



Haringey Council

Report for:	Children and Young People's Scrutiny Panel: 12 November 2013	Item Number:	
Title:	Briefing Paper on Gifted and Talented Pupils in Haringey		
Report Authorised by:	Lisa Redfern-Interim Director Children Services		
Lead Officer:	Jon Abbey – Assistant Director of School Improvement		
Ward(s) affected: All	Report for Key/Non Key Decisions: Non Key Decision		

1. Context

- 1.1 There is no longer a requirement for schools to maintain a register of Gifted and Talented (G+T) pupils though a large number of schools continue to do so.
- 1.2 Although there is no statutory requirement to maintain a G+T register, there is a national focus on ensuring that the highest attainers in school achieve the highest levels or grades at the end of each phase or key stage. The highest levels of attainment at each phase have been revised from 2013 to provide greater challenge:
 - Early Years: pupils who are assessed as exceeding the criteria in the 'Early Learning Goals';
 - Key Stage 1 (KS1): Level 4 can now be awarded; previously the highest level was level 3;
 - KS2: the highest attainers can be entered for the Level 6 SATs test; previously Level 5 was the highest award; and
 - KS4: the attainment measures at KS4 remain the same but the DfE has proposed the introduction of a measure entitled 'The 8', which if introduced in 2015 will take an average total point score of the current English Baccalaureate subjects (non-statutory) and an additional two subjects chosen by the pupil. The two optional subjects can be additional GCSEs or vocational qualifications from an agreed list.



Haringey Council

- The English Baccalaureate subjects are English, maths, science (including computer science), history or geography and a language. The English Baccalaureate measure has been designed to ensure that pupils have the opportunity to study a broad core of subjects which will facilitate progression to Russell Group Universities.
 - School and national data showing the percentage of pupils attaining a grade A* or A in each subject area remains available and is published in schools' Raiseonline reports.
 - At KS2 and KS4, a more challenging progress measure has also been introduced: the percentage of pupils making 'better than expected' progress. In order for progress to be judged to be 'good' in an Ofsted inspection, school figures must be in line with national figures or there must be evidence that the gap between school and national figures is narrowing.
- 1.3 The focus on the highest attainers in a school, rather than Gifted and Talented, is ensuring greater challenge for a much larger proportion of pupils. Schools are held to account for the achievement of high attainers through the revised exam measures and through the revised Ofsted framework which came into effect in September 2013. The assessment criteria in the framework include a focus on all groups of pupils but give emphasis to vulnerable pupils, those in receipt of the Pupil Premium and the highest attainers.

2. Haringey 2013 Achievement and Destinations Data for the Highest Attaining Pupils

- Early Years:
 - the percentage of pupils attaining a Good Level of Development (expected attainment) in Haringey in 2013 was 50% compared to the national 52%. Haringey is ranked 81st out of 153 LAs on this measure and has significantly closed the gap on national compared to previous years; and
 - as yet, there is no national published data for the percentage of pupils exceeding the Early Learning Goals for comparison. This would provide the best analysis of performance for the highest attainers.
- KS1:
 - Level 3 reading, writing, maths: the percentage of pupils attaining L3 in each subject area is broadly in line with national figures. Haringey has seen an increase of approximately 5% from 2012 in each of reading, writing and maths, compared to a national increase of between 1- 3%. Haringey is ranked 82nd, 70th and 55th respectively for these subjects out of 150 local authorities; and
 - as yet there is no national data, current or historic, on attainment at L4. When published, we will compare Haringey results against the national.



- **KS2:**
 - L5+ reading, writing and maths combined: Haringey is above the national average by 3% and has seen a 3% increase from 2012 compared to a national increase of 1%. This ranks Haringey in 33rd place out of 151 LAs;
 - L5+ in each of reading, writing and maths: writing and maths are both above the national average but reading is slightly below. CPD in L5/L6 reading is to be delivered by secondary teachers;
 - L6+: Haringey is above the national averages for each of reading, writing and maths. However, it must be noted that the percentages attaining these levels nationally are very small or currently at 0%. For example, 0% of pupils attained a L6 reading nationally compared to 0.5% in Haringey; and
 - better than expected progress: in reading, Haringey is in line with the national average but in writing and maths, Haringey is above national by 11% and 12% respectively.

- **KS4:**

A*/A attainment

 - Haringey attains in line with or above national averages for A* and A attainment in the following subjects: English, English Literature, biology, chemistry, physics, design and technology, media, history, French and Spanish;
 - Haringey attains in line/above national average in one aspect and below in the other in: Music, Drama; and
 - Haringey attains below national averages at A* and A in: maths, geography, RE, art and design, and business studies.

English Baccalaureate:

 - 21.7% of Haringey pupils attained the English Baccalaureate compared to 22.7% in England. Haringey is ranked in 77th place out of 151 LAs.
 - It is important that schools and the local authority promote increased achievement of the English Baccalaureate where appropriate for pupils and their chosen pathways and not solely to improve statistics for schools.

- **Post 16:**
 - The percentage of students achieving grades AAB, or better, at A level or in the Applied single/double award is 15.1% in Haringey and 19.7% in England. Haringey is ranked in 62nd place out of 150 LAs.

- The 'Russell Group Academy' bid is intended to impact on both post 16 and GCSE attainment as the same teachers to receive the post 16 training deliver the GCSE curriculum.

3. Post 16 Destinations



Haringey Council

- 3.1 The following table shows public destinations data based on students in Haringey Post 16 institutions doing a level 3 course in 2009-10 and the university they went to in 2010-11. Past data is provided free of charge. For up to date data, local authorities are required to pay approximately £600.

	Went to HE	Top third of universities	Russell Group	Oxford or Cambridge
Haringey	46%	11%	5%	0% (Fortismere was 1%)
England	48%	14%	8%	1%
London	56%	17%	8%	1%
Inner London	54%	13%	5%	0%

- 3.2 Analysis has highlighted a lower percentage of Haringey pupils progressing to Higher Education and top universities than national or London figures. The 'Russell Group Academy' bid was submitted to address this weakness.

4. Holding Schools to Account

- 4.1 Haringey's School Improvement Advisors provide support and challenge to schools to ensure that pupils of all abilities achieve their potential. We use a comprehensive set of data which compares the attainment and progress of socio-economic, ethnic and ability groups against national data in order to hold schools to account.
- 4.2 Every primary and secondary school in Haringey receives a termly support and challenge visit by its allocated advisor with the autumn term visit focused on comparative analysis of examination data against national data, including pupil ability groups. The advisor is required to quality assure the school's priorities and development plan, in light of examination data, and to plan the spring and summer term visits with a focus on narrowing in-school achievement gaps and gaps between school and national data.
- 4.3 Consistency of advisor support and challenge is secured through recording and reporting templates which are pre-populated with school data (including data on the highest attainers) and which are regularly quality assured. Advisors are provided with guidance materials to support data analysis and to ensure a focus on particular issues in each phase. For example, the guidance for completing the secondary reporting template includes a focus on the school's Post 16 destinations data.
- 4.4 Mock inspections are provided to all schools within 18 months of an inspection or to support a newly appointed Headteacher. These include a sharp focus on the highest attainers as required by the Ofsted framework.

5. Professional Development Opportunities



5,1 Haringey's 2013 Continuing Professional Development (CPD) Handbook includes courses which promote the achievement of the highest attainers, for example:

- *Effective use of data/ Raiseonline*: includes a focus on the revised measures and groups of pupils, including the highest attaining;
- *New Ofsted Framework*: this includes a session on the effective leadership and management of teaching which includes a focus on monitoring provision and the level of challenge for the most able;
- *How to demonstrate outstanding teaching and learning under the new Ofsted framework*: includes a focus on challenge for the most able, as required by the Ofsted assessment criteria;
- *Effective middle leadership under the new Ofsted framework*: provides guidance on how middle leaders should monitor the provision and achievement of groups of pupils, including the highest attainers;
- *High order questioning*: how to challenge pupils through questions which develop the skills of analysis, synthesis and evaluation; how to involve all pupils in articulating their learning, not just volunteer responders; strategies to encourage pupil questioning;
- *Objective-led learning*: how to pitch and scaffold a lesson to challenge the most able and provide support to lower attainers;
- *Challenge in English and maths*;
- *Teachers new to Year 2*: includes a focus on challenge for the most able; and
- Moderation events are scheduled for Early Years, KS1, 2 and 3 to support accurate levelling. These include cross-phase moderation between primary and secondary teachers to develop primary teachers' understanding of assessment criteria at Levels 5+6.

6. Future Professional Development Opportunities

- CPD is being scheduled in L5 and L6 reading: a priority area for supporting primary schools in light of 2013 data. The training will be delivered by leading secondary English teachers;
- Developing the KS1 L4 curriculum – autumn 2014; and
- Haringey School Standards Team has submitted the following two bids which include a focus on the highest attaining pupils:

7. Bid one: 'Haringey Nrich' - secured

- Purpose: to develop teachers' mathematical subject knowledge in Early Years settings and primary schools to ensure that pupils can attain at the highest levels (KS2 L5 + L6); to support delivery of the new primary mathematics curriculum which has raised the expectations of each year group;
- a joint bid between Haringey and the 'Nrich' initiative of Cambridge University. £65,000 secured. Only two other boroughs were successful in the round two bids. The bid was won, scoring 91% against their success criteria;
- 20 primary schools and one secondary school have been identified to take part, beginning in 2014; and



Haringey Council

- Schools will be required to disseminate the training to other schools in their NLC.

8. Bid Two: 'The Russell Group Academy' - pending

- Purpose: to develop 'A Level' subject knowledge of secondary teachers in English, maths, history, physics, chemistry and geography in order to ensure that pupils attain at the highest grades, which will facilitate progression to Russell Group Universities;
- bid submitted by the Teaching Alliance: Alexandra Park School; Fortismere School; Woodside High School and the Local Authority for £310,000;
- if secured, £150,000 will pay the Princes Institute to provide subject knowledge training, by leading academics, to Haringey teachers in the subjects outlined above. A group of lead teachers will also be trained to support those teachers in applying advanced subject knowledge to lesson planning and delivery;
- £100,000 will go to ASSESS Education to support one to one tutoring of post 16 pupils who have been identified as G+T and/or who are in receipt of Free School Meals. Tutors will come from professional backgrounds. Assess Education has already had outstanding impact in some Islington schools with an increased number of G+T pupils and pupils from disadvantaged background going to Russell Group universities; and
- the remainder of the funds, if secured, will be used for administration purposes over its two year period, beginning in September 2014.

9. Overall Summary

- Achievement data shows that Haringey's highest attaining pupils generally perform in line with or above national figures.
- Key priorities are to raise the attainment of the most able:
 - in reading at KS2;
 - in facilitator subjects at GCSE and Post 16; and
 - in supporting schools in implementing the revised Early Years Framework and the New National Curriculum which have higher expectations of all pupils at the end of each year, particularly of the most able.