

## **Wiltshire Council**

### **Children's Select Committee**

**1<sup>st</sup> October 2013**

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## **Educational provision for gifted and talented young people**

### **Purpose of Report**

1. This report provides an information briefing in relation to gifted and talented learners. It also captures an overview of the duties, nature and range of provision for gifted and talented learners in Wiltshire.

### **Background**

2. Currently there is no nationally agreed definition of the terms 'gifted' and 'talented' but a common understanding of the terms emerged from the work of the Department for Education (DfE) and National Education Strategies in the last decade:

"Gifted refers to pupils who achieve or have the ability to achieve at a level significantly in advance for their year group, in one or more subjects in the statutory curriculum. Talented refers to pupils who have this ability or potential in art, music, PE, sport or creative art."

3. Historically each local authority (LA), as part of their National Strategy funding allocation, received funding to appoint a LA adviser with responsibility to lead and co-ordinate provision for gifted and talented (G&T) pupils. Along with the funding for the LA there was also an allocation to each school to lead and co-ordinate school level provision. Along with the funding the DfE required all schools to keep a register of their G&T pupils in order that the provision and progress for individual children and young people could be tracked.
4. In 2010, the National Strategies ceased and as a consequence the DfE removed the specific funding to both schools and LAs, along with all the duties and requirements in relation to the designated G&T pupils. As a consequence of the loss of duty and funding the LA lost the designated post and some of the activity which specifically supported the school based staff.
5. It is therefore important to note that currently there is no statutory requirement for local authorities to track or offer support specifically for gifted and talented learners. Schools do however continue to identify, track and support children and young people who they identify to be either gifted or talented (although they are not required to keep a register) in order to ensure they secure their progression and enable them to fulfil their potential. Ofsted as part of the

school inspection process considers the progress of all children and will expect to see clear evidence that gifted pupils are being suitably challenged. As a LA we continue to monitor the outcomes of our most able students and support and celebrate their achievements.

6. In June 2013, Ofsted published a national report entitled 'The most able students'. This has drawn attention to the needs of more able pupils, particularly in the non-selective schools. The key areas the report explored included whether able pupils make sufficient progress in secondary schools and if A level students gain high enough grades to allow access to top universities.

### **Main Considerations for the Council**

7. As part of the analysis of pupil performance data of primary age pupils the following can be concluded:
  - a) Attainment in Wiltshire for more able learners in English, exceeds national figures. This has consistently been the case over the last four years. (See appendix 1)
  - b) Attainment in Wiltshire for more able learners in mathematics, has been below national figures in the past. Provisional figures for 2013 suggest that this gap has closed. (See appendix 2)
  - c) New assessment papers (level 6) for the very highest attaining pupils were re-introduced in 2012. Outcomes for Wiltshire pupils exceed national figures in both English and mathematics. (See appendix 1 & 2)
8. Analysis of GCSE performance data of secondary schools shows:
  - a) Attainment of the highest GCSE grades (A\*/A) in Wiltshire is above the national figure. For English, this is by at least 2% (appendix 3, lines 3 and 7); for mathematics, this is by 4% (appendix 3, lines 4 and 8)
  - b) Progress of pupils who leave primary school at a level 'exceeding expected' to the top grades in GCSE English is good (appendix 3, lines 1 and 5) and mathematics is very good (appendix 3, lines 2 and 6)
  - c) A recent national Ofsted report expressed concern over the proportion of primary pupils who leave with 'better than expected' attainment and yet do not make good progress in non-selective secondary schools (appendix 4, page 1). In Wiltshire, our progress figures for these pupils across all schools, is strong. In English, our progress figure exceeds the national figure by at least 2% (appendix 5, lines 1 and 5) and in mathematics by at least 5% (appendix 5, lines 2 and 6).
9. Analysis of A Level performance data of secondary schools shows:
  - a) Performance at the higher grades (A\*-B) , is better than the national average. (appendix 6)
  - b) Performance at the highest grades (A\*/A) in English and mathematics is strong (appendix 7), especially in mathematics
  - c) Pupils who study A levels in Wiltshire have a greater chance of going on to top universities than is nationally the case (appendix 8)

10. Whilst the local authority is not under a duty to offer specific support to children and young people who are deemed to be gifted and talented a number of services do provide a direct service or support for G&T learners. The services and the activities they offer are outlined below for information.
11. Wiltshire Music Service has a reputation for promoting inclusion and excellence. It ensures that our talented musicians perform at the highest levels and is nationally recognised for this. The service receives its funding from a number of sources including direct parental contribution and the Arts Council for England.  
The service:
  - a) offers instrumental tuition to gifted and talented pupils over and above that which schools can offer;
  - b) ensures that pupils perform at the highest levels in area ensembles and county groups;
  - c) runs 'county youth' and 'county jazz' orchestras which are the pinnacle of the service's provision, allowing the opportunity to work alongside international soloists;
  - d) has a strong track record of seeing pupils progress to university study and work at national level.
12. Ethnic Minority Achievement Service (EMAS) works with pupils who have 'English as an additional language', to ensure they are able to maximise their potential. In particular they:
  - a) encourage schools to group pupils by ability in a subject rather than their ability to speak English;
  - b) run activities for pupils to raise confidence and aspirations (e.g. Bilingual conference to recognise the cognitive advantage of being bilingual, school clubs that promote cultural respect);
  - c) support schools in promoting GCSEs in pupils' first language thus increasing achievement and smoothing the way to post-16 study.
13. Health Related Needs Service caters for the educational needs of pupils who cannot attend school for health reasons. A significant proportion of these pupils would be considered G&T, often presenting complex mental health issues which affect attainment. In particular, the service:
  - a) works in close partnership with schools to use data to explicitly identify potential for high achievement;
  - b) plans a personalised blended programme to meet the needs of the individual, combining input from school, on-line learning, specialism within the Health Needs team, Virtual Learning Environments (ICT);
  - c) ensures that progress can be made in specific high achieving areas by using focused online input or subject provision;
  - d) has appointed a post-16 mentor to support transition to programmes in schools or college.
14. Children looked after
  - a) Every looked after child of school age has a Personal Education Plan which is reviewed regularly. A child or young person identified as having higher than average ability, or a talent in a particular area is

supported through a number of routes, including encouragement to participate in additional activities and individual tutoring.

- b) Pupil Premium (DfE funding for disadvantaged pupils) and the Virtual School, funds additional support, e.g. on-line language tuition; instrumental lessons; high specification camera for 'A' level photography, etc.
- c) The Virtual School also brings young people together for trips such as university Taster Days; mentor training sessions and opportunities to establish a group of like-minded young people who share a life experience and who can motivate and encourage each other to achieve their best.
- d) This support continues into post 16 and the Virtual School works intensely with young people from 16 to 21 and up to 25 years if the care-leaver is in Higher Education.

15. Braeside Residential and Conference Centre in Devizes has been providing G&T courses for pupils since 2002. Approximately 60 G&T courses run every year covering subjects such as archaeology, astronomy, performing arts, drama, football, poetry and story writing, maths, science, survival and thinking skills. The majority of these courses are aimed at primary pupils and are funded by parents. For some pupils schools part or fully fund a pupil's place using Pupil Premium money where appropriate. (see appendix 9 for link to brochure)

16. Education advisers keep head teachers up to date with local and national priorities via headteacher forums (Primary Heads Forum, Wiltshire Area Secondary and Special School Heads) and headteacher briefings. In particular:

- a) LA officers have highlighted the requirement for all groups of learners to make at least 'good progress';
- b) headteacher meetings in Autumn 2013 will focus on the changes to the Ofsted School Inspection Handbook. Previous versions have drawn attention to the progress and attainment of particular groups of pupils such as those on free school meals or with special education needs. For the first time, the new Ofsted framework explicitly includes criteria concerning the progress and attainment of *the most able* pupils (appendix 10)
- c) our guidance on the use of Pupil Premium money to secure the best outcomes, includes the expectation that G&T pupils benefit from the spending (our Pupil Premium booklet, Working Together to Eliminate Gaps, was made available to all schools and featured a section on G&T learners);
- d) subject leader networks for English, mathematics and ICT (both primary and secondary), provide a vehicle for advisers and schools to share good practice for G&T learners.

17. Education advisers also offer professional development courses and programmes for teachers. These include:

- a) courses offered to primary teachers which focus on provision for higher attaining pupils in English and mathematics

- b) The Inspire, Create, Teach project (led by our ICT Lead Professional) supports several projects which focus on G&T provision
- c) Our English and mathematics advisers offer courses on maximising level 5 and level 6 outcomes for primary teachers
- d) In partnership with Longleat Estate one of our schools is developing resources for G&T pupils and with the support of one of the Education Advisers it is planned these will be piloted in 2013-14 academic year.

18. A number of schools also subscribe to the National Association for Able Children in Education (NACE) in order to access ideas and teaching resources. Five schools in Wiltshire have gained the NACE Challenge Award which recognises excellent provision for G&T learners (two primary, three secondary).

### **Safeguarding Considerations**

19. In the case of all schools and the services outlined above appropriate safeguarding processes and procedures are in place to protect children and young people.

### **Public Health Implications**

20. There are no specific public health implications in relation to this report.

### **Environmental Impact of the Proposal**

21. There is no specific environmental impact in relation to this report.

### **Equalities Impact of the Proposal**

22. All groups of learners have the right to make good progress in learning and achieve high standards. The data suggests that, as a group, our G&T learners are well provided for.

### **Risk Assessment**

23. As part of the Council's quality assurance and risk management processes in relation to pupil and school performance regular reviews are undertaken in order to monitor outcomes and support appropriate action at a strategic and school level.

### **Financial Implications**

24. At this stage there are no direct financial implications on the Council in relation to the additional provision for pupils deemed gifted and talented. However, significant changes in budgets, including Dedicated Schools Grant may result in loss of service.

### **Legal Implications**

25. There are no legal implications in relation to this paper.

## **Conclusions**

26. Children's Select Committee is asked to note the contents of the report.

**Carolyn Godfrey**  
**Corporate Director, Children's Services**

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Report Authors:

Fred Angus  
Interim Manager for Learning, Teaching and Partnerships  
Julie Cathcart  
Head of School Improvement

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## **Background Papers**

None

## Appendix 1 Performance of Pupils at the end of Key Stage 2 – English

Note 2013 data is provisional and subject to change.  
DfE describes level 4 as 'expected' and level 5 as 'exceeding expected'.

	English					
	% L5+			% L6+		
	Total Pupils	LA	National	Total Pupils	LA	National
<b>2010</b>	4744	33.8	33	4903		
<b>2011</b>	4794	31.5	29	4775		
<b>2012</b>	4635	40.1	38	4646	0.9	0
<b>2013*</b>	4616/4614	49/33.4	44/30	4616/4614	0.3/1.6	

2013\* - from 2013 English is not reported on a single outcome; it is now split into separate Reading/Writing results.

KEYPAS: LA and National Trends & LA (Summary 2013) 11-09-13

## Appendix 2 Performance of Pupils at the end of Key Stage 2 – Maths

	Maths					
	% L5+			% L6+		
	Total Pupils	LA	National	Total Pupils	LA	National
	4741	33.2	35	4904		
	4794	35.4	39	4773		
	4653	38.4	39	4647	3.9	3
	4614	39.7	40	4616	6.2	?

KEYPAS: LA and National Trends & LA (Summary 2013) 11-09-13

### Appendix 3

Prior attainment of students achieving A\*-A in GCSE English or Maths in the same subject at KS2

	Prior Attainment at KS2	LA % Achieving A* - A grade GCSE in the corresponding subject	National % Achieving A* - A grade GCSE in the corresponding subject
2012	1. L5 Eng	42.0	41.0
	2. L5 Maths	59.0	51.0
	3. All, inc those with no KS2 Eng	17.0	15.0
	4. All, inc those with no KS2 Maths	23.0	19.0
2011	5. L5 Eng	50.0	45.0
	6. L5 Maths	63.0	50.0
	7. All inc those with no KS2 Eng	20.0	16.0
	8. All inc those with no KS2 Maths	23.0	19.0

### Appendix 4

Ofsted report summary: The most able students (June 2013)

[www.ofsted.gov.uk/publications/130118](http://www.ofsted.gov.uk/publications/130118).

### Appendix 5

Progress between KS2 and KS4 for children attaining L5 in KS2 English or Maths versus all children with KS2 results

	Prior Attainment at KS2	LA Percentage Achieving Expected Progress	National Percentage Achieving Expected Progress	LA % Achieving More Than Expected Progress	National % Achieving More Than Expected Progress
2012	1. L5 Eng	78%	76%	42%	40%
	2. L5 Maths	84%	79%	59%	50%
	3. Any Eng	67%	67%	29%	28%
	4. Any Maths	71%	68%	36%	31%
2011	5. L5 Eng	84%	80%	not available	
	6. L5 Maths	89%	79%		
	7. Any Eng	74%	71%		
	8. Any Maths	70%	64%		

## Appendix 6

Top grade A level attainment: Wiltshire school verses national

2013 (provisional)	Any A* -B	3 or more A*-B
LA schools	72%	33%
National	66%	28%

## Appendix 7

Percentage of students attaining A\*-A at A level in English and Maths

		English Lang	English	Maths
		% attaining A*-A	% attaining A*-A	% attaining A*-A
2013	LA	16.3	14.7	46.7
	National	12.8	14.4	41.8
2012	LA	22.2	8.5	45.9
	National	12.9	15.8	42.6
2011	LA	15.8	20.9	47.1
	National	14	17	42.8

EPAS KS5 Grade Summary 12-09-13

## Appendix 8

KS5 SW: Percentage of students<sup>1</sup>, in 2009/10, who entered an A Level or other Level 3 qualification<sup>2</sup>, going to, or remaining in, an education or employment destination in 2010/11

Year: 2010/11

Percentage going to a sustained education destination							
	number of students	UK Higher Education Institution	Top Third of HEIs <sup>9</sup>	Oxford or Cambridge	Russell Group (incl. Ox. And Cam.)	All other HEIs	Other HE Providers <sup>10</sup>
ENGLAND	341,200	48%	14%	1%	8%	32%	2%
Wiltshire	2,580	42%	17%	2%	10%	24%	1%

## Appendix 9

Provision for Gifted and Talented pupils at Braeside:

[www.braeside-education.co.uk](http://www.braeside-education.co.uk)

## Appendix 10

Ofsted Inspection Handbook – reissued Sept 2013

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

Page 31, point 115; pages 35/36