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Troedyrhiw Community Primary School celebrates NACE Challenge Award second accreditation

The **National Association for Able Children in Education (NACE)** has named **Troedyrhiw Community Primary School** the 24th school in Wales, 156th overall, to be accredited for the second time with the **NACE Challenge Award**. The award is given in recognition of school-wide commitment to high-quality provision for more able and talented learners, within the context of challenge for all.

NACE CEO Rob Lightfoot said: *“Troedyrhiw Community Primary School has worked hard to attain reaccreditation through the NACE Challenge Award. It has displayed a continued commitment to develop an environment in which all learners are challenged and supported to be the best they can be.”*

The award is based on the NACE Challenge Framework, which sets out criteria for high-quality provision for more able and talented learners within a wider ethos of challenge for all. The framework is available as part of the NACE Challenge Development Programme – a suite of resources developed by NACE to help schools evaluate and improve their provision for the more able.

NACE’s assessor reported: *“Troedyrhiw Primary School has been built on the foundations of ambitious expectations and high aspiration ... Leaders have a strong sense of purpose, which has created a culture of belief and achievement. The school mission of ‘Believe, achieve, shine bright’ is a reality in the school. Senior leaders, with exemplary support from the More Able and Talented Co-ordinator (MATCo), have developed strategies which have shaped effective provision for MAT learners across the school. Focus is placed on meeting the needs of each individual pupil to allow them to develop as confident, resilient learners who achieve to their potential.*

“Staff nurture a climate of mutual respect and trust resulting in secure relationships and an ethos conducive to good learning. Lessons are purposeful and provide authentic learning experiences that meet the needs of the more able learner. Learning experiences are structured to promote pupil achievement, attainment and the raising of standards. Pupils greatly appreciate the efforts made by teachers to ensure they receive the best possible education. One commented, ‘All the teachers strive to make us the best we can be.’ ... Independent learning skills are nurtured from the youngest of ages with pupils encouraged to learn and understand how they best learn.”

Improving provision for the more able remains a priority for many schools and has been highlighted by Estyn as a key focus. The experience and evidence gathered by Challenge Award-accredited schools also shows that effective strategies to improve provision for the more able are likely to have a positive impact on the achievement of a much wider group of learners.

To attain the Challenge Award, schools must complete a detailed self-evaluation using the NACE Challenge Framework, submit a portfolio of supporting evidence, and undertake assessment by a NACE associate. The assessment process includes examination of school data and key documents; lesson observations; and interviews with school leaders, learners, parents and governors.

CEO Rob Lightfoot said, *“The Challenge Award is presented in recognition of whole-school commitment to and achievement in providing effective challenge and support for all – spanning school leadership, curriculum, teaching and learning, processes for identification and tracking, extracurricular opportunities, strong communication and partnerships, and ongoing evaluation.”*

Troedyrhiw Community Primary School will now remain part of the international community of Challenge Award-accredited schools which have demonstrated a sustained and effective commitment to meeting the needs of more able and talented learners, and an interest in sharing expertise for the wider benefit of the education community.

Find out more: www.nace.co.uk/challenge

Notes for editors

The National Association for Able Children in Education (NACE) is the UK’s leading charity dedicated to supporting schools and teachers across every aspect of provision for more able and talented learners, in the context of challenge for all. Drawing on 40 years’ experience in the field, NACE is at the forefront of thought leadership and evidence-based policy for the more able, with NACE member schools leading the way in implementing best practice.

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