



The Marches School and Technology College is the first secondary school in Shropshire to achieve the prestigious NACE Challenge Award for excellence in provision for able, gifted and talented pupils.

'At Marches School and Technology College the whole school ethos is for high achievement and pupils, parents, staff and governors all identify with this aspiration. There is a strong school commitment to identifying and developing pupils' high abilities, gifts and talents. The work of the highly committed coordinator is strongly supported by the headteacher and senior management team.

There is a whole school focus on understanding how pupils best learn. Learning activities are highly purposeful and the best work achieved by pupils is admirable.

Pupils exhibit very good behaviour for learning and are highly motivated to challenge themselves, " My teacher inspires me to produce good work."

Extract from Challenge Award Assessment Report July 2007

The Marches School and Technology College is the first secondary school in Shropshire and the twenty-sixth secondary 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 Pupils, a leading national education organisation and registered charity established for 24 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 The Marches 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 high quality of samples of work from across the age ranges and subjects ranging from written pieces, art and design products. Monitoring of pupils' progress is good. In lessons higher order questioning is used to deepen pupils' thinking and effectively provides real learning challenge. The range of opportunities such as International Projects, Leadership Challenge, pupil leadership group and pupil involvement in appointment of staff all have a positive 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.

Aug 2007 Julie Fitzpatrick. Chief Executive

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