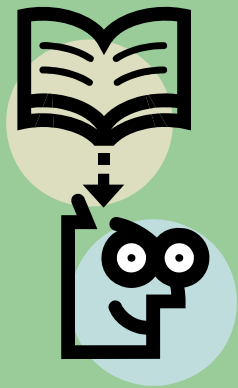


GIFTED AND TALENTED BEST PRACTICE FORUM



AUTUMN 2009



Overview

- Welcome and introductions!
- Maths G&T cluster days
- New OFTSED framework and implications for G&T provision and evidence
- Analysing school data
- Provision for G&T – some scenarios to support thinking about planning opportunities for pupils and case studies
- What next for BPF?

Intro

- Richard Hanks, Teaching and Learning Adviser (Personalisation and Intervention)
- Richard.hanks@southglos.gov.uk
- 01454 863277



G&T Maths Cluster Days

- Locality 1: Thursday 4th March 2010
- Locality 2: Thursday 25th March 2010
- Locality 3: Thursday 1st April 2010

New OFSTED Framework

- New framework from September 2009
- How will OFSTED use information on G&T during an inspection?
- New SEF format
- How can G&T provision be incorporated into the SEF?



How will OFSTED use information on G&T during an inspection?

- **Attainment**
- OFSTED focuses on the outcomes of individuals and groups of pupils. The attainment of any sizeable group within school is of interest to inspectors. Schools should be able to produce their own in-house data to support this part of the inspection so inspectors' judgements do not rely solely on RAISEOnline data.
- **Progress**
- OFSTED will also look at CVA and the significant differences between groups of pupils, identifying where, if any, there is underachievement.
- Groups often examined include:
 - Gender
 - Ability
 - Ethnicity
 - Socio-economic/ FSM
 - G&T



How will OFSTED use information on G&T during an inspection?

Evidence Gathering

- OFSTED could look at G&T provision from a number of directions:
- Policy: How was it formulated and how does it outline identification criteria and entry on the register?
- RAISEOnline data for more able pupils including:
 - 2 levels progress
 - 2a pupils achieving L5
 - L3 pupils achieving L5
- Meeting with the Headteacher to discuss procedures, application of policy and the impact of work in school.
- Meeting the leadership team and asking questions about the performance and progress of pupil groups.
- Discussion with Governors: What do they know about the policy and the role they take in formulating it? What role do they take in monitoring and evaluating provision?
- Drop-ins to classrooms: Where are your G&T pupils? How are they progressing? What opportunities are you providing?
- Pupil conference: This may include pupils from the G&T register.
- Inspectors may also stop them in the corridor and discuss lines of enquiry more informally.

New OFSTED Framework

- Looking at the evaluation schedule for school inspections, identify points where G&T provision could be used to support judgements.
- What are the implications for schools? **THE SEF!**



New SEF

- Looking at the questions asked in the new SEF, identify where G&T provision could be used as evidence to support evaluation.
- What implications are there for gathering evidence in school?



Coffee



School Data



- Top sheets: achievement at L3 and L5 in English and Maths.
- L3-5 progress
- L2a-5 progress
- L3 and L5 in other subjects...art, PE?
- Good achievement at L3 and L5 suggests school is skilled at providing for able pupils.
- Provision for those in other subjects will be key to evaluating school's success.

KS1 to KS2 Points Progress	2007	2008	2009
Reading to Reading	13.5	10.9	12.0
Writing to Writing	11.5	10.5	10.5
Maths to Maths	9.2	9.7	9.5

KS1-KS2 National CVA		
2007	2008	2009
99.1	98.5	UN

ACTUAL RESULTS	2007			2008			2009		
	Two levels progress			Two levels progress			Two levels progress		
	Female	Male	All	Female	Male	All	Female	Male	All
English	UN	UN	69.2%	83.3%	66.7%	73.3%	100.0%	50.0%	68.8%
Maths	UN	UN	46.2%	83.3%	55.6%	66.7%	66.7%	40.0%	50.0%

	KS1-KS2 Reading Transition						KS1-KS2 Writing Transition						KS1-KS2 Maths Transition					
	3	4C	4B	4A	5	No. of Pupils	3	4C	4B	4A	5	No. of Pupils	3	4C	4B	4A	5	No. of Pupils
W	-	-	-	-	-	0	-	-	-	-	-	0	-	-	-	-	-	0
1	-	50%	-	50%	-	2	100%	-	-	-	-	1	-	-	-	-	-	0
2C	-	-	-	-	-	0	50%	50%	-	-	-	2	100%	-	-	-	-	1
2B	-	-	33%	67%	-	3	20%	-	20%	60%	-	5	100%	-	-	-	-	1
2A	-	-	-	33%	67%	3	-	33%	33%	-	33%	3	-	-	40%	40%	20%	5
3	-	-	13%	25%	63%	8	-	-	-	60%	40%	5	-	-	22%	44%	33%	9

	TARGETS & ESTIMATES								
	2009			2010			2011		
	School	FFT B	FFT D	School	FFT B	FFT D	School	FFT B	FFT D
2 Levels Progress English	76.0%	85.8%	90.8%	60.0%	85.0%	90.5%	UN	84.5%	90.5%
2 Levels Progress Maths	76.0%	85.9%	91.8%	60.0%	85.6%	91.0%	UN	80.0%	86.1%
English & Maths Level 4 or above	89.0%	88.4%	93.3%	77.0%	87.7%	91.0%	UN	81.7%	85.9%

OfSTED Inspection Judgements in most recent OfSTED Inspection Report	
Date of inspection:	11/12 June 2008
1. Overall effectiveness	3
2. Achievements and standards	3
3. Personal development and well-being	2
4. Effectiveness of teaching & learning in meeting learners' needs	3
5. Effectiveness of curriculum and other activities in meeting learners' needs and interests	3
6. The quality of how well learners are cared for, guided and supported	3
7. Leadership and management	3

SCIENCE	school							25.4	25.4
	LA							27.3	27.2
CORE	school							28.3	-
	LA							26.3	25.3
BME		2006		2007		2008		2009	
		Female	Male	Female	Male	Female	Male	Female	Male
SCHOOL PUPIL NUMBERS								1	1
ENGLISH	school							33.0	31.0
	LA							27.5	26.8
MATHEMATICS	school							33.0	33.0
	LA							27.3	28.9
SCIENCE	school							33.0	29.0
	LA							28.2	29.4
CORE	school							33.0	31.0
	LA							27.7	28.4
GIFTED AND TALENTED		2006		2007		2008		2009	
		Female	Male	Female	Male	Female	Male	Female	Male
SCHOOL PUPIL NUMBERS								1	4
ENGLISH	school							33.0	30.5
	LA							30.5	29.6
MATHEMATICS	school							35.0	34.0
	LA							30.7	31.4
SCIENCE	school							31.0	30.5
	LA							31.5	31.3
CORE	school							33.0	31.7
	LA							30.9	30.8

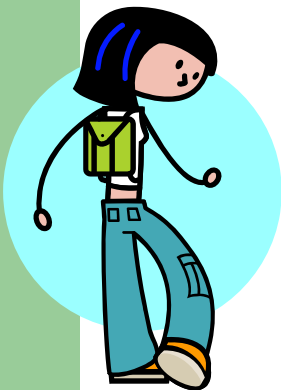
School Data

- What does your data say?
- Can you draw any conclusions?
- How much do you know about attainment/ progress for those on the register for subjects/ areas other than English and Maths?



Scenarios

- Look at one scenario on your table.
- Discuss with your group how you might provide for this child's needs in school.
- What evidence would you retain to evaluate your provision and the pupil's progress?



Case Studies

- Case studies are a good way of informing school self evaluation and presenting evidence to OFSTED.

HOMEWORK!

- Between now and the next meeting (3rd February) complete a case study on an individual or on an aspect of provision.

Next BPF: Wednesday 3rd February 2010

- What items would you like added to the next agenda?
- What are priorities for you?

