

**The NACE Challenge Award
Reaccreditation Report
Attleborough High School**

Summary statement:

Attleborough High School meets the criteria for successful reaccreditation as a Challenge Award School. Despite significant leadership changes since the initial assessment in 2005, the school has addressed the areas identified for development and remained committed to improving provision for its Able, Gifted and Talented students, recognising that this focus has a positive impact on raising expectations and improving outcomes for all.

Key strengths:

- The embeddedness of the Gifted and Talented agenda across the school driven by a highly committed Assistant Headteacher with enthusiastic support from the Gifted and Talented Lead Teacher.
- Comprehensive use of a wide range of data to track student progress, identify potential and uncover possible underachievement, that has led to ongoing improvement in achievement and attainment across the school particularly at the higher levels.
- High aspirations exemplified in Student Planners where pupils of all abilities can clearly see the criteria for achieving GCSE A and A* grades in each subject.
- The accessibility of a really wide range of useful information, including identification criteria, stretch activities and auditing tools, on the Gifted and Talented portal within the school's award winning Virtual Learning Environment.
- The comprehensive Teaching and Learning Policy encompassing the development of consistency in feedback and marking, including the use of CARE symbols (*Caring for others, Achievement, Responsibility, Effort*) to ensure pupils of all abilities can be rewarded for their work.
- Consistency in lessons using the Four Phase Learning model (*context, new information, making sense, review and reflect*) with well planned and clearly presented objectives (*all, most, some pupils will be able to*) alongside key, stretch and challenge outcomes that support students' understanding of successful learning at different levels.
- Excellent behaviour by students that promotes a positive learning ethos across the school.
- Mature, articulate pupils who are very clear about their levels of achievement, fully involved in developing their improvement targets and appreciative of celebration and rewards, who noted that, '*the increased focus on those who do well has impacted positively across the whole school.*'
- Teachers' strong subject knowledge that enables a range of questioning during lessons to assess students progress, probe depth of understanding and move learning forwards.
- Strong and positive relationships between staff and pupils with one student commenting that, '*Staff treat us as equals; they are not biased in any way.*'
- The high status afforded to Gifted and Talented education in the School Prospectus that clearly informs prospective parents and other interested parties how students are identified and supported within an inclusive environment where the needs of every student are taken into account.
- Termly Gifted and Talented Information Evenings well attended and valued by parents who gain greater knowledge and understanding of ways to support and encourage their gifted and talented children at home.
- Strong liaison with feeder primaries including provision of an accelerated maths programme for pupils in year six and the creation and introduction of an English transition programme for new year 7s, accessible to all primary students through the transition portal of the VLE.