

NACE Challenge Award

In September 2017, the school applied to start the NACE Challenge Award. This was to be a 2 year journey to raise the standards of our More Able pupils across the school. The NACE Challenge Award is an external accreditation of high quality provision for more able learners. It provides recognition of school-wide high-quality provision for more able learners within a context of challenge for all.

To start with, we audited the current provision. Our first task was to create and write a new Policy for the More Able. This was completed and published on our school website. Following this the action plan was completed.

Within the first few months it was important to share with staff what Mastery looked like, what a more able pupil looked like and characteristics of more able in ALL subjects, not just Literacy and Maths. We created a vital tracking document. Our first was to track More Able pupils from the EYFS and KS1 data. These are the pupils who left EYFS exceeding, or achieved the Old Level 3 in KS1 SATS. It became apparent that actually, with the children we had joining post KS1 and also those who developed at a different rate, there were other children that teachers thought to be more able. Therefore we created another tracking document for 'Rising Stars' and those children were teacher identified. We also created a tracking document for the foundation subjects too. All trackers are updated half termly when assessment is complete.

The NACE Challenge Award is designed to support school leaders who are uncompromising in their ambition to ensure more able learners achieve their potential, in the context of challenge for all. As a school we have very much focused on finding those talents and promoting them through enrichment and challenge activities.

We feel it is important that all children are recognised and parents have said that the school is particularly 'good at finding talents'. Our More Able registers do not just focus on Reading, Writing and Maths, but encompass all subjects and talents. Ofsted commented that 'a broad range of extra-curricular clubs, trips and visiting speakers enhances pupils' learning experiences. Pupils gain a variety of knowledge and skills that prepare them better for the next stage of their education and life in modern Britain.'

During our assessment, NACE were quoted as saying 'there is a clear ethos of challenge and a culture of high expectations which is embedded throughout the school.'

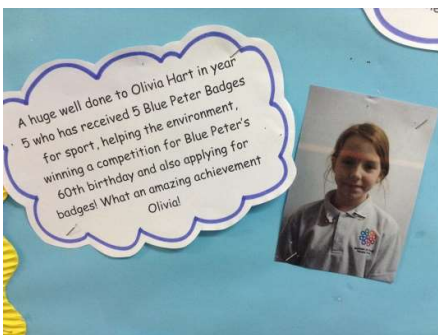
Achieving the award helped focus school leaders and teachers on assessing whether teaching and learning is providing sufficient stretch and invites searching questions about school culture, expectations and how teachers can develop the skills and knowledge to enable learners to excel.

The Subject leader tracks the more able children each half term. The results are shared with Teachers. If a More Able child falls below our aspirational targets for them, a Targeted Improvement Plan is put into place. These are used to set targets to help that child make accelerated progress over that half term. Interventions are put into place and now Google Classroom is utilised to give extra challenge and support. Again these are tracked each half term.

Attainment for the school is well above average in all Key Stages including for disadvantaged pupils. In 2019, KS2 progress results were judged to be in the top 3% nationally.

We have proved that School leaders have successfully created an inclusive ethos, where high achievement for all is expected, valued and celebrated

1. Learners successfully participate in both internal and external events which are challenging and demonstrate their abilities and talents across all areas of the curriculum.
2. The school has a system in place which recognises achievement and excellence. This promotes emotional wellbeing and builds resilience.
3. Displays in classrooms and around the school reflect the high expectations and celebrate achievements. Competitions have been set for those identified as more able in the wider curriculum
4. Children are provided with appropriate learning opportunities which challenge and enrich their learning. A MA register is tracked by all subject leads and the % of children achieving Greater Depth in each subject has increased is consistently above national.



We have now proved we include strategies to identify and address the needs of exceptionally able learners. Following on from a meeting with a NACE consultant, an amendment to the policy was put into place and exceptionally able learners were added. This includes one plans and has been very successful. Below is a statement from a parent of an exceptionally able child in Reception.

1. *Child A has been given tremendous extra support throughout her time at the school. She has continuously been given further work and sessions as requested by her, since reception. The teachers have been wonderful at finding new challenges for her, along with finding the time to spend with her individually & regularly assess her levels.*

I have received regular updates regarding her work and progress, with termly meetings in the past at the school and having additional work sent home (again at our request). I have also received support myself in terms of how to help her and support her learning at home in the way of suggested websites and books. Child A generally enjoys learning but I think with the support of Miss Le Beau and others she has really exceeded expectations.. I cannot thank you for the support enough.

2. Ofsted quote

Teachers use assessment information and their in-depth knowledge of pupils to plan activities that provide appropriate stretch and challenge for pupils of different abilities. Pupils find the work neither too easy nor too hard and are interested by the tasks set. They feel challenged to do their best and deepen their learning. Consequently, pupils make significant gains in learning and time is used efficiently.

As part of Standard 3 in the NACE Challenge we were able to provide evidence that more able learners who are underachieving and disadvantaged have specific targets, supported by interventions.

Quote from Ofsted

Teachers have an in-depth knowledge of individual pupils and accurately identify barriers to learning. This means that teachers make sure pupils get any additional help and resources that they need to overcome any difficulties. Teaching assistants use their detailed knowledge and expertise to support pupils to be successful in gaining confidence and developing independence in their learning. This results in pupils with SEND and disadvantaged pupils making positive, and often very strong, progress from their individual starting points.

As part of our reward, NACE noted that ‘Pupils appreciate and benefit from a wide variety of enrichment opportunities such as photography, dance, Enterprise days, Art trips, music workshops and authors’ visits. Exceptionally able pupils have undertaken research and written dissertations as part of the Cambridge University Brilliant Club. Pupils are given opportunities to experience a world beyond Burnham such as visiting the Royal Opera House and seeing a BBC production in London where a talented year 6 pupil had a leading role. Pupils are rightly very proud of their “amazing” school and appreciate the specialist teaching and the individual support and encouragement which their teachers give them.’ We have continued to this level of challenge and are looking forward to beginning our enrichment external trips safely again.

More information about NACE can be found on the following web site:

www.nace.co.uk