

School: St Laurence Church of England Primary School, Ludlow	More Able Coordinator: Jane Pick Headteacher: Stephen Matthews
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NACE Lead Assessor: Rosemary Butcher
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<p>School Context</p> <p>There is a strong ethos of achievement celebrated across the whole school, a sense that “everyone is proud” (teacher). This is recognised by both teachers, who “are encouraged to play to our strengths”, as well as by children, who know that they are “good at something” and are “proud and confident” of their successes.</p> <p>In the words of parents, this is “a lovely school” where the children are very happy; a school that nurtures children’s abilities and talents in order to support and enable them to make progress, both academically and in other areas.</p>
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Summary of Strengths

<p>Provision and outcomes</p> <ul style="list-style-type: none"> • Attainment is good and above the national average in reading, writing and maths. There is robust tracking of all learners and across KS1 and KS2 (itracker). This includes a whole-school inclusive ethos, with clear methods of identification and tracking of disadvantaged children (Pupil Premium), SEN and EAL. There are clear strategies to identify and track the performance of children who are underachieving. • There are robust strategies for identifying and monitoring more able and talented learners – by class teachers and parents – and this information is shared and understood by all staff. Children are identified in specific areas of ability or talent (academic and creative/sport). Each child’s performance is reviewed and tracked within and at the end of the year, and as they transition through the school and beyond. • There is strong leadership from the Headteacher and More Able Coordinator: they “have a good handle on everything” and are “really proactive” and “switched on”. Staff feel supported in identifying and supporting more able learners – “the load is shared” and there is “whole staff input”. It is “nice to have her (the More Able Coordinator) there – someone to bounce ideas and reflect with”. • Identification as more able is evidently viewed as positive by children: it made me feel good”, “made me feel better”, “made me feel good because people believe in me”, while at the same time children are aware of the range of talents and abilities “I’m not the best in everything”. Parents are also positive about the identification of children as more able and talented. They feel welcome and well-informed; the school has an open-door policy and maintains positive contact with parents throughout their child’s journey through the school. • A Shadow Register has been introduced this academic year and this has been taken on by staff across the school as an effective inclusion strategy. • All children who have been identified as more able and talented are aware of expectations and children’s voices are listened to, for example in annual interviews with the identified children; “we feel listened to”.
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- Governors are engaged and proactive in the running of the school, and a new governor has taken on responsibility for more able and talented.
- There are good links with other schools through the MAT, including secondary schools.

Where teaching and learning for challenge is good or better

- Achievement is recognised and celebrated across the full range of areas, including academic and also in the creative arts and sport. The displays around the school are a celebration of children's art work and music and theatre is embedded in the curriculum and beyond. Children who study an instrument outside school are asked to perform in assembly and to join the school orchestra. The sports coordinator has a good understanding of the children's abilities and talents across a range of sports and children are given the opportunity to participate in and compete in a wide range of sports. Children recognise the range of abilities and talents: "you have your special point about you".
- Children participate in extra-curricular activities at school and beyond in regional events and competitions – these include sports as well as music and chess. Children are very enthusiastic about how the school "gives you loads of education and variety of things to do", with "loads of books to read" and "variety of clubs, sports and things on offer", "competitions to go to and trips".
- Teaching and learning demonstrates evidence of effective differentiation strategies to engage and challenge the more able. There is evidence of careful planning to differentiate by task (maths activity/worksheet), higher level and targeted questioning (challenging the more able learners to expand on their answers and develop their ideas fully), and grouping (more able learners working together with a TA or class teacher). Higher level questioning is evident in classes throughout the school from Reception to Key Stages 1 and 2.
- There is evidence of children being challenged by gap tasks and more open ended tasks such as problem solving. Questioning also draws links to prior learning and across the curriculum. Teachers make use of and encourage children to use higher level key terminology. There is also evidence of children being given choice.
- There is evidence of the exceptionally able being specifically challenged by the teacher – in targeted questioning and independent work, for example one teacher's excellent relationship with the child enabled him to rise to the challenges he was set with a positive and independent approach, thus building his confidence and resilience and allowing him to learn through making mistakes.
- Marking shows evidence of challenge in teachers' responses and questions, engaging children to question themselves and improve their work. It also shows effective use of praise: "You listened, you found, you tried out your ideas".
- Aspects which the school is focusing on are leadership and entrepreneurship. A highly competent Year 4 Maths buddy was observed supporting Year 2 children with maths with thought and imagination, developing his own leadership skills as well as the maths skills and understanding of the Year 2 children. Similarly, children have engaged with wider issues such as raising funds for a new school playground, taking ownership and showing leadership in undertaking various strategies, showing entrepreneurial skills. Such activities are empowering and develop learners' independence.
- Teachers' CPD includes focusing on Mindset theory and teachers have engaged with this to consider how to embed this into their teaching to build children's resilience. Teachers themselves understand the learning journey they are on with the children – led by the Headteacher who is "fantastic at leading us and challenging us to do more" – thus modelling their own resilience-building. The learning mentor is also engaged in supporting children's social and emotional needs, including more able and talented learners.
- Independence and evidence of self-scrutiny can be seen in children's work, with some clear target-setting. Children spoken to noted that "you have to be really independent" here – but

in a very positive way. The fostering of children's independence can be seen throughout the school from Reception to Year 6.

- Children use a wide range of resources to support and challenge them; these are engaging and motivating – including ICT.

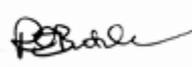
Summary of areas for development

Provision and outcomes

- The Governor responsible to More Able and Talented is keen to develop this role and undertake more training in this area.
- Ensure that all new staff and TAs are trained in More Able and Talented – an induction pack is being completed.
- Review how the shadow register can be used most effectively – how it has worked this year and how it can be used in future to support and develop children who are underachieving.
- Build on the good links you have with secondary schools, particularly the local school that most children progress to, to support more able and talented children as they transition to secondary schools – for example making use of the files you have put together on more able and talented learners recording their progress through the school.
- While children's voices are heard through the School Council and beyond, information gleaned in interviews with children who have been identified as more able and talented could be used with more impact.
- Build on your positive relationships with parents, involving them more.

Where teaching and learning for challenge is good or better

- Continue to build on outstanding teaching practice which challenges the more able, especially through questioning, by sharing good practice, team-teaching and peer support.
- Continue to build on and develop children's leadership skills through the buddy system, opening it to other year groups and curriculum areas.
- Marking shows some sound evidence of children reviewing their own work and setting targets; ensure that this is standard throughout. Similarly, some marking gives very specific feedback and areas to improve / targets; ensure that this is standard throughout, engaging teachers in sharing good practice.
- Continue to support EAL and disadvantaged children, developing expertise in specific support strategies.

<p>Date Challenge Award achieved</p> <p>4/7/18</p>	<p>NACE Lead Assessor signature</p> 
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<p>Date Challenge check-in due</p> <p>July 2019</p>	<p>Deadline for reaccreditation</p> <p>July 2021</p>
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