

SUPPORT FOR “GIFTED AND TALENTED PUPILS”

Report By: Head of School Effectiveness

Wards Affected

Countywide

Purpose

1. To inform the Committee of the current provision made in Herefordshire for “Gifted and Talented” pupils.

Financial Implications

2. The costs associated with the provision for Gifted and Talented pupils is integrated into the budgets for the Children’s Services Directorate, Excellence Cluster and for individual schools.

Report

3. DfES guidance (November 2001) defines “gifted and talented” pupils in the following terms –
 - “Gifted pupils have abilities in one or more subjects in the statutory school curriculum other than art, design, music and PE;”
 - “Talented pupils have abilities in art, design, music, PE or in sports or the performing arts such as dance and drama”
 - “The pupil who is an all rounder will be both gifted and talented”
4. **Schools** have a duty to provide for the needs of all their pupils, including the pupils in “Gifted and Talented” category. Every school is expected to have both a policy and strategy for such pupils, approved by the Governing Body.
5. Recent education policy has made it easier for schools to meet the needs of the relevant pupils. The subjects in the national curriculum, with their defined programmes of study and levels of performance, supported by a national testing and examination programme, have helped raise teachers’ expectations about the pace and challenge required to motivate high performing pupils, and to celebrate their achievements. In addition, there has been a big increase, both nationally and locally, on broadening the curriculum for all pupils and renewing the emphasis placed on creativity.
6. **Specialist High Schools** (currently 8 out of 14 High Schools in Herefordshire) are required to have “Gifted and Talented” identification programme for their specialisms. Current specialisms within the County include, science, PE and sport, technology, modern foreign languages, and performing arts.
7. **The Children’s Services Directorate** supports schools in making provision for “gifted and talented” pupils through a number of related initiatives. These initiatives are summarised briefly in the paragraphs below.

For further information on the subject of this report is available from
Ted St George, Head of School Effectiveness (01432) 260803

8. **The Excellence Cluster** (covering a total of 20 schools in the Haywood, Kingstone and Fairfield partnerships) has a specific strand of activity related to “Gifted and Talented” pupils. Schools are required to target the top 5-10% of their pupils in terms of academic ability (the gifted) and/or artistic, musical, sporting ability (the talented), regardless of the ability profile of the pupils in the school.
9. In addition, the Excellence Cluster is running a project for children talented in art, linking the primary and secondary schools with the College of Art. Drama is the next project being planned. The Excellence Cluster is also looking at developing the maths curriculum, linking the primary and secondary schools, to challenge gifted mathematicians.
10. **The current set of LPSA targets** include target 10 aimed at “increasing the proportion of higher ability pupils obtaining 5 or more A+-B grades at GCSE (16 year olds) and level 5 in English, maths and science at the end of Key Stage 2 (11 year olds). Provisional calculations by the Children’s Services Directorate (not yet confirmed by the DfES) is that both strands of the LPSA target have been achieved in 2004.
11. **The National Strategies for** primary and secondary schools include a range of activities, materials and targets for improving the performance of all pupils, including the “Gifted and Talented” pupils. The Children’s Services Directorate is fully engaged in working with schools and pupils on these programmes.
12. The Children’s Services Directorate has produced a **draft policy and guidance** for “Gifted and Talented” pupils to supplement the advice from the DfES. The final version is due to be sent to all schools early in the New Year and will contain further information and advice on:
 - Definitions of “Gifted and Talented”.
 - Identification of pupils.
 - Provision to be made by schools for “Gifted and Talented” pupils.
 - Issues related to transfer and transition between schools of “Gifted and Talented” pupils.
 - The role of services within the Children’s Services Directorate such as the:
 - a. Herefordshire Psychological Service (HPS)
 - b. Herefordshire Learning Support Service (HLSS)
 - c. Inspection, Advice and school Performance Service (IASPS)

The Children’s Services Directorate will also offer schools a model policy that the Governors may wish to adopt or use as an exemplar.

13. **The Education Development Plan 2002–2007** identifies activities that will support schools in meeting the needs of, “Gifted and Talented” pupils in priorities:
 - 1.2 Raising attainment in primary literacy
 - 1.3 Raising attainment in primary mathematics
 - 1.4 Raising attainment across the full primary curriculum
 - 2 Raising attainment at Key Stage 3
 - 3 Raising attainment at Key Stage 4 and Post 16
 - 4 Tackling underachievement

14. All members of the Inspection, Advice and School Performance Team (IASPS) are expected to have the needs of “Gifted and Talented” pupils as part of their remit. However, given the importance of this area of work one general inspector has been asked to add the co-ordination of “Gifted and Talented” activities to her existing portfolio of work. Some recent or planned activities include:
- Liaison with the Excellence Cluster “Gifted and Talented” strand, and with “Gifted and Talented” programmes in successful LEAs.
 - Enrichment programmes for History (High Schools Summer 2004), Arts (Primary Schools Autumn 2004) and maths (Primary and High Schools spring 2005).
 - Conference on “Gifted and Talented” for primary schools on 25 February 2005 with keynote speakers from outside Herefordshire.
 - Self-audit tool to be purchased for all primary schools to support both the evaluation of, and strategic planning for provision for “Gifted and Talented” pupils.
 - Establishment of an LEA Gifted and Talented Strategy Team with representatives from all phases of Education, aiming to disseminate good practice beyond the Excellence Cluster schools and to build capacity for the future.
 - Support for Herefordshire’s Leading Teachers (those teachers who regularly demonstrate and model good practice) to undertake lesson observations of each other in the Summer Term 2005, with a view to sharing effective strategies for extending more able pupils.

RECOMMENDATION

That the Committee considers the issues raised, seeks further clarification and comments on sufficiency of the provision made within the County.

BACKGROUND PAPERS

- **None identified**