

Visit — 4 April 2017

Focus of visit: Gifted and Talented — Class/staff visited: Mrs Milligan and a group of five pupils gifted for maths

What have I learned as a result of my visit?

I learned the following from Mrs Milligan:

Identification of G&T pupils:

The register for *gifted* children is compiled by Mrs Milligan around Oct half term using data from StatOnline and again in Spring. In the past this has been done by asking teachers but it proved difficult at the beginning of the year as teachers hadn't got to know their class well enough. All pupils who are exceeding for reading, writing, maths or science are on the register for gifted. It's noted whether they are girl or boy, pupil premium or "beyond". The latter is a much smaller group that are performing beyond exceeding and are achieving Greater Depth.

Pupils move on and off the register. Those that remain on year after year are likely to be the gifted ones. By starting with a longer list, it ensures no-one is missed out.

There is a separate list to identify *talented* pupils i.e. those who show high ability in other subjects eg drama, music, art, sport, languages. These are identified by class teachers and during extra-curricular activities or when children come in with medals and certificates from activities they do outside school.

Provision for G&T pupils:

This is provided in class, through extra-curricular activities and particularly through links with St Cuthbert's and Sacred Heart high schools. These schools invite G&T pupils from their feeder schools to take part in activities eg An advanced maths class at St Cuthbert's, STEM sessions on a Sat and writing sessions at Sacred Heart.

In class, high ability pupils sit together to work and are occasionally taken out in groups to work separately eg writing in the staff room and maths group with Mr O'Brian.

Mrs Milligan is aiming to make links with the new Discovery School to see if there are opportunities for pupils to do activities there.

Mrs Milligan wrote the school policy for G&T. This is due for review and updating. I took a look at it and requested a copy. There have been no available training opportunities for staff. There is a G&T network.

Feedback from the group of 5 high ability for maths pupils:

Is the work in class too easy, too difficult or stretching? *Most is easy, sometimes stretching.*

Do you ever feel bored in class? *Sometimes, I don't like long explanations. Never bored with art.*

What do you do when you've finished your work? *Extension tasks, "Happy to help" (helping others in their class with their work), reading book.*

Do you get chances to do special groups or clubs? *Yes, football, chess, newspaper club*

What clubs would you like to do? *More football, gymnastics, rounders, dodgeball, art*

Is the work in your maths group at St Cuthbert's harder than your work in class? *It's harder and different. It helps you so you can teach in class. We like teaching. I like that it's harder and you have to concentrate. It stretches you.*

In class, is there anything that stops you doing your best? *Friendship problems and arguing, there's someone who sings all the time!*

Positive comments about the visit.

Mrs Milligan was very organized and helpful.

The 5 pupils were very engaging and fun to talk to.

Aspects I would like clarified/questions that I have

What would improve the quality of provision for G&T pupils? Mrs Milligan said visits to school from a wide variety of practitioners although funding might be an issue.

How do secondary schools find out about G&T children moving up from year 6? (The schools make a note of pupils who attended their special sessions.)

Should the G&T policy be on the website?

How does the school communicate with parents about G&T? Do parents know if their child is on the G&T register?

How is the impact of G&T provision evaluated?

Is there equal provision for girls and boys? (Some groups going to the high schools are all boys or all girls)

How do teachers know if they have identified all the talented pupils in their class?

How are high ability pupils who are under-achieving identified?

Are there examples of best practice that we could look at in other schools?

Is G&T on the SIP? (To follow up)

Ideas for future visits

Mrs Milligan and I want to establish a pattern of meeting and monitoring G&T. I suggested we met twice a year following on from the G&T register being compiled and again in the summer. Our next meeting would be late June. This would be an opportunity to look at data, find out about new activities and reflect on their effectiveness. I also suggested that a group of talented pupils for art could come and visit me at my studio and have a go at printmaking!

Rebecca Vincent (Link Governor)