



Palfrey Junior School is the first school in Walsall to achieve the prestigious NACE Challenge Award for excellence in provision for able, gifted and talented pupils.

‘ At Palfrey Junior School, lessons are challenging and pupils are highly enthused by their work. The outstanding relationships, attitudes and behaviours evident across the whole school are used to create excellent conditions for pupils’ learning and enable gifts and talents to be developed.

Pupils are self-assured and relish new challenges, saying that they feel proud and well-supported in their achievements. They are taught to self-direct their learning and to review their performance.

Parents said that the school creates a sense of community and provides a wholesome learning journey for their children through a wide range of enrichment activities. These include developing the pupils’ leadership skills and working with able pupils from other schools.’

Extract from Challenge Award Assessment Report Dec 2008

Palfrey Junior School is the sixteenth junior school and the ninety-second primary school in the UK to achieve the NACE Challenge Award. The 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 Palfrey Junior 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 well-structured leadership of provision for able pupils, the confidence of pupils in self-directing learning, especially with the use of ICT for research, the confidence of teachers in trying out new ideas, the careful matching of work to pupils’ learning needs and the schools’ evaluation of it’s impact on pupils’ learning.

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.

Jan 2009 Julie Fitzpatrick. Chief Executive

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