



THE NEW OFSTED FRAMEWORK: SUGGESTED EVIDENCE RELATED TO GIFTED AND TALENTED PUPILS



CONTEXT FOR SELF EVALUATION: OFSTED 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

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.

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	<p>SEF: 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, vulnerable groups represented on G&T Register that can be identified here. Alternatively you may have a history of effective partnership working (LEAP Programme), an experienced coordinator and NACE accreditation / up to date IQS evaluation...</p> <p>Evidence Preparation: IQS, SDPs, LEAP evaluations, G&T Register...</p>
Outcomes: how well are pupils doing, taking account any variation?		
A2.1	Pupils' attainment	<p>SEF: Be aware of the difference between standards and progress and clearly demonstrate how G&T pupils perform in both across KS3, KS4 and KS5. E.g. high attainment may not necessarily reflect good progress – a challenge with pupils entering school performing above expectations. Include references to FFT and RAISEonline Data, as well as own tracking.</p> <p>Evidence Preparation: Prepare case studies re. provision for individual G&T students that reflect the school's self-evaluation; celebrate successes and pick up on underachieving able pupils in key stages or individual subjects to demonstrate what you're doing about it. Include tracking data to demonstrate appropriateness and impact of intervention – can include Analyses of behaviour data and records of intervention</p>
A2.2	Quality of pupils' learning and their progress	<p>SEF: Check your CVA and conversion information (RAISEonline, FFT). E.g. Look at 3+ levels of progress KS2-4. – analyse to break down girls/boys/ethnic breakdown/FSM/ Looked After Children...</p> <p>Evidence Preparation: It may be appropriate to include G&T on your SDP and link this to the 'Challenge Award' work or the '<u>Quality Standards</u>' either as an additional aspect or as a linked item in teaching and learning.</p> <p>http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:49610</p>
A2.3	Quality of learning of pupils with SEN and/or disabilities and their progress	<p>SEF: 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</p> <p>Evidence Preparation: Prepare case studies (see 2.1)</p>
A2.4	Pupils' achievement and the extent to	<p>SEF: It is often the case that enjoyment of their education is assumed because pupils appear to be</p>

	which they enjoy their learning	<p>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? Briefly quote outcomes of these consultations where appropriate. Behaviour may also be a particular issue for gifted children and evidence about how the school takes account and intervenes may be appropriate.</p> <p>Evidence Preparation: Collate analyses of G&T student consultations</p>
A2.5	The extent to which pupils feel safe	<p>SEF: 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.</p> <p>Evidence Preparation: Collate analyses of G&T student consultations. Anti-bullying log</p>
A2.6	Pupils' behaviour	<p>SEF: 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)</p> <p>Evidence Preparation: Analyses of behaviour data and records of intervention</p>
A2.7	The extent to which pupils adopt healthy lifestyles	<p>SEF: Emotional and social development are key issues for gifted and talented pupils and the Lead 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.</p> <p>Evidence Preparation: Prepare case studies (see 2.1)</p>
A2.8	The extent to which pupils contribute to the school and wider community	<p>SEF: 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.</p> <p>Evidence Preparation: Rewards data, 'Pupil of the Month' displays, Case studies including achievement data from SIMs</p>
A2.9	Pupils' attendance	<p>SEF: Is attendance of G&T pupils in line with pupils as a whole? Are reasons for low attendance linked to frustrations/ issues with learning?</p> <p>Evidence Preparation: Attendance records of pupils on G&T Register. Case Studies outlining interventions re. attendance</p>
A2.10	The extent to which pupils develop	<p>SEF: Social skills are of great importance for all pupils. Some G&T pupils may need intervention</p>

	workplace and other skills that will contribute to their future economic well-being	<p>and support in this area. What does the school do about it? (See 2.7) Is it an issue for you? Do your G&T children attend challenge/enrichment opportunities? Are any G&T reluctant to attend – how can you further support these children in school to realise their potential? What career areas do G&T students choose for Work Experience? What is their perception of their PLTS and SEAL skills?</p> <p>Evidence Preparation: Case Studies; records of attendance at LEAP Masterclasses and other challenge/enrichment opportunities; work experience records</p>
A2.11	The extent of pupils' spiritual, moral, social and cultural development	<p>SEF: 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?</p> <p>Evidence Preparation: Case Studies</p>
How effective is the provision?		
A3.1	The quality of teaching	<p>SEF: 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. Has this been a focus of observations/learning walks in the school?</p> <p>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</p> <p>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.</p> <p>Evidence Preparation: updated IQS and relevant pages of SDP, records of external validation or comment on G&T provision, pupil/parent surveys/consultations, outcomes of observations/learning walks</p>
A3.2	The use of assessment to support learning	<p>SEF: 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? Do target setting processes look beyond prior attainment when G&T students have a history of underachievement?</p> <p>Evidence Preparation: Examples of marking, targets and next steps, work samples, pupil / conferences,</p>
A3.3	The extent to which the curriculum meets	<p>SEF: The curriculum within reason, must meet the needs of all pupils. A statement of how it has</p>

	pupils' needs, including, where relevant, through partnerships	<p>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). Does the provision for G&T set the level for all pupils to aspire to – does it help to raise expectations? What interventions do you provide for underachieving G&T students (e.g., One to One Tuition)?</p> <p>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.</p> <p>How do you engage with extended G&T provision, links to other schools such as the LEAP Programme? Can you demonstrate the impact on their attainment? If you have any links with groups that support talent you may mention this here. e.g. local sports clubs, music provision etc</p> <p>If you are undertaking the 'Challenge Award' you have a partnership with NACE</p> <p>Evidence Preparation: Case Studies of G&T students' learning experiences, including interventions, enrichment and partnership provision</p>
A3.4	The effectiveness of care, guidance and support	<p>SEF: 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.</p> <p>Evidence Preparation: Case studies and pupil/parent consultations</p>
How effective are leadership and management?		
A4.1	The effectiveness of leadership and management in embedding ambition and improvement	<p>SEF: 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</p> <p>Does the provision for G&T set the level for all pupils to aspire to – does it help to raise expectations</p> <p>Evidence Preparation: G&T Policy, latest IQS/NACE Challenge Award Evaluations, relevant sections of SDP</p>
A4.2	The leadership and management of teaching and learning	<p>SEF: 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?</p> <p>Evidence Preparation: Oversight of staff training, demonstration of resources, Case Studies re. resources and intervention, staff responses to NACE/IQS evaluation, action points arising from training sessions run by G&T Coordinator and/or Leading Teacher</p>
A4.3	The effectiveness of the governing body	<p>SEF: Does the school have a governor identified as G&T governor? Do committee agendas</p>

	in challenging and supporting the school so that the weaknesses are tackled decisively and statutory responsibilities met	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? Evidence Preparation: Minutes of Governors' meetings, Governors reports
A4.4	The effectiveness of the school's engagement with parents and carers	SEF: 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. Evidence Preparation: Outcomes of consultations/surveys, Minutes of Governors' meetings,
A4.5	The effectiveness of partnerships promoting learning and well-being	SEF: 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? Evidence Preparation: See A3.3
A4.6	The effectiveness with which the school promotes equal opportunities and tackles discrimination	SEF: 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. Evidence Preparation: Are G&T students mentioned in Equal Opportunities and Anti-Bullying Policies? See A2.8
A4.7	The effectiveness of safeguarding procedures	SEF: Safeguarding issues relate to G&T pupils as to any other. They may be more at risk as they tend 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. Can you demonstrate that providers of challenge/enrichment activities have up to date South Glos CRB checks? Evidence Preparation: Samples of risk assessments. Refer inspectors to admin staff who holds staff records for CRB information
A4.8	The effectiveness with which the school promotes community cohesion	SEF: 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. Evidence Preparation: See A2.8

A4.9	The effectiveness with which the school deploys resources to achieve value for money	<p>SEF: 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/</p> <p>Evidence Preparation: Up to Date IQS evaluation and relevant sections of SDP</p>
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