

**Virginia Primary School Improvement Plan 2016-2017**  
***Be the Best you can Be***



# Virginia Primary School Improvement Plan 2016-2017

## *Be the Best you can Be*

**This school improvement plan was written following input from staff, pupils, parents and governors. It was ratified at the full governing body meeting on 10/3/16. It is through this plan that we aim to create an outstanding place of learning for the children of Virginia Primary School.**

The areas we are working on to improve are chosen based on evidence from self-review. This means that our school self-evaluation ties directly into our plans for improvement. Each year of the plan begins on 1<sup>st</sup> April to link with the financial year and we focus on two areas for improvement each year.

Governors monitor the SIP each term through the standards committee. This includes meeting with subject leaders and head teacher.

### ***To all our pupils:***

**The staff and governors at Virginia Primary School work hard as a team to make sure that everything we do in school supports you to become the very best you can be in all aspects of school life and beyond.**

**The values of inclusion, development, empowerment and achievement are at the heart of all our learning and we make sure we live these values in school every day.**

**We have made sure that our plans include your voices and we will be asking for your feedback as we evaluate how we are getting on**

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## ***Abbreviations***

<b>AFL</b>	assessment for learning	<b>SLT</b>	senior leadership team
<b>AL</b>	assessment leader	<b>ML</b>	maths leader
<b>CL</b>	curriculum leader	<b>P1</b>	phase 1 (years 1, 2, 3)
<b>CRC</b>	Convention on the Rights of the Child	<b>P2</b>	phase 2 (years 4, 5, 6)
<b>DH</b>	deputy head	<b>PSW</b>	parent support worker
<b>EYFSL</b>	early years foundation stage leader	<b>SSL</b>	school support leader
<b>FSU</b>	foundation stage unit	<b>UNCRC</b>	United Nations Convention on the Rights of the Child
<b>HT</b>	head teacher	<b>UNICEF</b>	United Nations Children’s Fund
<b>KS1</b>	key stage 1 (year 1 and 2)		
<b>KS2</b>	key stage 2 (year 3, 4 5, and 6)		

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### Overview

<b>2016 - 2016</b>	Summer	<b>Maths – children and staff have a deep understanding of our mathematics curriculum and how a strong foundation in number sense enables all children to achieve highly</b>
	Autumn	<b>Community Cohesion and Global Learning – children and staff have a deep understanding of our shared values and feel connected to the global community</b>
<b>2017 - 2017</b>	Spring	<b>Developing Leadership – ensuring teaching and learning across the school is consistently at a high standard and leaders at all levels are confident in leading school improvement</b>
	Summer	<b>Developing Leadership – ensuring teaching and learning across the school is consistently at a high standard and leaders at all levels are confident in leading school improvement</b>
	Autumn	<b>Performing arts – developing a programme that inspires, engages and challenges through dance, drama, music and art</b>
	Spring 2018	<b>Consolidation, revision and evaluation</b>

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<b>Improvement Plan Area 1</b>	<b>Date: 2016</b>
Virginia Primary School Vision	Vision for mathematics
We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.	All staff have an excellent subject knowledge of the new mathematics curriculum and are able to develop children’s skills and understanding in a way that engages and inspires. Children are confident in articulating their understanding and next steps. Consequently, progress and achievement is outstanding in this subject.

What we’re aiming for	What we’re going to do	Who’ll lead it	When we’ll do it	Money	What we’ll see when we’ve done it
1. To have an outstanding maths curriculum that develops number sense in our youngest learners (EYFS/KS1)	<ul style="list-style-type: none"> <li>• Through an action learning research project, develop an approach to teaching number sense and reasoning</li> <li>• Ensure that the agreed approach is taught consistently in the early years and phase 1.</li> <li>• Use maths consultant advice to support the development of practice and approaches</li> </ul>	ML FSL	Summer 2016	E27  E26	The learning and progress of our youngest learners is outstanding.
2. To develop children’s use of mathematical language to enable them to reason and explain their learning	<ul style="list-style-type: none"> <li>• Make sure all teachers/learning assistants plan for opportunities for children to explain their thinking in maths</li> <li>• Be explicit in teaching children how to articulate and record their thinking</li> <li>• Maths leaders to ensure it is evident in books across the school</li> </ul>	ML  HT	Summer 2016	E26  E01	Children able to articulate their learning and understanding of mathematical ideas using the appropriate mathematical vocabulary.
3. Children to make excellent progress in every year so that children are able to comfortably meet	<ul style="list-style-type: none"> <li>• Improve staff knowledge of the new curriculum content and expectations for each year group</li> <li>• Develop agreed approaches in the teaching of mathematics that reflects best practice</li> <li>• Make sure that there are frequent planned opportunities</li> </ul>	ML FSL  ML	Summer Autumn 2016	E01 E27	Pupil tracking data shows that children are making good progress every year . KS2 SATs results are as good as or better than

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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	What we'll see when we've done it
the expected standards	for problem solving, investigation and reasoning <ul style="list-style-type: none"> <li>• Having more opportunities to contextualise maths through class topics</li> <li>• Ensure that AFL strategies are used consistently in maths to support and extend learning</li> <li>• To develop a system of assessing mathematics against the new standards</li> </ul>	ML  ML			national.
4. To ensure that children have an equal chance to succeed in maths no matter their gender, ability or experiences	<ul style="list-style-type: none"> <li>• Through pupil progress meetings, monitor all children's progress</li> <li>• Consistent use of AFL strategies should ensure all children have equal opportunity to access learning</li> <li>• Planned guided groups And interventions help teachers to focus on narrowing the gaps between children</li> <li>• Work with parents through coffee mornings/workshops and regular updates on how we teach maths and how parents can support.</li> </ul>	ML	Summer Autumn 2016	E01 E27 E19	Progress in maths is equal for all groups of children and gaps are narrowed to a 5% difference.
5. To have good quality maths opportunities across the curriculum	<ul style="list-style-type: none"> <li>• To look at how our curriculum topics could include maths learning</li> <li>• To invite visitors to the school who use maths in their jobs</li> <li>• To link with other schools including secondary schools and use their expertise to support further learning for our older children</li> </ul>	DH  HT	Summer Autumn 2016	E19 E27	Maths opportunities across the curriculum reflected in the curriculum maps for each year group. Maths clubs/leagues between local schools developed.
6. To make sure that learning and teaching in maths is good or better for most of the time	<ul style="list-style-type: none"> <li>• Monitor planning, teaching and maths work (outcomes) saying what was done well and what could be done better</li> <li>• Follow up to see how much improvement we have made</li> <li>• Give teachers the opportunity to learn from one another by taking part in lesson studies</li> <li>• Invite partners/consultants to help us see how we are</li> </ul>	ML  ML  DH/HT	Summer Autumn 2016	E01 E27	Children engaged and motivated by their maths lessons. They are able to talk about how their learning has developed.

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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	What we'll see when we've done it
	teaching				
7. To find out what the latest research and experts say about maths learning	<ul style="list-style-type: none"> <li>• Use education endowment fund toolkit to explore effective approaches</li> <li>• Ask consultants to come and train staff</li> <li>• Maths leader/teachers to go on training and attend conferences</li> </ul>	ML HT	Summer Autumn 2016	E27	Staff at school are expert at the latest thinking about maths.
8. To make sure our leaders do a good job at improving maths	<ul style="list-style-type: none"> <li>• Have a maths leader for phase 1 and a maths leader for phase 2 so the role is shared and leaders can have a sharper focus on the different needs of each phase</li> <li>• HT to check that work planned to improve maths is being done</li> <li>• Ensure maths leaders are able to visit other schools and take part in training/working with a consultant</li> <li>• Maths leaders to share their learning and expertise with staff (including support staff) to improve our skills</li> <li>• Maths leaders to learn what is happening in class by talking to children about their learning, looking at maths books and planning and observing lessons.</li> <li>• Maths leader to ensure teachers are able to use assessment for planning next steps for children</li> </ul>	HT  HT ML  ML  ML	Summer Autumn 2016	E01 E27 E26	School leaders know what is happening in classes. School leaders know how much progress different groups of children are making in maths and are able to support all staff in improving outcomes. Governors know how we teach maths in school.



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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	When we'll see when we've done it
	<ul style="list-style-type: none"> <li>Investigate peer mediation for children.</li> <li>School Council community cohesion project with HEC – local community led project.</li> </ul>				and respect as a framework. Children mediate for others and model conflict resolution
2. To strengthen global dimension in our curriculum	<ul style="list-style-type: none"> <li>Audit existing frameworks and amend to ensure coverage of knowledge, skills, values around global poverty and <b>sustainable development</b>.</li> <li>Further ink articles to UNCRC articles and the Sustainable Development Goals to our curriculum framework</li> <li>Staff meetings around global learning/teaching to build knowledge and understanding.</li> <li>Review and update resources for global learning.</li> <li>Ensure key events such as Refugee Week/LGBT month are built into curriculum framework.</li> <li>Investigate <b>Eco award</b>/sustainability award (linked to Level 2 RRSA. Led by RR Steering group)</li> <li>Review existing planning frameworks to ensure coverage of community cohesion – learning about and from others</li> <li>Continue with second year of Kindred Spirits project , (Year 4 - 2016/17)</li> </ul>	MR/CD/SLT/RR Steering group	Autumn 2016 and ongoing	£500	Children and adults have a deeper understanding of and are able to explain what it means to be a global citizen. Sustainability is taught in a systematic way and children build a good knowledge and understanding of the key elements of sustainable development. Our children have an age appropriate understanding of identity, belonging and community and talk about these confidently and using an appropriate vocabulary.
3. To revisit and develop our work as Stonewall School Champions	<ul style="list-style-type: none"> <li>staff meetings on tackling homophobia – using Train the Trainer resources</li> <li>Book staff member on Train the Trainer course</li> <li>Review policies and procedures – Anti Bullying/ dealing with serious incidents and link to UNCRC</li> <li>Audit Stonewall resources and purchase as necessary</li> </ul>	CD/SLT	Autumn Term 2016/Spring 2017		Our staff is confident and skilled at dealing with issues of bullying/harassment. There is a consistent approach across the

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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	When we'll see when we've done it
	<ul style="list-style-type: none"> <li>• Parent equality workshops – policy update /Chinwag theatre group, (Anti Bullying Week)</li> <li>• Achieve Stonewall School Champions Silver Award – audit against criteria and create action plan.</li> </ul>				school The community understands what being a Stonewall School Champion means and how this supports our culture and ethos.
4. To review and develop our equality policy.	<ul style="list-style-type: none"> <li>• Review vision for equality.</li> <li>• Staff meeting to review Single Equality policy and link to UNCRC.</li> </ul>	CD/BLG/SLT	Autumn 2016		Children and school community share and understand our vision and how this supports our core values, culture and ethos.
5. To monitor the impact of the PSHE curriculum.	<ul style="list-style-type: none"> <li>• Plan a programme of monitoring, using a range of strategies - (Include pupils – RRS Group).</li> <li>• Develop a range of evaluation tasks that adults can use to measure impact.</li> </ul>	CD/SLT	Half termly		Evidence from Learning walk, pupil focus groups, books and lesson observation etc., show the impact of PSHE and provide next steps for development.

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<b>Improvement Plan Area 3 and 4</b>	<b>Date: 2017 – spring/summer</b>
Virginia Primary School Vision	Vision for leadership of teaching and learning
We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.	All new staff at the school are secure in their understanding of what our school vision means in practice. As a result, teaching and learning across the school is consistently at a high standard and children achieve outstanding outcomes in all areas of learning. Staff at all levels are confident in leading school improvement and developing themselves and others.

What we're aiming for In each area, our mantra is 'revisit, revise, renew and further develop'	What we're going to do Rights Respecting Articles 14, 15, 23, 28, 29, 31	Who'll lead it Links to action plans	When we'll do it	Monitoring	When we'll see when we've done it
<p><b><u>Ethos, vision and values</u></b> To ensure that our learning culture and ethos continues to reflect our values across all aspects of teaching and learning</p>	<ul style="list-style-type: none"> <li>• Develop a sense of responsibility towards and ownership of our school values so that teachers become empowered and proactive to ensure the smooth running of the school and to further promote our values.</li> <li>• Revisit focusing on building RR relationships between adults, with children and between children</li> <li>• Re-establish the aims of the rights respecting steering group and create a strategy for the coming year</li> <li>• Through weekly staff meetings and assemblies, revisit the key aspects of RR learning</li> <li>• Develop our use of RR language in different learning contexts</li> <li>• Focus on developing the learning environment so that it reflects our RR ethos</li> </ul>	<p>SLT Link to PSHE action plan/SIP priority autumn 2016</p>	<p>Spring/summer 2017</p>	<p>Involve partnership schools and governors in monitoring how our ethos vision and values are reflected in the day to day through focused learning walks.</p>	<p>Relationships between all in the school community are strong and based on mutual respect. Children and adults model rights respecting behaviours. Learning walks, pupil focus groups and observations reflect how RR language and behaviours permeate all aspects of teaching and learning.</p>

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What we're aiming for In each area, our mantra is 'revisit, revise, renew and further develop'	What we're going to do Rights Respecting Articles 14, 15, 23, 28, 29, 31	Who'll lead it Links to action plans	When we'll do it	Monitoring	When we'll see when we've done it
	<ul style="list-style-type: none"> <li>Revisit class/playground/staff room/office charters and how they are used</li> </ul>				
<p><b><u>Teaching and Learning</u></b> To create teaching teams for the core subjects so that approaches to learning are consistent across the school</p>	<ul style="list-style-type: none"> <li>Establish an English and maths team</li> <li>Through consultant, leadership and DH support, train the teams in leading a subject and identifying priorities</li> <li>Run a CPD programme for all staff in reading, writing and maths</li> <li>Provide tailored support for teachers appropriate to their needs</li> <li>Monitor the teaching and learning of English and maths termly using a range of approaches</li> </ul>	Maths and English Teams Core subject action plans/Early years action plan	Spring/ summer 2017	Feedback from consultants. Core subject leaders reporting to SLT	Consistently outstanding lessons in the core subjects that engage and motivate. KS1 and KS2 assessment results are above national with those achieving greater depth at least at national levels.
<p><b><u>Curriculum</u></b> To further develop cross curricular links and so provide a broad, balanced, relevant and exciting programme of learning</p>	<ul style="list-style-type: none"> <li>Establish clear lines of communication and areas of responsibility between Marion Reilly (curriculum consultant) and SLT</li> <li>Develop a plan for the training of curriculum subject leaders</li> <li>Strengthen and further develop the teaching and learning of PSHEG through topic including learning about rights</li> <li>Include food technology in the whole school curriculum</li> </ul>	Marion Reilly (CL)/DH Curriculum action plan Core subject action plans	Spring/ summer 2017	CL to monitor and feedback to SLT	Topic maps and learning outcomes reflect the inclusion of PSHEG/food technology. Through book looks it is evident that there is progression through topic learning across the school.
<p><b><u>Inclusion and equality</u></b> To ensure that staff are trained to meet the additional needs of children in their care</p>	<ul style="list-style-type: none"> <li>Audit of staff knowledge and skills in supporting children with additional needs</li> <li>CPD planned and delivered to address training needs</li> <li>Monitor the impact of differentiation and interventions on children's progress</li> </ul>	AH SENCO SEN action plan	Spring/ summer 2017		Progress and learning of our children with SEN is outstanding. Feedback from children and parents reflect the

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	<ul style="list-style-type: none"> <li>• Provide tailored support to specific teachers as required</li> <li>• Develop the expertise of the SEN team so that there are a range of experts across the school including the skills to support children with medical needs</li> </ul>				positive impact of CPD.
<p><b>Health and well-being</b> To ensure that all children's emotional and health needs are met</p>	<ul style="list-style-type: none"> <li>• Establish the healthy lives team (Clare/Sophie/Emily)</li> <li>• Plan CPD programme to enhance staff understanding of issues around mental health, bereavement, young carers and diet</li> <li>• Develop an identification toolkit and pathways to support teachers in meeting children's emotional and health needs</li> <li>• Review the curriculum to ensure that health and well-being is taught explicitly within relevant topics</li> </ul>	DH/healthy lives team	Spring/summer 2017		All staff demonstrate a good understanding of the different needs of children evidenced through monitoring and feedback from children. Children with emotional and health needs are making good progress and achievement is at least in line with national.
<p><b>Leadership</b> For leaders at all levels to understand their roles and responsibilities in leading aspects of school improvement.</p>	<ul style="list-style-type: none"> <li>• Leadership training for AH/DH and core subject leads</li> <li>• Develop a distributive leadership model</li> <li>• Revisit coaching questions and the use of the grow model to use in line management meetings</li> <li>• Senior Leadership team to further develop clear vision for Virginia Primary which reflects the ethos, vision and values that underpin our practice</li> <li>• Key governors to be involved with developing a long term strategy for development with the SLT</li> <li>• SLT to work with leaders in partnership schools to further</li> </ul>	HT/DH Core subject plans	Autumn 2016 to summer 2017		Targets set for age expected achievement in all cohorts are met. Percentages of children achieving the standard of greater depth is at least in line with national at the end of each key stage. Leaders at all levels are able to show the impact of

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<b>What we're aiming for</b> In each area, our mantra is 'revisit, revise, renew and further develop'	<b>What we're going to do</b> Rights Respecting Articles 14, 15, 23, 28, 29, 31	<b>Who'll lead it</b> Links to action plans	<b>When we'll do it</b>	<b>Monitoring</b>	<b>When we'll see when we've done it</b>
	develop expertise and strategic thinking <ul style="list-style-type: none"> <li>• Core subject leads involved in strategic planning to contribute to SLT meetings on a regular basis</li> </ul>				their work through feedback to governors, the SLT and in phase meetings.

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<b>Improvement Plan Area 6</b>	<b>Date: 2017 Autumn</b>
Virginia Primary School Vision	Vision for performing arts
We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.	Children in all year groups experience a rich and inspiring programme of performing arts. They are able to take part in and watch dance, drama, and music throughout their school career. All children are able to confidently express themselves through the art of performance. Children who wish to develop their skills and talents further are supported in their aspirations.

What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	When we'll see when we've done it
1. To involve everyone in Virginia Primary School in thinking about the learning we do in performing arts and what could be better.	<ul style="list-style-type: none"> <li>• Audit of practice and skills.</li> <li>• Meet and discuss with all staff and parents.</li> <li>• Meet and discuss with governors.</li> <li>• Reflect on performing arts learning with children through class councils, assemblies and focus groups.</li> <li>• Create a performing arts action plan.</li> </ul>	Arts Leader	Autumn 2017	E01 E09	Children, parents and staff all say that they are able to give ideas and that they are listened to. Children, parents and staff can see their ideas in our performing arts action plan.
2. To find out what the experts say about learning and teaching in performing arts.	<ul style="list-style-type: none"> <li>• Find out what other good/outstanding schools are doing in performing arts.</li> <li>• Ask experts to come to school to train staff.</li> <li>• Send staff on training/other schools to learn more.</li> </ul>	Arts Leader	Autumn 2017	E09 E27	The arts leader and staff have an excellent knowledge of best practice which helps them develop the curriculum.
3. To have excellent	<ul style="list-style-type: none"> <li>• Find out what the children would like to experience</li> </ul>	Arts Leader	Autumn 2017	E19	There are after school

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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	When we'll see when we've done it
<p>learning opportunities in performing arts including extra-curricular activities.</p> <p>4. To have an outstanding arts curriculum that meets the needs of all our learners.</p>	<p>more of.</p> <ul style="list-style-type: none"> <li>• Provide taster sessions of different arts to see what we would like to include/develop further.</li> <li>• Look at how our curriculum framework could be used to provide a context for performance.</li> <li>• Use experts' advice to adjust our curriculum if we need to.</li> <li>• Use teacher's skills and new learning in after school clubs.</li> <li>• Make links with local providers (Eastside Education, Art Burst, Circus Space, Chisenhale Dance for example) to come work with us.</li> </ul>			E27	<p>clubs in dance, drama and music.</p> <p>The curriculum includes learning in every age group.</p> <p>Learning in performing arts is linked to other areas of the curriculum.</p> <p>There is a clear progression of skills from year to year.</p>
<p>5. To make sure that learning and teaching in performing arts is good or better for most of the time.</p>	<ul style="list-style-type: none"> <li>• Monitor planning, teaching and outcomes saying what was done well and what could be done better.</li> <li>• Give teachers the opportunity to learn from one another by observing each other and giving each other advice and support.</li> <li>• Give teachers the opportunity to observe best practice in other schools.</li> </ul>	Arts Leader	Autumn 2017	E09	<p>Performing arts learning and teaching is good or better 90% of the time.</p>
<p>6. To give parents and children opportunities to enjoy the performing arts together.</p>	<ul style="list-style-type: none"> <li>• Find out what families would like to do together.</li> <li>• Find out what is available locally.</li> <li>• Create a termly programme of events.</li> </ul>	Arts Leader	Autumn 2017	E01 E19	<p>There is a termly programme of events attended by up to 20 parents and children.</p> <p>Parents and children say they enjoy the visits on offer and say their ideas for trips are included in the programme.</p>
<p>7. To make sure our</p>	<ul style="list-style-type: none"> <li>• HT to check that the work planned to improve</li> </ul>	Arts Leader	Autumn 2017	E01	<p>School leaders know what</p>

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What we're aiming for	What we're going to do	Who'll lead it	When we'll do it	Money	When we'll see when we've done it
<p>leaders do a good job at improving learning in the arts.</p>	<p>performing arts learning is done.</p> <ul style="list-style-type: none"> <li>• Arts leader to go on training and visits to learn more about how other good schools have created excellent performing arts opportunities.</li> <li>• Arts leader to observe learning in classes and by looking at planning.</li> <li>• Arts leader to share what they find out with the HT and senior leaders.</li> <li>• Arts leader to make sure any new things we are trying out are going well in classes.</li> </ul>	<p>SLT</p>			<p>is happening in classes. Governors know what is happening in the way we learn about performing arts in school. Teachers are assessing children's progress and identifying children who are talented in the performing arts.</p>
<p>8. To make sure we have the resources to help children develop their skills.</p>	<ul style="list-style-type: none"> <li>• Find out what we need through other schools and expert advice.</li> <li>• Audit of existing resources and facilities.</li> <li>• Develop existing facilities so that they are good performance spaces.</li> <li>• Find out if there are local facilities we can use.</li> </ul>	<p>Arts Leader</p>	<p>Autumn 2017</p>	<p>E01 E19</p>	<p>Spaces in the school are used well as performance areas. Parents say performances are very good and accessible.</p>