



**The NACE Challenge Award
Reaccreditation Report
Lanesborough Preparatory School**

Summary statement:

Lanesborough Preparatory School is an outstanding school that is committed to achieving the highest possible standards for all pupils. Its intake is such that there are many able children, leading the school to develop a rich and varied curriculum with many extension opportunities and extra-curricular experiences. More able pupils benefit particularly from the excellent subject knowledge of specialist teachers who can extend and challenge their learning.

There is a culture of continuous improvement ably led by the coordinator for Able Gifted and Talented (AG&T) to ensure that provision for more able pupils is at the heart of the school's work. The school's reaccreditation is well deserved.

Progress towards Previous Identified Key Actions: Very Good Progress on all key issues

- Update the Exceptionally Able Pupil and Individual Learning Plans for pupils who are underachieving.
- *Exceptionally able identified by teacher nomination and coded on G&T register, including exceptionally talented pupils in drama and speed skating, and they are tracked in year group English and maths meetings to discuss InCAS results. Fully met*

- Explore a variety of ways of taking on board the view of the pupils
- *G&T co-ordinator has worked to improve the mentoring of G&T boys, meeting individually with G&T boys on the register to discuss learning plan/progress/targets/extra challenges and this information is recorded with the boys and shared with their subject teacher. Boys are bracketed on register if underachieving and are monitored in the same way. Fully met*

- Ensure that the GT action plan has clear success criteria which will allow the school to monitor and evaluate the impact of actions on pupils' learning.
- *The G&T Development Plan has clear targets which are evaluated at the end of each academic year and presented to the Governors. However, achievement of objectives is based on completion of the planned activities rather than the impact they have on pupil attainment, progress or well-being. Met*

- Encourage pupils to ask challenging questions of the teacher and each other.
- *The school has developed a positive climate of enquiry and questioning within teaching and learning, displays around the school ask the boys questions and debate and discussion form an important part of many lessons. In EYFS and KS1 de Bona's six thinking hats are used to facilitate discussions. Open ended questioning promotes independent thought.*
- *However higher order questioning is not yet consistent across the school so this is only partially met*

- Embed the use of the wide range of learning strategies that are evident across the school to ensure consistency.
- *In EYFS and KS1 weekly plans indicate differentiated activities and 'challenges' for the MAG&T boys*

and each subject scheme of work has been reviewed and re-written to include differentiated activities and challenge for the more able for each unit of work. Met

- Develop the opportunities for independent learning where pupils are able to follow their own lines of enquiry.
- *Independent learning is intrinsic in our teaching in each lesson and provision within the SOW has been made for boys to pursue an independent learning project annually. In Pre-Prep 'Independent Learning Week' where boys work independently or with a partner in choosing a question to answer or a subject to investigate.*
- *However, boys could not identify opportunities for extended independent learning except in Y8 – partially met.*

- Encourage pupils to reflect on their own learning through discussions on “what have they have learnt that they didn’t know before the lesson?” and “what has helped them to learn in the lesson”.
- *All staff have been encouraged to add self-review as part of the boys’ learning experience. In Pre-Prep, staff and boys ‘Look for the Learning’ in lessons and set learning targets on ‘walls’. Reviews are completed after each topic.*
- *Whilst there is evidence of pupil review and reflection in some subjects lessons do not consistently end in a reflective plenary. Partially met*

- Provide pupils with opportunities to look at examples of particularly good work.
- *Visualisers are used regularly to model good work and high quality displays of work are visible in both the classrooms and corridors. The G&T scholars in Year 8 display their work to other boys and parents at a Scholars’ Showcase held annually in May. A School Magazine is published annually with examples of good work in all subjects and talented boys are invited to showcase their skills in assemblies. Fully met*

Key strengths:

- The broad and exciting curriculum creates a positive climate for learning “You never know what’s going to happen- sometimes lessons are really surprising”.
- Pupils know that their high ability / talents are recognised and nurtured and feel that they are consistently challenged – they value the opportunities they get beyond the classroom for example in national and regional competitions.
- The wide range of extra-curricular provision provides many opportunities for children to shine in at least one area. For example, there have been activities and competitions in almost all areas of learning including reading, science, music, mathematics, sport, art and debating.
- The achievements of pupils are regularly celebrated, including achievements in academic areas and other aspects of school life such as sport music and arts; there is an outstanding learning environment in which displays are used to celebrate and support children’s learning.
- Provision is subjected to high quality focused, monitoring involving the Senior Leadership Team, ensuring that there is a cycle of continuous improvement, with ambitious targets for both pupil achievement and for the quality of the school’s provision overall. The school uses highly effective tracking and pupil data analysis and systems to ensure that underachievement is identified and that learners are appropriately challenged, quickly addressing gaps.
- Art, Music, Science and Drama are exceptionally strong areas of the curriculum with dynamic and creative teaching and extra-curricular opportunities leading to a significant number of pupils gaining scholarships in these areas.
- The curriculum inspires and motivates pupils and provides rich opportunities for pupils to use and apply their learning in reading, writing, communication and maths.

- Use of new technologies is having a significant impact in developing children's independent learning skills. The school is increasingly developing the use of cutting edge ideas and innovative approaches to electronic learning which is engaging and motivating learners
- The very experienced and skilled coordinator has ensured that there are effective systems in place across the whole school and has rigorously monitored provision to ensure it is having an impact on more able learners. There is very good school communication between staff, and the AG & T co-ordinator to facilitate identification.

Teaching and Learning

Overall the quality of teaching and learning is good with much that is outstanding. The following strengths were noted in lessons and drawn from work scrutiny and discussions with pupils.

Learners are eager to engage in learning and have very good work habits that maximise time for learning. They:

- Consistently produce work of a high standard, presenting it in interesting and varied formats
- Show originality and go beyond the set task or extend the scope of their learning
- Work very collaboratively and in doing so listen to others opinions and express their own views and ideas sensibly
- Show initiative and take responsibility for organising the resources they need
 - Achieve standards that are at least in line with national averages, with many pupils attaining above this.

Teachers:

- Plan lessons that takes account of and build on prior learning
- Provide a good framework for engaging and challenging all learners appropriately
- Set an aspirational tone to the learning by having high expectations
- Ensure that learners are quickly engaged in active learning and activities are stimulating with relevant learning experiences
- Use planned questioning to assess understanding and stimulate thinking
- Ensure lessons have good pace but allow time for consolidation
- Ensure there is a productive climate for learning, based on the school's strategies for pupils SMSC development, in which learners feel secure and confident
- Use descriptive praise and ongoing feedback to promote effective learning
- Mark work regularly with formative comments.

Areas for Development:

Further strengthen provision by:

Continually revisiting the teaching strategies that ensure MAGT pupils are challenged in all lessons
 Extend mentoring to include more subjects and cross reference pupil views with work scrutiny to assess the impact of interventions
 Maintain and expand the cluster work with other schools to share ideas and innovation
 Find new and innovative ways to celebrate success and stimulate pupils aspirations
 Formalise existing parental nominations by including a question on admission forms about letting the school know if their child excels in any activities outside school
 Ensure that development planning is focussed on the impact of actions rather than completion
 Review terminology to find the best fit for the school – More able and talented or most able and talented are currently in vogue

Teaching and Learning

In order to continue to develop and refine the quality of teaching and learning for more able pupils the

school should now:

1. Ensure there are increasing opportunities for MAG&T to direct their learning through extended / investigational / research work across curriculum beyond Y8
2. Develop differentiated success criteria to ensure that extension and challenge activities lead to improved learning outcomes
3. Continue to develop higher order questioning through the use of Blooms / Solo Taxonomy so that pupils are required to speculate hypothesise and justify their answers
4. Ensure that lessons routinely culminate in a revisiting of the learning intention, with opportunities to assess next steps
5. Ensure that overt links are made with prior learning and other areas of the curriculum.

Assessor(s):
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Signature(s):

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Date :
16th March 2015

Date for Next Reaccreditation:
March 2019