

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2004 – 2005  
GIFTED AND TALENTED STRAND  
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

**Focus Area 1: Contribute to levels of attainment across the curriculum at all Key Stages**

	Key Tasks	Resources	Success Criteria	Financial Sources & Contributions	Monitoring & Evaluation	Lead Responsibility & Others	Timescale & Milestones	Other Agency support	Audit Reference	Links to Other Plans	Links to Performance Indicators		
											BVPIs	Local Indicators	PPIs
Performance Indicators	Master Classes to increase independent learning and subject knowledge Co-ordinator & teacher inset training to ensure extension provision is available to G&T cohort Use of CLC's for KS1 pupils via Master Classes and After School Sessions	Extension materials Inset providers Teaching materials	Partnership performance shows that the proportion of gifted and talented pupils that reach Level 3 or above in mathematics, English and science is high in relation to statistically similar LEAs  95% of cohort to reach Level 3 or above.	£12000	Record of attendance  Tracking of pupil achievements  Data to be transferred across Key Stages	<b>JK Schools Co-ordinators Teachers CLCs</b>	Ongoing	Subject specialists	Key Issue 3 8 & 19	DELL SP EiC AP EiC LSC			181a
				181b									
	Master Classes to increase independent learning and subject knowledge Co-ordinator & teacher inset training to ensure extension provision is available to G&T cohort Use of CLC's for KS2 pupils via Master Classes and After School Sessions	Extension materials Inset providers Teaching materials	Partnership performance shows that the proportion of gifted and talented pupils that reach Level 5 or above in mathematics, English and science is high in relation to statistically similar LEAs  95% of cohort to reach Level 5	£61500	Record of attendance  Tracking of pupil achievements  Data to be transferred across Key Stages								181c

**MONITORING REPORT**

<b>PROGRESS:</b>	Unsatisfactory						Satisfactory						Good						Excellent					
<b>PEER REVIEW GRADE: MONITORING/EVALUATION</b>	<b>TERM ONE (1<sup>ST</sup> April – 31<sup>ST</sup> August)</b>						<b>TERM TWO (1<sup>ST</sup> September – 31<sup>ST</sup> December)</b>						<b>TERM THREE (1<sup>ST</sup> January – 31<sup>ST</sup> March)</b>											
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											BVPIs	Local Indicators	PPIs
Performance Indicators	Master Classes to increase independent learning and subject knowledge Co-ordinator & teacher inset training to ensure extension provision is available to G&T cohort Use of CLC's for KS3 pupils via Master Classes and After School Sessions	Extension materials Inset providers Teaching materials	Partnership performance shows that the proportion of gifted and talented pupils that reach Level 7 or above in mathematics, English and science is high in relation to statistically similar LEAs 95% of cohort to reach Level 7 or above.	£8000 and Contribution from cluster budget	Record of attendance Tracking of pupil achievements Data to be transferred across Key Stages	JK Schools Co-ordinators Teachers CLC's	Ongoing	Subject specialists Examination boards	Key Issue 3 8 & 19	DELL SP EiC AP EiC LSC			181a
	Master Classes to increase independent learning and subject knowledge Co-ordinator & teacher inset training to ensure extension provision is available to G&T cohort Use of CLC's for KS4 pupils via Master Classes and After School Sessions	Extension materials Inset providers Teaching materials	Partnership performance shows that the proportion of gifted and talented pupils that achieve A* or A in 3 or more subjects or GNVQ equivalent is high in relation to statistically similar LEAs. 95% of cohort to reach A* or A in 3 or more subjects or GNVQ	£8000 and Contribution from cluster budget	Record of attendance Tracking of pupil achievements Data to be transferred across Key Stages								181b
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<b>PEER REVIEW GRADE: MONITORING/EVALUATION</b>	<b>TERM ONE (1<sup>ST</sup> April – 31<sup>ST</sup> August)</b>						<b>TERM TWO (1<sup>ST</sup> September – 31<sup>ST</sup> December)</b>						<b>TERM THREE (1<sup>ST</sup> January – 31<sup>ST</sup> March)</b>											
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**GIFTED AND TALENTED STRAND**

**TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

**Focus Area 1: Contribute to levels of attainment across the curriculum at all Key Stages (Talented)**

	Key Tasks	Resources	Success Criteria	Financial Sources & Contributions	Monitoring & Evaluation	Lead Responsibility & Others	Timescale & Milestones	Other Agency support	Audit Reference	Links to Other Plans	Links to Performance Indicators		
											BVPs	Local Indicators	PPIs
Performance Indicators	Produce a questionnaire which will measure pupil aspirations, motivation and self esteem Motivational experiences to be offered through after school activities	Questionnaire Student recourses to support activities	There is a formalised system, which measures pupil aspirations, motivation, and self esteem which schools on an individual pupil basis use.	£2000 Secondary £1000 Primary	Statistical analysis of pupils participation	JK Schools Co-ordinators	Ongoing	Providers of inspirational & motivational experiences OHSL	Key Issue 3 8 & 19	DELL SP EiC AP  EiC LSC			181a
	Identify pupils with talents in sport and creative arts provide sessions to develop their skills Centrally organised activities to develop and increase improvement in their talents	Equipment to extend provision System to signify performance	Use a formalised system which measures pupils in the G&T cohort with talents in sports/and creative arts on an individual pupil basis and which indicates year on year improvement. e.g. sports ability via standardised test relating to discipline. Grade within a particular talent. Accredited award/score	£20,000 Primary £8000 Secondary	Baseline assessment and clear tracking system to highlight improvement	JK Schools Co-ordinators Parents	April 2004	Outside specialists in Arts Sport Performance Music					181b
	Pilot World Class Tests through CLC's. Ensure that extension materials are fully utilised by schools.	World Class Tests resources CLC's	Partnership performance shows that World Class Tests and other available extension resources are fully utilised by schools.	£1000	Monitor progress and involvement & participation	JK CLC's	October 2004	World Class Tests					181c
	Central records of those taking GCSE early are kept and reported upon annually. Provision created centrally to increase numbers and offer variety.	Subject materials for extra provision	Year on year improvement in the percentage of pupils who are entered for statutory assessments or examinations in advance of their age group. 2003 = 159 (See appendices 1.4)	£3000	Highlight cohort and monitor uptake on central database	JK Schools Co-ordinators	June 2004	Examination Boards FE					
	Inform G&T cohort of options related to vocational education. Promote vocational pathways through 14-19 programme	Leaflets Brochures	Robust and effective measures are in place to ensure the inclusion in the gifted and talented population of pupils on vocational pathways. Baseline figure needed for 2003/4 Qualative data via questionnaire	None	Highlight cohort and monitor uptake on central database	JK 14-19 Aimhigher	October 2004	Connexions					

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**Focus Area 2: School Outcomes**

	Key Tasks	Resources	Success Criteria	Financial Sources & Contributions	Monitoring & Evaluation	Lead Responsibility & Others	Timescale & Milestones	Other Agency support	Audit Reference	Links to Other Plans	Links to Performance Indicators		
											BVPs	Local Indicators	PPIs
<i>Linkages</i>	Increase the number of G&T cohort registered at the NAGTY  Assist in funding of pupils to participate in NAGTY activities	Information packs Inset training	The number of pupils who register with NAGTY and attend an Academy summer school programme is high in relation to matched LEAs. Baseline March 2004 = 7 Pupils	£1000 Secondary & Individual school budgets	Central record of members and database of participation	<b>JK School Co-ordinator</b>	Ongoing	NAGTY	Key Issue 3 8 & 19	DELL SP  EiC AP  EiC  LSC			181a  181b  181c
	Provide inset training for new co-ordinators Inform co-ordinators of regional & national training programmes	Facilitators  Information transfer	All co-ordinators have undertaken or are undertaking an approved co-ordinator development programme.	£3000 Primary & Individual school budgets	Record of attendance  Audit of needs	<b>JK Schools Headteachers Co-ordinators</b>	Ongoing	Facilitators  Oxford Brookes					
	Provide schools with agreed templates – Database etc Secondary meetings to be agreed day and time etc	Documentation	All co-ordinators have sufficient time and resources (as defined by the partnership) to carry out their duties effectively.	None	Audit  Record of attendance	<b>Headteachers School Co-ordinator</b>	Ongoing  Sept 20004	LEA Data team					
	Update central database	School database Central database	The number of schools with gifted and talented cohorts in excess of 10% is nil.	None	Half term data exchange/ update from schools	<b>JK Data team</b>	Ongoing						
	To use a database which holds the show gender, ethnicity, disability and social background,	Database	The number of schools with gifted and talented cohorts, which are not broadly representative of the school's population in terms of gender, ethnicity, disability and social background, is nil.	None	Central database to have the facility to analysis the data for this information.	<b>JK School co-ordinator</b>	June 2004	LEA Data Team					
	To ensure that learning and teaching programme provides for G&T cohort  Provide inset to co-ordinators and teachers to enable and ensure differentiation for G&T	Materials  Teaching resources	Partnership performance shows that the proportion of schools, which have a distinctive teaching and learning programme, which provides appropriate differentiation, evidenced in all subject areas for the gifted and talented cohort. Number of co-ordinators attending training.	£4000 Primary	Co-ordinators incorporate G&T extension into lesson observation sheets. Assess OfSTED reports from schools	<b>JK Schools Headteachers Co-ordinators</b>	Ongoing	OfSTED					
	Use clear monitoring and evaluation procedures for co-ordinators.  Create tracking system to follow G&T cohort	M&E framework	Partnerships and clusters maintain a year on year improvement in the proportion of schools whose M&E outcomes are rated as good or better	None	Central database to track pupils Transfer G&T data to secondary from primary	<b>JK Schools Co-ordinators</b>	Ongoing	LEA Data team					

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**Focus Area 3: Partnership & cluster Outcomes**

	Key Tasks	Resources	Success Criteria	Financial Sources & Contributions	Monitoring & Evaluation	Lead Responsibility & Others	Timescale & Milestones	Other Agency support	Audit Reference	Links to Other Plans	Links to Performance Indicators		
											BVPIs	Local Indicators	PPIs
Linkages	To keep Partnership informed of G&T activities through Strand reports  Steering group to be informed of day to day working of G&T	Strand reports  Minutes & Agenda for meetings	Partnership makes effective links to relevant curriculum and policy development opportunities to meet the needs of the gifted and talented cohort.	None	Recording data for reports and responding to steering group, executive and partnership  Reporting to steering group on a termly basis	NP JK Executive Partnership	Termly  Ongoing	LEA Finance & Data team	Key Issue 3 8 & 19	DELL SP  EiC AP  EiC  LSC			181a 181b 181c
	Financial report from schools to be held centrally and reported upon to Steering Group  Regular meetings with school co-ordinators to monitor and evaluate systems in place.	Strand reports  Minutes & Agenda for meetings	Partnership is tackling the underperformance of the gifted and talented cohort and the potential for misuse of funds is low because there are effective auditing, monitoring, and evaluation systems in place.	None	Recording data for reports and responding to steering group, executive and partnership  Reporting to steering group on a termly basis	NP JK Executive Partnership	Termly  Ongoing	LEA Finance & Data team					
	Record activities held within schools and cohort accessing them  Ensure provision is available for G&T to enable individual goals are met.	Strand reports  Minutes & Agenda for meetings	Out-of-school-hours study support programme in place. Provisions address the learning goals of gifted and talented pupils.	None	Recording data for reports and responding to steering group, executive and partnership  Reporting to steering group on a termly basis	NP JK Executive Partnership	Ongoing	LEA Study Support Finance & Data team					

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**Focus Area 4: Leadership and Management**

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											BVPs	Local Indicators	PPIs
Leadership and Management	Strand reports to Partnership to highlight achievements and highlight areas to develop  Annual report including financial report and breakdown of school G&T provision  Performance of pupils according to DfES targets reported upon to Steering Group and Partnership	Strand reports  Minutes & Agenda for meetings	The partnership works effectively: The chairperson is strongly committed to delivery and the team shares this. Each individual has a shared awareness of partnership goals, aims and objectives, and are clearly focused on quality of provision and achieve positive outcomes for the gifted and talented cohort.	None	Recording data for reports and responding to steering group, executive and partnership.  Data analysing according to DfES targets  Annual review to highlight successes and areas to develop  Reporting to steering group on a termly basis	NP JK Executive Partnership	Ongoing	DfES  LEA Finance & Data team	Key Issue 3 8 & 19	DELL SP  EiC AP  EiC  LSC			181a 181b 181c
	Reports and feedback from schools to be collated by Strand to feed into reports to Partnership and steering Group  Annual report including financial report and breakdown of school G&T provision  Performance of pupils according to DfES targets reported upon to Steering Group and Partnership	Strand reports  Minutes & Agenda for meetings	Strand co-ordinators have clear strategic vision and their plans support the needs of the gifted and talented cohort. There is a comprehensive framework in place, which identifies areas of accountability, development and good practice, and this is shared across the region.	None	Recording data for reports and responding to steering group, executive and partnership.  Data analysing according to DfES targets  Annual review to highlight successes and areas to develop  Reporting to steering group on a termly basis	NP JK Executive Partnership	ongoing	Transpennine  DfES					

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