to promote meaningful outdoor play provision.



## CREATIVE AND EXPRESSIVE

In a majority of classes, the adults provided a wide range of interesting, creative activities that encouraged the children to explore and experiment with different materials and tools. The children worked imaginatively in various media, and many created thoughtful and attractive work which was of a high standard. The adults valued the children's efforts, and their work was used to create colourful displays throughout the school.

In the best practice, the children's creations were used as a stimulus for writing that, at

times, provided good opportunities for problem-solving situations as part of, for example, activities in mathematics and technology. In most classes the children were given regular opportunities to make music through the singing of popular rhymes and songs and through access to a range of musical instruments. Play sessions provided valuable opportunities for well-resourced role-play activities and the children and teachers often made good use of puppets to dramatise stories.

In a minority of classes, the planning for this area of the curriculum was under-developed and showed little progression. The teachers adopted a more structured approach to teaching and learning which limited the children's choice of activities, restricted their creativity and placed more emphasis on an end product rather than on the process involved.

## ENVIRONMENT AND SOCIETY

The quality of the teaching of the environment and society topics was good. Often, it was very good where the planning indicated suitable themes and identified intended learning outcomes for the children. In many of the schools, the children's knowledge and interest in the world around them were extended through a wide range of educational trips and also by visitors to the school who talked with the children about their work. The most effective practice occurred when appropriate themes were integrated in a cross-curricular manner and when they included investigative and enquiry-based activities. This approach provided the children with a familiar and relevant context to extend their writing skills and to talk about their learning. In a small number of schools, the school playground and grounds were developed effectively to provide the children with zones of interest, such as wildlife gardens and orienteering facilities.



## SCIENCE AND TECHNOLOGY

In most of the lessons observed, elements of science and technology were well planned and introduced effectively through the play activities. Many teachers fostered successfully the children's interest in science through observation and discussion of living things, the exploration of the properties of a range of materials and the application of a variety of forces and sources of energy in technological activities. The children were enthusiastic and highly motivated in the play sessions and they considered and exchanged ideas with confidence.



In a minority of classes, the teachers and classroom assistants missed valuable opportunities to extend the children's thinking and investigative skills. This was due often to the lack of coherent planning and an uncertainty about the learning potential associated with open-ended investigative activities. In a small number of classes, the teachers provided unchallenging and unimaginative experiences mainly relating to play with sand and water.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

In a majority of the classrooms visited, the use of the ICT was an integral part of the curriculum and the children had regular opportunities to use



computers. Appropriate software programs were available to the children, and ICT activities were integrated well into the work in the classrooms. The teachers and the children were confident and competent in using the software, and many of the children displayed independence working with particular programs.

The children appeared to use ICT frequently to record their written work, and evidence of their achievements was displayed in the classrooms. In other classes, where the use of ICT was less effective, software programs used were either mainly of a 'drill and practice' nature, or they were not matched to the children's levels of reading and mathematical development.

## **SPECIAL EDUCATIONAL NEEDS**

In most of the lessons observed, the provision for children with special educational needs was of a high standard. The teachers had a clear understanding of the children's specific needs and the education plans contained appropriate learning targets and identified, on an individual basis, how the children's difficulties could be met effectively. A significant minority of the schools made good use of the classroom assistants to support the children identified with particular needs. The children appeared confident and willing to participate in all of the play activities, literacy activities and numeracy sessions.

In a small number of classes, however, the children's developmental learning needs were not identified or met effectively due to a lack of appropriate diagnostic monitoring and assessment. In addition, there was no evidence of a clear link between the diagnosis of need and planning for addressing the children's individual needs.



## **CLASSROOM MANAGEMENT AND ORGANISATION**

In most of the classes, the staff worked together effectively as a team and had a shared understanding of the learning to be promoted in the planned activities. Careful consideration was given by the staff to the organisation of the daily timetable in order to make effective use of available time. In some instances, the children self-registered, and good use was made of a visual timetable to indicate the programme of daily activities.

The majority of the lessons were well-planned, thoughtfully resourced and implemented through a range of teaching approaches that were appropriately matched to the children's differing needs and abilities. The quality and effectiveness of the work of the majority of the classroom assistants were high. In the best practice, the assistants interacted with the children to encourage and support their learning.

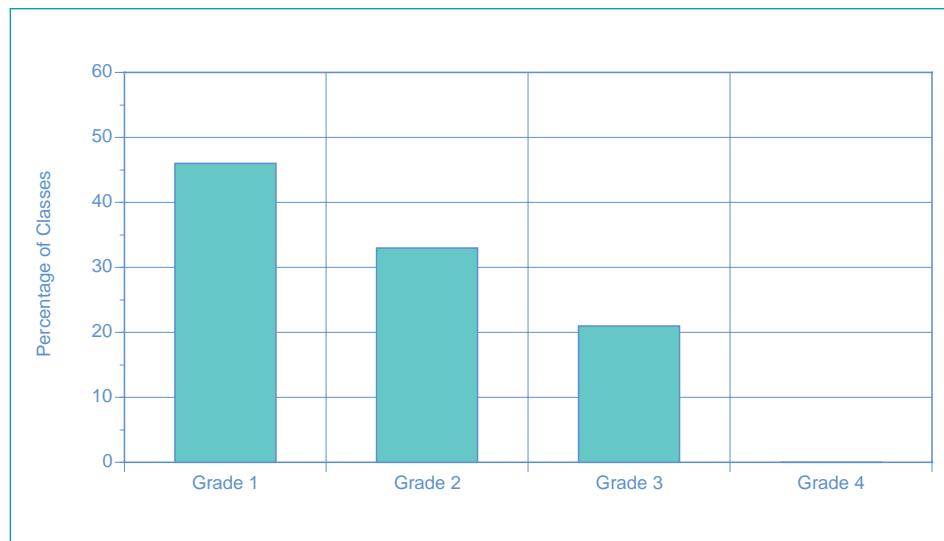
In a small number of the classes, the skills of the classroom assistant were insufficiently utilised, there was an over-emphasis on formal work and not enough time was given at the end of the lesson to review and consolidate learning. On a few occasions when activities lasted too long, the children became restless and the noise level was unacceptably high. At other times, due to a lack of appropriate adult direction and intervention, the transition period between activities was not managed well.

Generally, good use was made of the space available within the classrooms. Where storage space was limited, a small number of the classrooms appeared untidy and presented a possible safety hazard to the children and the staff.

## **PLANNING**

In the majority of schools visited, the staff were conscientious in developing the written planning for the activities. In the most effective practice, the planning was comprehensive, detailed and covered the long, medium and short-term objectives. The programme outlined breadth, balance and variety in activities, and it was taught through appropriate themes and topics.

In the best practice, there was a whole-team approach to planning and evaluation. The potential learning outcomes were highlighted and the activities and experiences identified were reflected in the provision. The planning took account of observations of the children's responses, and was differentiated to meet the children's needs. In addition, it identified the range of teaching approaches to be used, as well as outlining progression in the children's learning.

**Table 4 – Planning**

Where the planning was less comprehensive, it consisted mainly of an outline of activities to be covered, rather than indicating the learning to be promoted. There was no clear link between planning and assessment, the activities provided insufficient challenge and the resources were poorly used. Planning for individual progress, particularly in play, lacked sufficient detail to guide the staff effectively in their work with the children.

### **RECORD-KEEPING AND ASSESSMENT**

In a significant minority of the classes visited, there was systematic recording of the children's achievements. There was evidence that the information received from the pre-school sector, and from initial baseline assessment, was used as a foundation on which to build individual records and to inform the learning programme. In the best practice, the teachers and the classroom assistants were involved in regular observations of the children. The observations were recorded, collated, and analysed systematically, and, as a result, the staff monitored individual progress and set appropriate targets for each child. Formal meetings were held regularly with the parents to review and discuss their child's progress. In addition, education plans were reviewed and updated regularly.

In a minority of the schools, there was little evidence of a consistent approach to record-keeping within and across year 1 and year 2. Consequently, the staff were often unable to track effectively the children's development and progress from class to class.

#### **4. FEEDBACK FROM PARENTS, PRINCIPALS AND TEACHERS**

##### **INFORMATION FROM THE PARENTAL QUESTIONNAIRE (See Appendix A)**

A majority of the parents who responded to the questionnaire were strongly supportive of the implementation of the enriched curriculum and they reported that their children were benefiting significantly from the programme. They were satisfied with the range of information provided for them prior to their child starting school and with the information which the school made available to them about their child's progress and development.

##### **DISCUSSION POINTS WITH PRINCIPALS AND TEACHERS**

Most of the principals interviewed were enthusiastic about the pilot; they commented on the adequate amount of funding and appropriate training made available at the outset. In addition, they reported that, despite initial reservations, almost all the parents were very positive about the programme and were satisfied with the information they received about their children's progress.

Nearly all the principals expressed confidence that the enriched curriculum will have a long term positive effect on the children's progress and development. They highlighted the following indicators which are based on a collation of the general impressions from the teachers.

*The positive indicators outlined by the principals included the following:*

- ◆ a shorter settling-in period in year 1;
- ◆ the children's high self-esteem and positive attitude to learning;

- ◆ the children's keenness to succeed and confidence in taking a risk in their learning, without the fear of failure;
- ◆ the teachers' awareness of progression in the children's learning;
- ◆ the good relationships at all levels in the classroom, and the reduction in behaviour difficulties among the children;
- ◆ the children's improved talking and listening;
- ◆ the increased levels in the children's confidence, independence, motivation and concentration;
- ◆ the variety of activities and practical work provided for the children;
- ◆ the teachers' involvement with the children and their clear knowledge and understanding of the abilities and progress of each child;
- ◆ the increased professional development of the staff;
- ◆ the opportunities for more independent work and the removal of a 'worksheet culture';
- ◆ greater job satisfaction for the teachers.

*The less positive indicators outlined by the principals included the following:*

- ◆ the teaching is physically more demanding, due to the emphasis on practical work;
- ◆ an increase in administration, including record-keeping;
- ◆ a degree of uncertainty about the future development of the pilot and the implications for the teaching and learning strategies which might be required in key stage (KS) 2.

## CHALLENGES

Most of the principals and the teachers interviewed indicated that the main challenges posed by the pilot include the need to provide:

- ◆ adequate funding in order to purchase appropriate resources;
- ◆ appropriate training for all staff;
- ◆ classroom assistant support in all classes involved;
- ◆ adequate storage space for resources;
- ◆ appropriate classroom and outdoor play facilities for the children;
- ◆ efficient and effective methods of record-keeping,
- ◆ appropriate amount of non-contact time for year 1 and year 2 teachers who are often re-deployed elsewhere in the school during some afternoons each week.

## 5. CONCLUSION AND RECOMMENDATIONS

The survey found that there is great commitment and enthusiasm for the EYEC within schools and that most of the participants support the continuation of the initiative. Almost all of the responses highlighted the very significant benefits to the children in terms of their cognitive, physical and social development and of the promotion of positive attitudes to learning.

While careful consideration has been given to the design and implementation of an appropriate programme, and much valuable work has been carried out to date, the findings of this survey indicate that some important areas require further development and training. In a significant minority of the schools, planning and assessment were identified as areas for improvement. Although some acknowledgement is made of the children's pre-school experience, more account needs to be

taken of the recent development work in the pre-school sector, in particular, the strategies employed in planning a practical curriculum, and the methods of assessment and record-keeping which might be adapted for the work in year 1 and year 2.

Much work has been carried out at an inter-board level to ensure consistency of approach in each of the ELBs and to support the teachers and classroom assistants in their day-to-day work with the children. The vast majority of principals and teachers were generally satisfied with the advice, training and support offered by the CASS of the ELBs. In most enriched curriculum classes, the role of the classroom assistant has developed beyond that of providing classroom support; it now involves actively participating in lessons and promoting and supporting language development and learning. While some training has been made available to classroom assistants, the level and amount provided are insufficient to reflect this changing role. Discussions with teachers highlighted the need for support and training to be tailored, where possible, to reflect individual needs. For example, beginning teachers, returning teachers and substitute teachers do not necessarily require the same support at a given time.

While initially, many of the principals and teachers had approached the pilot programme with caution and had concerns regarding the children's progress, particularly with regard to reading and writing, the staff report these fears were unfounded. Several teachers reported that many of the changes implemented were not radical, but rather were based on the good practice that had been established, or had evolved in many schools over the years. In the best practice, the teachers had evidence to support and illustrate the children's progress and development, particularly in literacy and numeracy.

The majority of the principals now view involvement in the pilot programme as a whole-school initiative and are aware that there will be implications for the KS2 curriculum. The findings from the survey indicate that there is much uncertainty about the continued development of the children's learning and the long-term implications for their learning in KS2. There is a need for school development plans to reflect and address this issue. Further consideration needs to be given to the

transition between year groups, including the pre-school year, and between KS1 and 2, in order to ensure that the positive attitudes to learning and the wide range of experiences gained by the children are built upon and continue to flourish and develop.

While the survey has also identified areas on which further developments can be built, the enriched curriculum provided in these schools is a worthwhile, interesting and enjoyable experience for the majority of the teachers, staff, children, principals and parents involved.

## Appendix A

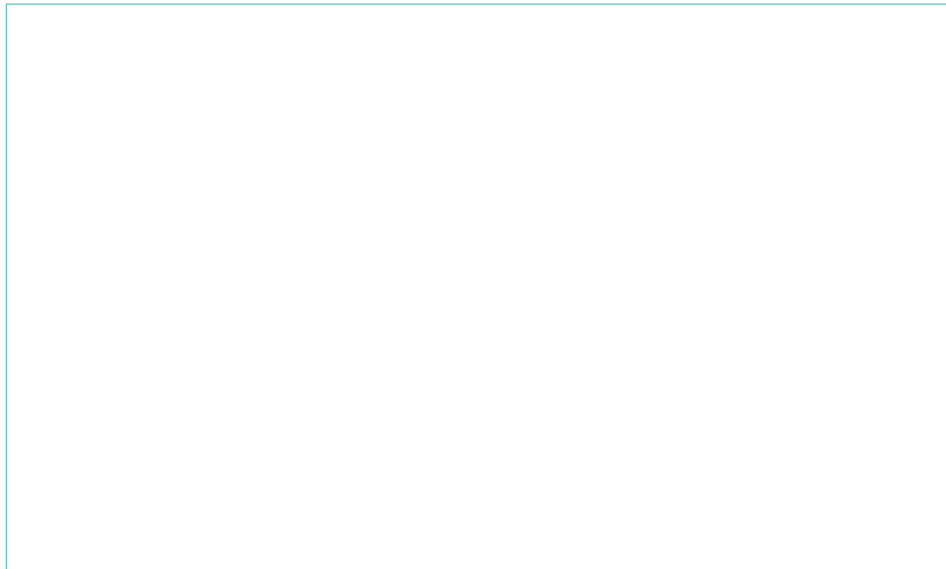
## COPY OF PARENTAL QUESTIONNAIRE

*The Education and Training Inspectorate (ETI) will be carrying out a survey of the 'Enriched Curriculum' during the week beginning 19th April 2004. As part of that survey, a member of ETI will visit your child's school. In order to ascertain the views of parents, we would ask you to fill in this form and return in the envelope provided to the Inspection Services Branch of the Department of Education.*

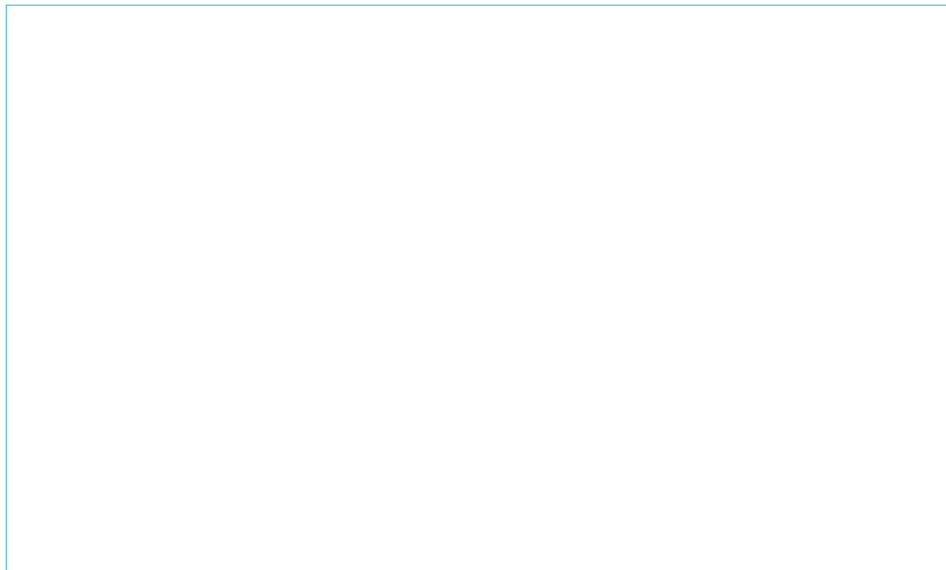
1. My child is in:  P1  P2
2. Did you receive any information from your child's school prior to the commencement of the pilot 'Enriched Curriculum'?
   
 flyer  school meeting  workshop session
   
Other
   
\_\_\_\_\_
3. The information I received was:
   
 Very informative  Satisfactory  Inadequate
   
Other
   
\_\_\_\_\_
4. The school informs me about my child's progress by (*tick if relevant*):
   
 Informal meeting  Written report  P/T interview
5. I am fully informed about my child's progress in (*tick if relevant*):
 

<input type="checkbox"/> Language development	<input type="checkbox"/> Physical development
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Reading
<input type="checkbox"/> Writing	<input type="checkbox"/> Creative (art; drama; music)
<input type="checkbox"/> ICT (eg Computers)	<input type="checkbox"/> Personal development ( <i>self esteem; self confidence; behaviour</i> )
<input type="checkbox"/> Science & Technology	<input type="checkbox"/> Environment & Society
6. I am happy with my child's progress.
   
 Very happy  Satisfactory  Unhappy

7. The benefits, if any, for my child have been:



8. Any other comments:



## Appendix B

### SCHOOLS INCLUDED IN SURVEY

Aughnacloy Primary School  
Ballysillan Primary School  
Braidside Integrated Primary School  
Garvagh Primary School  
Glenwood Primary School  
Greenwood Assessment Centre  
Harmony Primary School  
Holy Child Primary School, Londonderry  
Legamaddy Primary School  
Lisnasharragh Primary School  
Loughview Integrated Primary School  
Millburn Primary School  
Millington Primary School  
Omagh County Primary School  
Sacred Heart Primary School, Belfast  
St Canice's Primary School, Dungiven  
St Colman's Primary School, Moira  
St Columba's Primary School, Draperstown  
St Columba's Primary School, Clady, Strabane  
St Joseph's Primary School, Bessbrook  
St Malachy's Primary School, Bangor  
St Mark's Primary School, Belfast  
St Mary's Primary School, Belfast  
St Mary's Boys' Primary School, Strabane  
St Matthew's Primary School, Belfast  
St Patrick's Primary School, Aghacommon  
St Paul's Primary School, Slievemore, Londonderry  
St Teresa's Primary School, Lurgan  
Saints and Scholars Primary School, Armagh

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