



THE NEW SELF EVALUATION FORM: SUGGESTED EVIDENCE RELATED TO GIFTED AND TALENTED PUPILS

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This document is designed to support G&T coordinators when evaluating the effectiveness of provision for Gifted and Talented pupils. This document helps identify where judgements can be made and how they relate to the new SEF and New OFSTED schedule for inspections.

The Self Evaluation Form (SEF) does not ask about G&T provision specifically. However, G&T pupils are an identified group within school, and as such, provision for these pupils can inform the school's self evaluation.

Whole school self evaluation is about a process, not about the completion of a form. The new SEF does not require huge amounts of evidence actually typed into the form. It does require schools to signpost where the evidence may be found.

"...you should not attempt to include any detailed analyses of the matters referred to in the guidance. It is sufficient simply to refer to the existence of any such evidence and analysis held elsewhere."

Self Evaluation Form, Section A Introduction

It is important that the Lead Teacher/G&T coordinator is fully involved in evaluating the quality of provision for G&T pupils. For this involvement to be effective, G&T pupils should be clearly identified. The Lead Teacher/G&T coordinator should track identified pupils and make judgements about progress. It is important that the tracking involves opportunities for talking to pupils about their work, looking at samples of planning and work, talking to class teachers and parents. All school coordinators also have a role to play in ensuring appropriate extension activities are available for pupils, the Lead teacher's/G & T coordinator role is to ensure that this happens.

Effective evaluation of G&T provision will support judgements in terms of:

- Outcomes for pupils, including attainment, progress and enjoyment of learning;
- Effectiveness of provision, including quality of teaching and learning;
- Effectiveness of leadership and management, including leading of teaching and learning and engagement with parents;
- Effectiveness of Early Years Foundation Stage, including outcomes for children and meeting the needs of all pupils.

Within this document are links to the National Strategy website. These links highlight key publications that may support work in the corresponding areas of the SEF.

SEF HEADINGS		EVIDENCE/ ACTIONS RELATED TO G&T PUPILS
SECTION A: School's Context		
A1.1	School's context	You may have specific issues due to the location of your school that restrict inter-school liaison, high pupil mobility in relation to G&T, recently appointed coordinator, small school issues that can be identified here.
Outcomes: how well are pupils doing, taking account any variation?		
A2.1	Pupils' attainment	Be aware of the difference between standards and progress and clearly demonstrate how G&T pupils perform in both across EYFS, KS1 and KS2. E.g. high attainment may not necessarily reflect good progress – a challenge with pupils entering school performing above expectations. Include SAT scores, historical tracking, and children's achievements. Pick up on underachieving able pupils in key stages or individual subjects.
A2.2	Quality of pupils' learning and their progress	It may be appropriate to include G&T on your SDP and link this to the 'Challenge Award' work or the 'Quality Standards' either as an additional aspect or as a linked item in teaching and learning. Checking your CVA and conversion information. E.g. Look at Level 3 @KS1 into Level 5@KS2 historical data. – analyse to break down girls/boys/ethnic breakdown http://nationalstrategies.standards.dcsf.gov.uk/node/197358 http://nationalstrategies.standards.dcsf.gov.uk/node/152187
A2.3	Quality of learning of pupils with SEN and/or disabilities and their progress	Some G&T pupils have dual or multiple exceptionality: they are gifted and talented but also have SEN or behaviour issues which either mask ability or restrict their progress. If this is the case, what has the school done to provide for this? How is the curriculum, pastoral support organised to support learners? http://nationalstrategies.standards.dcsf.gov.uk/node/84819
A2.4	Pupils' achievement and the extent to which they enjoy their learning	It is often the case that enjoyment of their education is assumed because pupils appear to be achieving success. This may not be the case. It is important that pupils are asked about these issues by the coordinator when appropriate. When and how does this happen in your school? Behaviour may also be a particular issue for gifted children and evidence about how the school takes account and intervenes may be appropriate.
A2.5	The extent to which pupils feel safe	Bullying can be particularly evident for gifted and talented pupils and it is important that the school has a system which ensures that this is monitored. Comment about how the school addresses this may be made in this section.
A2.6	Pupils' behaviour	Are any G&T pupils identified as having behaviour issues? Is this linked to specific SEN or learning difficulties? Is the curriculum suitable adapted to cater for their needs? (See also A2.3)
A2.7	The extent to which pupils adopt healthy	Emotional and social development are key issues for gifted and talented pupils and the Lead

	lifestyles	teacher/G&T coordinator should check that mechanisms are in place to ensure that appropriate opportunities and activities are offered to the pupils on the register.
A2.8	The extent to which pupils contribute to the school and wider community	How are G&T achievements acknowledged and celebrated in school? How is their expertise is utilised within the school and wider community? E.g. supporting others, demonstrating, advocating their school within partnerships.
A2.9	Pupils' attendance	Is attendance of G&T pupils in line with pupils as a whole? Are reasons for low attendance linked to frustrations/ issues with learning?
A2.10	The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	Social skills are of great importance for all pupils. Some G&T pupils may need intervention and support in this area. What does the school do about it? Is it an issue for you? Do your G&T children attend challenge days? Are any G&T reluctant to attend – how can you further support these children in school to realise their potential?
A2.11	The extent of pupils' spiritual, moral, social and cultural development	How are G&T pupils given the opportunity to develop, challenge their thinking around personal values or ethical issues? Do they engage in activities that enable them to resolve conflicts and work together as a team? How good are G&T pupils at accepting other people have different opinions to themselves?
How effective is the provision?		
A3.1	The quality of teaching	The quality of teaching and learning will be informed by a range of monitoring activities. Particular attention will need to be given to progress of pupils on the register and the differentiated activities the school undertakes. Individual learning needs may be evidenced here in the light of the needs of the pupils on the G&T register. The involvement of parents and carers is also important for G&T pupils and evidence of this may be required You may wish to draw attention to the Quality Standards (IQS and CQS) for G&T and indicate the progress your school is making or has made. Any external validation or comment on G&T provision.
A3.2	The use of assessment to support learning	Evidence of how assessment is used to inform provision for G&T pupils would be useful here. How is it used in subjects other than English and Maths? What assessment techniques support G&T pupils' learning, including more than just data. E.g. marking, work samples, pupil conferences, targets and next steps.
A3.3	The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	The curriculum within reason, must meet the needs of all pupils. A statement of how it has been modified in the light of the current register and ability level of pupils could be used as evidence. Also the impact of external agencies and networking may be relevant. (use of ICT) Team work is also vital for G&T pupils-some of whom may find this difficult. What do you do to encourage this? E.g. Links with sports clubs and enrichment activities. Do you have any extended G&T provision, links to other schools such as an Excellence Cluster? If

		you have any links with groups that support talent you may mention this here. e.g. local sports clubs, music provision etc If you are undertaking the 'Challenge Award' you have a partnership with NACE
A3.4	The effectiveness of care, guidance and support	The quality of teaching and learning will be informed by a range of monitoring activities as mentioned earlier. Particular attention will need to be given to progress of pupils on the register and the differentiated activities the school undertakes. Individual learning needs may be mentioned here in the light of the needs of the pupils on the G&T register. The involvement of parents and carers is also important and evidence of this may be required.
How effective are leadership and management?		
A4.1	The effectiveness of leadership and management in embedding ambition and improvement	Does the policy set a clear direction for G&T in the school? Is everyone aware of the school vision for G&T? http://nationalstrategies.standards.dcsf.gov.uk/node/197352
A4.2	The leadership and management of teaching and learning	Review monitoring arrangements briefly. How has training for staff been identified? Who has attended training? What resources have you available- do these meet the needs of pupils on the register where possible? Do G&T pupils receive any additional adult support- when? whom? How effective is the leadership of the G&T Coordinator and/or Leading Teacher? Does this additional support have an impact? How do you know? What do governors do to support G&T? When? How?
A4.3	The effectiveness of the governing body in challenging and supporting the school so that the weaknesses are tackled decisively and statutory responsibilities met	Does the school have a governor identified as G&T governor? Do committee agendas include monitoring and discussion of G&T issues? Do the governing body support the school in challenging the leadership re G&T provisions and monitor developments?
A4.4	The effectiveness of the school's engagement with parents and carers	It is important that the views of G&T pupils and parents are gathered to inform school development. Pupil voice could be collated through a simple questionnaire. Also the views of governors are important. It is worth noting who the G&T link governor is. These may be completed through discussion or questionnaire or reference to governor meeting minutes. Findings should be shared with stakeholders and this may be completed in a newsletter, at a meeting or in the form of a report which indicates future school developments in the field. Much will depend on the views received e.g. an information evening may be requested.
A4.5	The effectiveness of partnerships promoting learning and well-being	The Lead Teacher/G & T coordinator has a role to play in analysing these and more importantly use them to inform the school's next steps for G&T. How do the partnerships benefit the pupils in ways that could not be provided otherwise? How do the partnerships improve outcomes for pupils?
A4.6	The effectiveness with which the school promotes equal opportunities and tackles discrimination	G&T pupils are an identified group of pupils on the census return. How are they promoted across the school and within the curriculum? How are issues related to discrimination and bullying identified and dealt with when they arise? Comment on how the school values all learners and how it promotes those who have special talents. Progress rates may also be used as evidence here.
A4.7	The effectiveness of safeguarding	Safeguarding issues relate to G&T pupils as to any other. They may be more at risk as they tend

	procedures	to engage in out of/ inter school activities regularly to meet their needs. Appropriate risk assessments will need to be completed and available as possible evidence.
A4.8	The effectiveness with which the school promotes community cohesion	All pupils should feel able to make a contribution. Are any G & T pupils members of the school council? Do they have opportunities for discussion with other gifted pupils or adults? Opportunities to work with community groups/ organisations could be identified here.
A4.9	The effectiveness with which the school deploys resources to achieve value for money	A G&T action plan will demonstrate how resources are being deployed to meet the needs of G&T pupils. This should be linked to priorities and costed accurately. Any evaluation of impact resulting from actions in the action plan will support the principles of value for money. See http://www.standards.dfes.gov.uk/vfm/
How effective is the Early Years Foundation Stage?		
A5.1	Outcomes for children in the EYFS	What %/ number of pupils attain 9 scale points and in which scales? Do these pupils demonstrate G&T qualities?
A5.2	The quality of provision in the EYFS	What provision is made for pupils who enter FS significantly above their peers? How is the curriculum monitored and adapted to suit their needs? http://nationalstrategies.standards.dcsf.gov.uk/node/104027
A5.3	The effectiveness of leadership and management of the EYFS	Can the leadership demonstrate that they are aware of the needs of G&T pupils and that resources and the curriculum are deployed to meet their needs? Are tracking procedures for FS data secure and used to inform curriculum planning and delivery?
A5.4	Overall effectiveness: how well does the setting/ school meet the needs of children in the EYFS?	Evaluation is made using the above.