

Mission Statement

At Belper School, our Most Able strategy is designed with the following outcomes in mind:

- Every child to achieve their full potential, even if they themselves are not yet aware of what that potential is.
- Instil high aspirations and aims in all students and encourage them to think beyond their immediate life experiences.
- Ensure all students have the opportunities to explore the possibilities of their abilities and aspirations.
- Embrace an attitude within which students are able to learn and grow, and equip the Most Able with the ability to deal with failure.
- Value effort, ability and potential equally.

Methods of selection for the school's Most Able programme

Years 9-11

Either

- An average CAT score on entry of 120 or above, where no individual component falls below 110.

Or

- Measured as being in the top 10% of the Year Group at annual data entry points.

Years 7 and 8

Either

- An average CAT score on entry of 120 or above, where no individual component falls below 110.

Or

- Currently under review, taking students who are either M or E* and have 1's ** for Behaviour, Effort, Participation and Focus in at least three subjects.

(* These letters relate to End of Key Stage 2, Year 6 assessments in Maths and English. Age expected score is 100, with students identified as D for Developing, M for Meeting and E for exceeding age expectations. ** Internal eportal school data entry grading. 1= Excellent, 2=Good, 3=Requires Improvement and 4 =Cause for Concern).

Scholarship Forms

The Scholarship Form programme forms the backbone of the current Most Able offering at Belper School. Those students identified as Most Able will be invited to join their Year's Scholarship Form. They meet once a fortnight in a specific registration slot with the school's Co-ordinator for Most Able.

Aims of the Scholarship Form are:

- Provide a safe place to celebrate our successes.
- Provide a safe place to discuss our failures and concerns.
- Develop a resilient attitude amongst the Most Able students to help prepare them for difficulties that they will probably face at some point in the future.
- Equip students with tools for ensuring they are taking responsibility for developing their own potential as much as possible.

Classroom Teaching

CHILD (Challenge, Independent Learning, Differentiation) is a key focus of our Learning and Teaching drive. All teachers are to focus on embedding CHILD into their lessons.

Curricular Interventions

- Monitoring and Support of underachieving students – those members of the Year 11 Scholarship Group at most risk of under-achieving are identified through SISRA and a programme put in place to support these students and try to maximise their potential.
- English interventions –these sessions begin after Christmas to ensure that the Most Able English students develop the skills needed to achieve 9s in their GCSEs.

Extra-Curricular Offer

The extra-curricular offering is wide and varied. Some examples include:

- A range of speakers in school
- Visits and trips to enhance cultural breadth.
- On-line talks and lectures
- Maths Challenge
- Modern Foreign Languages competitions
- Visiting experts-Masterclasses

Raising Aspirations

We are mindful of recognising the aspirations of all our students and want to maximise potential across the school. Students in Years 7-9 complete an Aspirations Survey, the results of which are collated and organised into topic groups. The extra-curricular and in-curricular offerings can then be tailored to those students who have expressed an interest in a particular field. The students are also encouraged to explore their aspirations in their own time. Annual rewards are given for students who have excelled in striving to achieve their goals.

In the academic year 2017/18, there were six applications to Oxbridge; three of these students had interviews, two of the three secured offers and one of these will begin a degree at Cambridge in September 2018. In July 2018 a group of four More Able female students (Y12) participated in an all-expenses paid residential at Cambridge University.

AIP (Area Improvement Plan) Most Able 2018/19

There are three identified areas to improve and develop, detailed in the AIP, which is written and then reviewed annually:

- Continue to develop the Scholarship Forms to increase engagement and activity.
- To improve communication with the key stakeholders regarding Most Able.
- To improve monitoring and intervention with Most Able underperformers.