



Holystone Primary School, North Tyneside, has achieved the prestigious National NACE Challenge Award for excellence in provision for able, gifted and talented pupils.

'At Holystone Primary School teachers consistently challenge pupils in lessons. They use assessment very effectively to ensure that work set is well suited to pupils' differing abilities. Pupils say that this assessment helps them in knowing how to improve their learning.

The curriculum provided is outstanding and lessons are engaging. There is an emphasis on pupils developing skills of higher order thinking, problem-solving and independent learning. As a result pupils are very well motivated and enjoy their learning. In particular, pupils are very proficient at using technology.

Relationships between teachers and parents are very productive in identifying children's strengths and abilities and in developing these at home and school.'

Extract from Challenge Award Assessment Report Feb 2008

Holystone Primary School is the second primary school in North Tyneside and the fifty-seventh primary school in the UK to achieve the prestigious Challenge Award for Able, Gifted and Talented Pupils. This Award is given for high quality work by the whole school, teachers and governors, in challenging all pupils, including those with high abilities, to achieve their best.

The Award is given by NACE: the National Association for Able Children in Education, a leading national education organisation and registered charity established for 25 years. The Association exists to help the daily work of teachers providing for pupils with high abilities whilst enabling all pupils to flourish. It provides advice, training and resources for teachers, including The Challenge Award Self-Evaluation Framework which Holystone Primary School has used to audit and plan what it provides for able, gifted and talented pupils. Many thousands of primary and secondary schools are using The Challenge Award Framework to develop their work.

Assessors, who spent a day in the school, were impressed by the way in which gifted and talented provision is embedded within the ethos of the school, is well coordinated and very strongly supported by the school leadership team. Teachers' excellent knowledge of subjects and the way in which they detail-plan together enables them to provide challenging lessons.

Assessors judged the quality of the school's work by observing lessons, interviewing the pupils, teachers, parents and governors and by looking at the pupils' work. The Award is given when schools demonstrate that they meet the criteria of the Award and are committed to continuing high-quality provision for able, gifted and talented pupils.

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