

MAGT Conference 2016

Powering Up Potential for Most Able, Gifted and Talented Pupils



KEY NOTES

All the materials and presentations from this conference will be
made available on EGfL after the conference

<https://www.egfl.org.uk>

MAGT Conference - 9th November 2016

A Note of Gratitude

Welcome to the 'Most Able, Gifted and Talented Conference'.

In Ealing, we are wholeheartedly committed to providing the best educational opportunities for all our pupils including our most able, gifted and talented pupils.

Why do the most able pupils matter so much to us? Ofsted states that *'If we are to succeed as an economy and society, we have to make more of our most able young people. We need them to become the political, commercial and professional leaders of tomorrow.'* Thus, the purpose of this conference is to highlight successful practice that enables and, consequently, ensures the transformation of pupil potential into high achievement.

The last two years, have given me an immense pleasure and privilege to be working with twenty schools on Ealing Innovation Fund Project (EIF), which focused on Most Able pupils. Eight EIF partnerships engaged in school - based action research in order to develop innovative and effective approaches to accelerating pupil achievement. Today's conference celebrates their great work. Case studies have been produced and they will be made available to schools in Ealing and outside the LA.

You will have seen that the programme today is packed with a range of learning and sharing good practice opportunities. I have been very fortunate to have on board worldwide known speakers like James Nottingham, and again Professor Deborah Eyre and Ian Warwick. Also, a range of themes will be lead by some very exciting presenters such as Rob Carpenter (from Greenwich), Lisa Morris (from Lewisham), Deborah Dent, Mike Fleetham, Fiona Oakley, Naomi Dowd and Jordan McNamara (Perivale Primary School) who will be sharing in-depth insights of what works best in most able education. EIF schools will also share their learning and resources from their project.

I am sure that all the key messages and presentations will be remembered and will be a source of inspiration, so that we can continue to make a difference for our most able and all our pupils.

There are also a few individuals whose work behind the scenes deserves a special mention. Sukhvir Kang, amongst others at School Effectiveness, contributed much in organising the event. Ealing Grid for Learning and Communications team promoted and publicised the event; and the Research and Statistics Team produced the summary data for this conference. Without their hard work and invaluable contribution, this conference would have not been possible. Thank you sincerely to all.

Mirela Temo
(Education Improvement Consultant – MAGT Lead)

Powering Up Potential - MAGT Conference

November 2016

PROGRAMME

8:15 – 8:55	– Registration and networking
9:00 – 9:05	– Welcome / Opening – Mirela Temo (Education Improvement Consultant – MAGT Lead)
9:05 – 9:20	– Ealing Context – Julie Lewis (Assistant Director – School Effectiveness)
9:20 – 10:30	– Key Note – James Nottingham (Educational Leader) – Challenging Learning
10:30 – 10:55	– Key Note – Professor Deborah Eyre – International perspectives on most able education
10:55 – 11:00	– Questions
11:00 – 11:15	– REFRESHMENTS / NETWORKING / BOOK STALLS
11:15 – 12:45	WORKSHOPS

	Professor Deborah Eyre	James Nottingham (Educational Leader)	Naomi Dowd Assistant Head at Perivale Primary	Ian Warwick Director of London GT
Round 1 11:15 – 12:00	High Performing Schools / High Performing Learning (Cross-phase)	Using the Learning Pit to challenge, motivate and inspire (Cross-phase)	Open-ended teaching Developing deeper thinking and learning (Primary)	Characteristics of most able writers and how to support them (Cross-phase)
Round 2 12:00 – 12:45	Lisa Morris (Headteacher) Brindishe Lee Prim. (Lewisham)	Fiona Oakley Associate Adviser (Literacy & English)	Rob Carpenter Executive Headteacher (Greenwich)	Mike Fleetham Thinking Classrooms
	Spiral Approach – Children as leaders of learning (Primary)	Enriching the reading skills and experiences of most able readers (Cross-phase)	Creating a common language for learning: Helping all children achieve excellence	The use of layered questions to challenge the more able (Cross-phase)

12:45 – 13:30	LUNCH and NETWORKING
13:30 – 13:35 13:35 – 14:35	– Ealing Innovation Fund Project – A marketplace of good practice – Ealing schools share their innovative approaches

EALING INNOVATION FUND PROJECT - THEMES

Greenford High School & Gifford Primary	Horsenden & Oldfield Primary	Gifford Primary & Partnership Schools
Challenging and tracking our most able students and transition from KS2 to KS3	Technology Trail	Raising achievement of the more able in science in particular disadvantaged pupils
West Twyford, West Acton, Durdans Park and Hambrough Primary	Allenby & Perviale Primary	Fielding & Little Ealing Primary Stanhope & Blair Peach Primary
Improving Reading Projects	Maximising the progress, outcomes and attitudes to learning, of the pupils through combining teachers' pedagogy, pupil voice and parental involvement	Visible Learning Projects

14:35 – 14:45	– REFRESHMENTS / NETWORKING / BOOK STALLS
14:45 – 15:30	– Key Note – Ian Warwick (Director of G&T London) – The national context including the Ofsted and White Paper / Current educational developments
15:30 – 15:45	– Key Note – Deborah Dent (Senior Associate) – Career paths for able students –
15:45 – 16:00	– Questions with the panel of speakers – Closure and conclusions

Powering Up Potential - MAGT Conference

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Presenters and delegates

Key Notes and Presenters		
James Nottingham	Key Note – Education Leader / Challenging Learning	
Deborah Eyre	Key Note – Professor / High Performance Learning	
Ian Warwick	Key Note – Director, London G&T	
Deborah Dent	Key Note – Senior Associate	
Fiona Oakley	Presenter – Associate 11 – 19 / Literacy	
Lisa Morris	Presenter – (Brindishe Lee Primary, Lewisham)	
Mike Fleetham	Presenter – Education Consultant / Thinking Classrooms	
Naomi Dowd	Presenter – Assistant Headteacher (Perivale Primary)	
Rob Carpenter	Presenter – Executive Headteacher (Woodhill Primary School, Foxfield Primary School and the Inspire Partnership, Greenwich)	
School Effectiveness		
Julie Lewis	Assistant Director	
Angela Doherty	Lead Education Professional 11 – 19	
Mirela Temo	Education Improvement Consultant 3 – 19	
Alison Bennett	Consultant (Workforce)	
Sukhvir Kang	Training/ CPD Officer	
Ealing Schools		
Allenby Primary School	Evi Simigdala	Deputy Headteacher
Berrymede Junior School	Lubna Khan	Headteacher
Berrymede Junior School	Ruby Palmer	MAGT Lead
Blair Peach Primary School	Anita Puri	Headteacher
Blair Peach Primary School	Josephine Menezes	MAGT Lead
Brentside High School	Babatope Anjorin	Teacher (Specialist / Advanced Skills)
Clifton Primary School	Laura Corrigan	Headteacher (Assistant)
Derwentwater Primary School	Elizabeth Bennett	Teacher
Derwentwater Primary School	Venessa Nicholas	Headteacher
Derwentwater Primary School	Avril Stockley	Deputy Headteacher
Downe Manor Primary School	Tara Holland	Assistant Headteacher
Durdans Park Primary School	Chris Duhig	Headteacher
East Acton Primary School	Yasmin Shah	Teacher
East Acton Primary School	Melanie Tyndall	Deputy Headteacher
Gifford Primary School	Nigel Cook	Headteacher
Gifford Primary School	Toni George	Deputy Headteacher

Gifford Primary School	Sarah Halford	Assistant Headteacher
Gifford Primary School	Geraldine Valentin	Assistant Headteacher
Greenford High School	Tom Baker	MAGT Lead
Hambrough Primary School	Neelam Sharma	Deputy Headteacher
Hambrough Primary School	Louise Singleton	Headteacher
Havelock Primary School	Clare Rees	Headteacher
Havelock Primary School	Hardeep Rupra	Deputy Headteacher
Horsenden Primary School	Josh Murphy	Teacher
Horsenden Primary School	Gina Reeves	Teacher
Horsenden Primary School	Elizabeth Walton	Headteacher
Little Ealing Primary School	Halina Rooney	Deputy Headteacher
Montpelier Primary School	Ian Richardson	Teacher
North Ealing Primary School	Michael Belsito	Deputy Headteacher
North Ealing Primary School	Jane Stonebridge	Teaching Assistant (Higher Level)
Northolt High School	Leela Paul	MAGT Lead
Oaklands Primary School	Tessa Hodgson	Headteacher
Oldfield Primary School	Elizabeth Savage	Deputy Headteacher
Osiris Educational	Laura Kearney	Education Consultant
Perivale Primary School	Naomi Dowd	Assistant Headteacher
Schools Research and Statistics	Jennifer Bull	Research and Statistics
Southfield Primary School	Amandeep Tamber	Deputy Headteacher
St Gregory's Catholic Primary School	Cathy Duong	Teacher
St Raphael's Catholic Primary School	Geraldine Durkin	MAGT Lead
Stanhope Primary School	Katarzyna Pietruszka	MAGT Lead
Stanhope Primary School	Asma Zia	Teacher
Stanhope Primary School	Jabeen Hayat	Assistant Headteacher
Tudor Primary School	Tasneem Akhtar	Teacher
Viking Primary School	Jamie Maloy	Headteacher
West Acton Primary School	Emma Appelby	Headteacher
West Acton Primary School	Kate Livingstone	MAGT Lead
West Acton Primary School	Sharmaine Yoosuf	Deputy Headteacher
West Twyford Primary School	Rachel Martin	Headteacher
Wood End Academy	Amar Aggarwall	Teacher
Other		
Osiris Educational	Laura Kearney	Education Consultant

Morning Session

Opening Address

Julie Lewis

**Assistant Director
(School Effectiveness)**

Powering Up Potential - MAGT Conference

November 2016



Julie Lewis
Assistant Director
(School Effectiveness)

NOTES

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Morning Session

Key Notes

James Nottingham

(Educational Leader)



James Nottingham, one of the world's foremost thinkers within education, has a remarkable ability to inspire positive change with his inviting and motivational approach to teaching and learning. Never afraid to challenge the norms, he offers thought-provoking keynotes and presentations that never fail to compel and fascinate audiences.

Particularly well known in Scandinavia, Australia, and the UK, Nottingham is recognized for his humor and clarity, as well as his distinct ability to turn research into comprehensible practice. For these reasons, he is one of the most sought-after keynote speakers in the field of education. In 2009, he was listed among the Future 500 – a “definitive list of the UK's most forward-thinking and brightest innovators,” and with good reason.

After appearing in a BBC documentary about Philosophy for Children (P4C) in 1999, James Nottingham was invited to support other schools in the development of P4C, thinking skills, and challenge.

James Nottingham is the creator of a multi-million pound project designed to help raise the aspirations and achievements of young people in North East England – a project which resulted in new pedagogies that are still being used today. In 2005, he started JN Partnership Ltd., which would later develop into Challenging Learning, a leading educational company which he is director of. Based in the UK, Denmark, Sweden, Australia, and the United States, 'Challenging Learning' seeks to transform the most up-to-date research into strategies that really work in the classroom.

James Nottingham's first book, *Challenging Learning*, is published in five languages, and has received widespread critical acclaim. His follow-up book, *Encouraging Learning*, supports his work with parents and community groups, as well as with teachers and leaders. Currently he is writing a series of books to share the best strategies for feedback, challenge, dialogue, progress and metacognition.

KEY NOTE

Challenging All Learners

How can we ensure all learners are challenged? That is the question that will drive the opening keynote. With particular reference to MAGT learners, the keynote will explore the Teaching Target Model (2010); the conditions that are necessary for challenge; and include examples of how to make challenge more appealing and productive for everyone – including staff.

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James Nottingham
Challenging All Learners

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Questions / Reflections / Actions

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Challenging Learning
MAGT Conference, Ealing



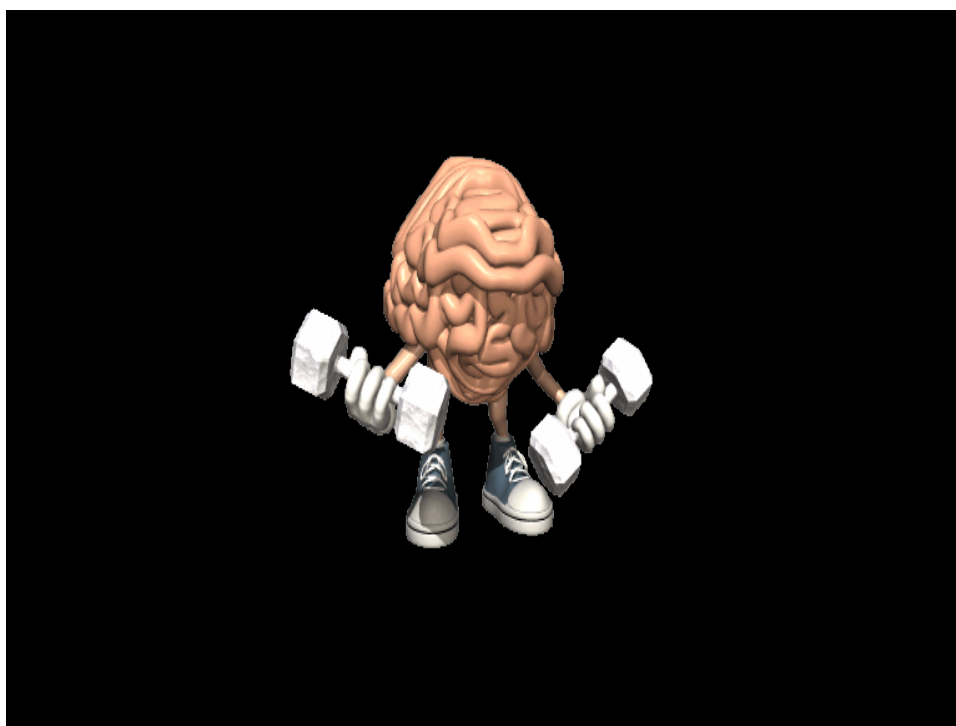
www.JamesNottingham.co.uk
www.ChallengingLearning.com
facebook.com/challenginglearning
@JamesNottingham @TheLearningPit





Curling Parents Curling Teaching?





Which route do you take?

Easy is boring

Challenge is interesting



We set
the
culture

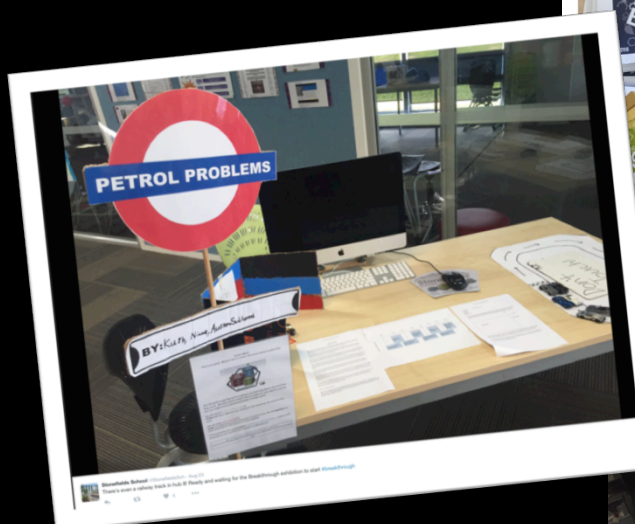


Breakthrough

www.stonefields.school.nz



Breakthrough Activities @StonefieldsSch



Criteria for dialogue?



Which thinking skills are needed by your pupils?

From SATs, GCSEs & NAPLAN (Challenging Learning, 2010, p136)

ANALYSE
ANTICIPATE
APPLY
CAUSAL-LINK
CHOOSE
CLASSIFY
COMPARE
CONNECT
CONTRAST
DECIDE
DEFINE

DESCRIBE
DETERMINE
DISCUSS
ELABORATE
ESTIMATE
EVALUATE
EXEMPLIFY
EXPLORE
GENERALISE
GIVE EXAMPLES
GIVE REASONS

GROUP
HYPOTHESE
IDENTIFY
INFER
INTERPRET
ORGANISE
PARAPHRASE
PREDICT
QUESTION
RANK
REPRESENT

RESPOND
SEQUENCE
SIMPLIFY
SHOW HOW
SOLVE
SORT
SUMMARISE
SUPPORT
TEST
VERIFY
VISUALISE

“When learners do well on a learning task, they are likely to forget things more quickly than if they do badly on the learning task. Desirable difficulties enhance learning.”

From: Making things hard on yourself, but in a good way: Creating desirable difficulties to enhance learning.
By Bjork & Bjork, 1994 p. 193

“Memories are formed as a residue of thought.”

From: Ask the Cognitive Scientist: What Will Improve a Student's Memory?
By Daniel Willingham, 2009, p.22


“If students do not have to work hard to make sense of what they are learning, then they are less likely to remember it in six weeks' time.”

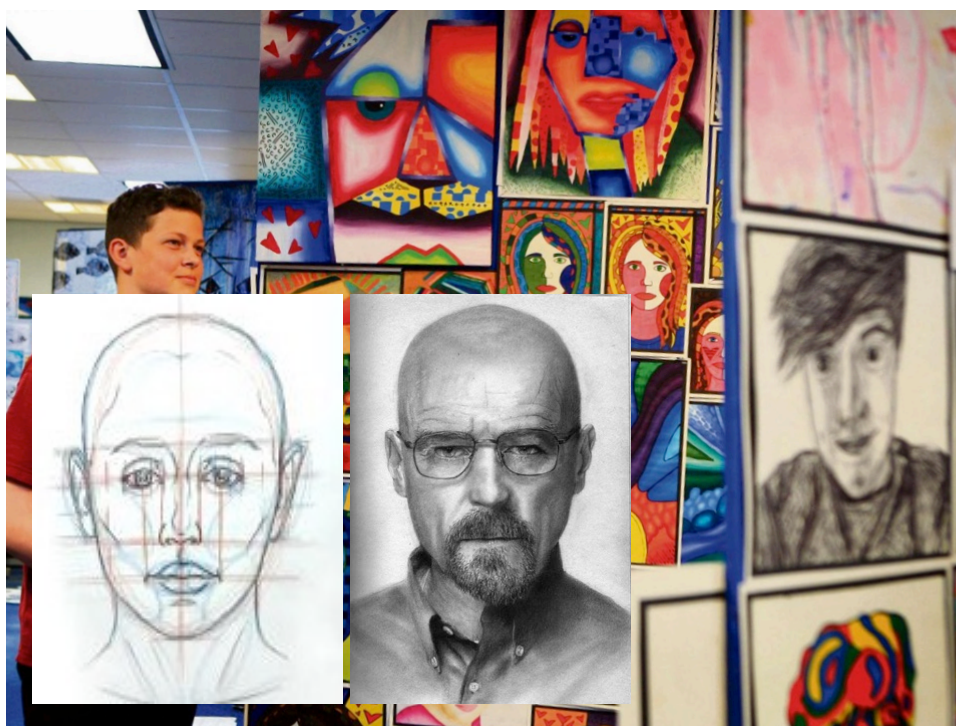
From deansforimpact.org, Blog post on 28 April 2016
By Dylan William, 2016

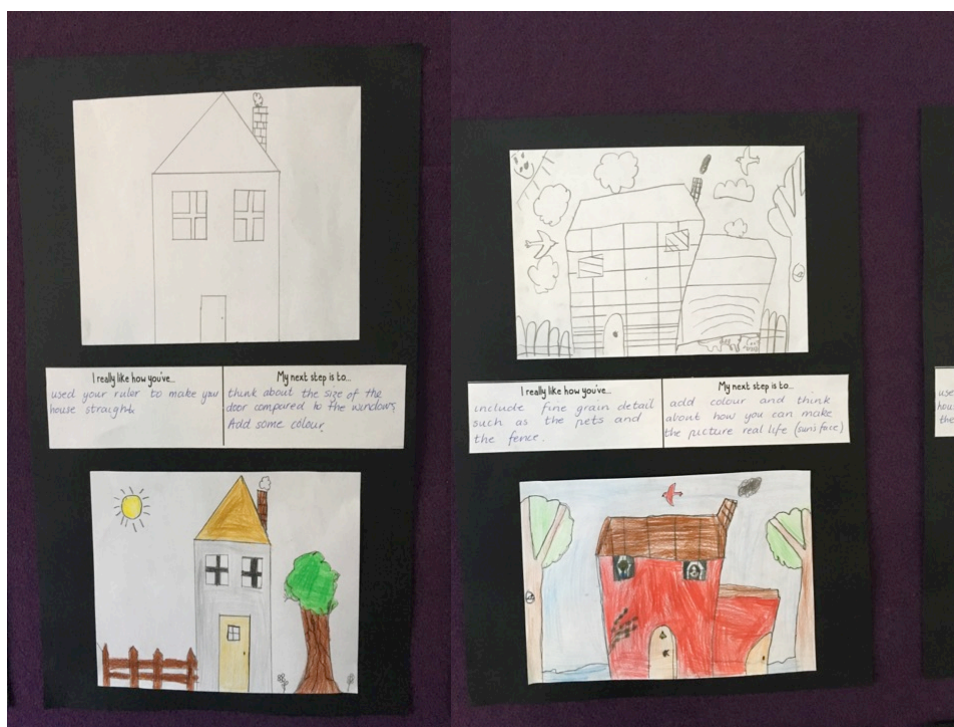
Learn the word	Write then cover	Write then check
boy	✓	✓
toy	✓	✓
enjoy	✗	✓
annoy	✗	✓
royal	✗	✓
oil	✓	✓
coin	✗	✓
noisy	✗	✓
voice	✗	✓
noise	✓	✓

Pre-Test

Progress

$$10 - 4 = \textcircled{6}$$








Prestructural

I know nothing

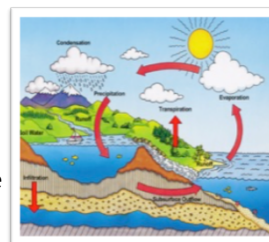
I have never heard of the Water Cycle



Unistructural

I know 1 or 2 things

I know the Water Cycle includes rain and sun



Multistructural

I know lots of things

I can name all the parts of the Water Cycle



Relational

I understand

I can explain how all the parts relate to and affect each other



Abstract

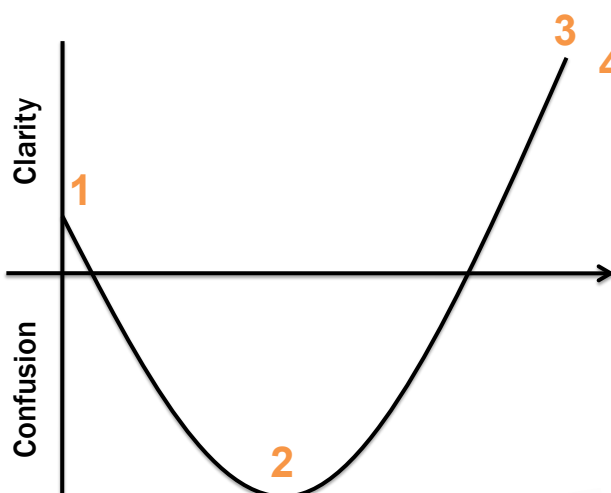
I can apply & create

I can explain the significance of the Water Cycle and how it relates to human activity

The Learning Challenge

1. Concept
2. Conflict
3. Construct
4. Consider

Challenging Learning.
2010, p183-215



The Pit



www.jamesnottingham.co.uk/learning-pit



@TheLearningPit
#TheLearningPit

Ethos	There is an atmosphere of exuberant discovery	Impact	Challenge stimulates curiosity and leads to pupils asking high quality questions
Pupil attitudes	Pupils talk positively about challenge (e.g. mistakes are part of challenge; easy is boring, etc) and look forward to/expect to be challenged	Impact	It is noticeable that challenge is helping pupils to reach or exceed their goals.
Staff role model	Staff are positive role models, showing that they also enjoy and learn from challenge	Impact	Challenge moves pupils onto their next stage of learning (as described by the SOLO Taxonomy)
School systems	Systems are in place to facilitate high quality challenge (e.g. breakthrough sessions, teaching target model, etc.)	Meta - cognition	Pupils can identify an example of being challenged in recent lessons & the positive outcome it led to
Pedagogy	Staff make good use of questioning & individualising techniques to support and challenge all pupils	Meta - cognition	The language of challenge is used and shared by all (e.g. "I'm in the pit" or "I'm wobbling")

N
Nailed

C
Close

L
Long

Professor Deborah Eyre



Professor Deborah Eyre is a global educational leader, researcher, writer and influencer helping good schools become world class. A widely published author, she is best known for her expertise in how the most able people think and learn. Deborah's new book *High Performance Learning: How to Become a World Class School* was published in January 2016.

Her career has included a variety of senior education roles both globally and in UK as well as advising governments and educational foundations in UK, Hong Kong, South Africa, Kingdom of Saudi Arabia, USA and Singapore.

From 2010-2014 she was Education Director for Nord Anglia Education and prior to that served as Director of the UK government's innovative National Academy for Gifted and Talented Youth (NAGTY), based at the University of Warwick.

Deborah now runs [High Performance Learning.co.uk](http://HighPerformanceLearning.co.uk) is also a member of the COBIS Board, a Trustee of the Swan Multi-Academy Trust, a Freeman of the City of London Worshipful Company of Educators and a Fellow of the Royal Society of Arts.

KEY NOTE

International Perspectives on Most Able Education

Many countries have some kind of approach to meeting the needs of the most able students. Some are small scale charitable initiatives and some are much larger and part of the overall education system. There are major themes that are common across all of these initiatives which are also pertinent for us in England. Questions around definition, identification, curriculum, pedagogy, enrichment, well-being, disadvantage and parental support. This talk will look at the major themes in gifted education and illustrate how they are being addressed through a focus on some of the large scale initiatives in various parts of the world. The talk will build on a review undertaken for the Hong Kong government in which I was asked to review initiatives in various countries with a view to making recommendations for their own way ahead.

NOTES

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Professor Deborah Eyre
International Perspectives on Most Able Education

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Questions / Reflections / Actions

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International Perspectives

Professor Deborah Eyre

The state of play...



The state of play.....

- Most countries do not have specific national provision for the most able
- Even in countries where provision exists it is unlikely to be comprehensive or universally available
- A wide variety of small projects do exist - usually in the private or charitable sectors
- Provision created at a national level is rarely enduring
- A small number of countries have comprehensive provision.

WHY?

The Grammar School debate



3 different types of approach: 3 different belief systems

Unique individual

Micro level

Cohort paradigm

Programmatical

Human capital

Macro level

Models of provision - in order of frequency

- Out of school enrichment programmes
- In school activity and projects led by enthusiasts
- Social and emotional counselling for individuals
- Government or state requirement led in-school and/or out of school provision
- Integrated focus on advanced learning for all



High Performance Learning **Out of school Enrichment - rescue**

JOHNS HOPKINS CENTER FOR TALENTED YOUTH

Exclusive Summer Learning Days:
 • Advanced Learning & more
 • Science and Technology & more
 • Arts and Creativity & more
 • Family Program

<https://www.youtube.com/watch?v=byscUmlD67g>

Creating world class schools

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High Performance Learning **CTY Ireland**

DCU Talented Youth

Centre for Talented Youth, Ireland

CTY Ireland is a unique educational programme for talented young people who are seeking to extend their learning beyond the classroom. The programme is designed to provide a challenging and stimulating environment for students to explore their interests and develop their skills.

Creating world class schools

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High Performance Learning **New Zealand**

One Day School
 Nelson region
 Gifted Education Centre

Fees based plus bursaries

Creating world class schools

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High Performance Learning **Social and emotional counselling**

The Daimon Institute

Clinic

The Daimon Institute for the Gifted provides a unique and comprehensive approach to social and emotional counselling for gifted students. The programme is designed to help students develop their self-awareness, emotional regulation, and social skills.

Creating world class schools

© Deborah Eyre

High Performance Learning **Social and emotional support:**

INTERGIFTED

Switzerland

Profoundly gifted...

Learning about giftedness
 Giftedness is a natural variation of human intelligence. It is not a disease or a disorder. It is a gift. It is a challenge. It is a responsibility.

Creating world class schools

© Deborah Eyre

High Performance Learning **Government or state led provision**

Operation Mode of Gifted Education in Hong Kong

A three-tier operation mode is adopted in implementing gifted education in Hong Kong:

Operation	Nature	
Level 3: Off-site support	C	D
Level 2: Pull-out (School-based)	A	B
Level 1: Whole-class (School-based)	Generic (Universal-enrichment)	Specialized (Subject/Domain-focused)

<https://www.youtube.com/watch?v=FlvtAFWgJz8>

Creating world class schools

© Deborah Eyre

High Performance Learning

Comprehensive government led provision

McKinsey Report 2007

Mawhiba Gifted and Creative

The Gifted and Creative Curriculum

The curriculum enables students to Mawhiba schools to become

What are the Mawhiba schools trying to achieve?

How will the Mawhiba schools organise learning?

How will the Mawhiba schools assess and monitor their own performance?

Dr. Adel Alkeiad
Deputy Secretary General,
King Abdulaziz & His Companions Foundation for Giftedness and Creativity

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High Performance Learning

Mawhiba – Saudi Arabia

Grade 10

Physics
Module 3
Student book

- Curriculum for all grades
- Assessment for all grades
- Enrichment programme
- CPD for teachers and school leaders
- School networks
- Supporting articles and classroom materials
- Detailed progress monitoring framework
- School Award
- Advanced Teacher Award

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High Performance Learning

Issues.....

- Definition and identification** – who gets the benefits
 - Only schemes with very clear criteria for entry endure
 - Those with multiple criteria of opt-in don't
- Scale** – postcode lottery
 - Small local schemes great but inequitable
 - Can't scale if only provider. Scale models require a QA body
- Support** – for and against
 - Detractors outweigh the supporters

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High Performance Learning

What works....

- Comprehensive, sustained government supported schemes developed over time
- Enrichment programmes that are funded by fees and bursaries and grow slowly and sustainably to become comprehensive
- Social and emotional support offered clinically via fees and bursaries
- Small schemes which begin with a person or group but are converted into an organisation and are fee based or philanthropically endowed
- Focusing the whole school system on High Performance for the many not the few

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High Performance Learning

How we can help teachers and school leaders deliver High Performance Learning in schools around the world?

Creating world class schools

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High Performance Learning

Advanced Learning

Values Attitudes and Attributes (VAA)

Advanced Cognitive Performance Characteristics (ACPC)

Creating world class schools

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1. Checkout our **website** and download free materials
2. Become a **member**
3. Qualify for the **High Performance Learning School Award**
4. Access superb **training and consultancy**

<https://www.highperformancelearning.co.uk>



Afternoon Session

Key Notes

**Ian Warwick
(Director of
London GT)**



After teaching in inner city comprehensives for 20 years, Ian Warwick set up London Gifted & Talented (www.londongt.org) as part of the groundbreaking London Challenge, which successfully worked to tackle issues of educational disadvantage across the city. LG&T have directly worked with well over 3,000 schools and 11,000 teachers nationally. More than 150,000 educators worldwide have used our free e resources. In addition, Ian has developed a suite of customised online learning materials for the Hong Kong Gifted Academy and for schools in Singapore and has worked directly with many networks of schools in countries across Europe and Africa, as well as in the Middle and Far East.

Ian has published extensively in the field of education, with a book on worldwide perspectives on giftedness, dozens of articles and chapters in national and international journals. He has spoken at many national and world conferences and is consultant editor for Gifted Education International. He has also written award winning high challenge e-learning materials and several film screenplays.

KEY NOTE

The National Context including the Ofsted and White Paper Agenda

Ian will look in detail at the last two major Ofsted reports on the more able, the commitments in the White Paper and on the pronouncements that have been made over the last few months on this agenda. Critically, he will analyse what the key implications for schools have been, and what the main agenda is likely to be in the next year and what the key messages need to be across both the primary and secondary sectors.

NOTES

This image shows a full page of white paper with horizontal dashed lines, typical of primary school writing paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Ian Warwick

The National Context including the Ofsted and White Paper Agenda

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Questions / Reflections / Actions

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The Most Able Landscape 2016

The national context
including the Ofsted, White
and Green Papers 2016

London Gifted & Talented is an organisation that was set up to stretch and challenge more able students and build the capacity of their educators to do the same

- Since 2003 we have directly worked with well over 3,500 schools and 11,000 teachers
- In addition, more than 150,000 educators worldwide have used our free online resources on londongt.org
- Across Europe we have worked with many governments and networks of schools. Worldwide we have advised schools and universities across Africa, Kazakhstan, the Middle and Far East and the USA.
- We are currently working with GT education initiatives in Singapore, Shanghai and Hong Kong.

March 2016 white paper

- The strategic goal at the heart of this government's education policy... 'Educational excellence everywhere' is an apparently innocuous phrase but it masks a radical change of direction with profound implications. 'we reject the notion that our schools should limit their focus on bringing every child up to a minimum level – instead, they should stretch every child, including the most able, to reach their full potential.'

March 2016 white paper

- assessment of the provisions for the most able highlighted its three specific commitments:
 - To ensure that the pupil premium is used effectively to support the most able disadvantaged.
 - To 'investigate, fund and evaluate approaches to help the brightest students in state schools to fulfil their potential', potentially through A level support programmes and 'prestigious challenges and competitions' for KS2-3.

March 2016 white paper

- To include in the new core ITT framework 'a specific focus on stretching the most academically able pupils and cutting edge evidence on how these pupils can be challenged and stimulated to achieve the very highest standards'.

March 2016 white paper

- This month's Green Paper is allegedly fulfilling the white paper commitment to 'investigate, fund and evaluate approaches to help the brightest students in state schools to fulfil their potential' with priority given to those from disadvantaged and non-disadvantaged backgrounds.

This PM speech this month

- 'There is nothing meritocratic about standing in the way of giving our most academically gifted children the specialist and tailored support that can enable them to fulfil their potential. In a true meritocracy, we should not be apologetic about stretching the most academically able to the very highest standards of excellence.' PM May in September

This PM speech this month

- 'We already have selection to help achieve this in specialist disciplines like music and sport, giving exceptionally talented young people access to the facilities and training that can help them become world class. I think we should have more of this. But we should also take the same approach to support the most academically gifted too.' PM May in September

The new Green Paper

- 'This consultation deliberately asks big, open questions about the future of education in this country'
- That is clearly just code for 'we haven't had time to work up any decent detailed proposals or think through all the potential implications'.
- Frankly, this green paper couldn't be any greener if it camouflaged itself and covered itself in greenery.

The new Green Paper

- **The proposals are a denial of the comprehensive principle** because they refuse to accept the possibility that every learner's individual needs **can** be met within a single institution, relying where necessary on varieties of within-school selection.

The new Green Paper

- Perhaps the system does not need a bewildering diversity of school types and specialisms with ubiquitous between-school selection. **There is a trade-off between choice and diversity on one hand and system-wide coherence on the other.**

THE OFSTED SURVEYS

- For the 2013 report Ofsted did field visits to 41 non-selective secondary schools
- In addition they scrutinised 2,327 lesson observation evidence forms separately which showed that the most able students in only a fifth of lessons were supported well or better in such schools

THE SURVEY

For the 2015 survey, Her Majesty's Inspectors visited 40 non-selective secondary schools and 10 primary schools to assess the teaching, curriculum and guidance they provide for their most able students.

- As part of a further 130 routine inspections, inspectors asked schools how they support their most able students.
- The report also draws on evidence from interviews with five university admissions tutors and over 600 online survey responses from Year 8 and Year 11 students in 17 schools.

THE SURVEY

Key Question 1: Are the most able students in secondary schools achieving as well as they should?

Key Question 2: Why is there such disparity in admissions to Russell Group universities between a small number of mainly independent schools and the majority of comprehensive schools?

Access and Achievement

• "Too many non-selective schools are failing to nurture scholastic excellence. While the best schools provide excellent opportunities, many of our most able students receive mediocre provision. They are not doing well enough because their secondary schools fail to challenge and support them sufficiently..." Wilshaw

Access and Achievement

• 'The most recent statistics paint a bleak picture of under-achievement and unfulfilled potential. Thousands of our most able secondary-age children are still not doing as well as they should...' Wilshaw

Access and Achievement

• "Many non-selective schools fail to imbue their most able students with confidence and high ambition....independent schools as well as universities have an important role to play in supporting state schools. The challenge is to ensure that all schools help students and families overcome cultural barriers to attending higher education. We cannot allow this to continue. I hope this report provides a catalyst for change..." Wilshaw

Access and Achievement

- ⑩ At Key Stage 4, there have been clear gains for all pupils in terms of the percentage attaining five GCSEs at grades A* to C including English and mathematics.
- ⑩ However, the attainment gap between disadvantaged pupils and their better off peers continues to widen between the end of Key Stage 2 and Key Stage 4
- ⑩ It has hardly narrowed at GCSE, remaining stubbornly at around 27 percentage points.

Access and Achievement

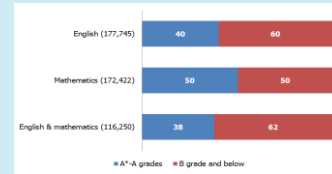
London Gifted & Talented

- ✦ The proportion of good and outstanding schools serving the 'most deprived' areas is better than the national average in London, the NW and the NE
- ✦ In other regions, such as the East of England and South East, pupils from the most deprived areas have more limited opportunities to go to a good or outstanding school. In the West Midlands regional area disadvantaged pupils have a slightly better than 50-50 chance of attending a good or better school

Percentage of most able students at Key Stage 2 gaining A*-A at GCSE

THE SURVEY

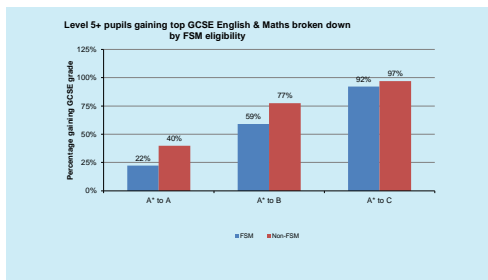
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Two-fifths, 40%, of the brightest students attained the highest GCSE A*-A levels in English, with 50% achieving these levels in mathematics. In English and mathematics combined, just 38% attained the highest levels.

FSM underachievement

London Gifted & Talented



THE SURVEYS - What's going wrong?

London Gifted & Talented

- ✦ Insufficient tracking of the most able students as a discrete group. As a result, schools did not know accurately enough the rates of progress being made by the most able students.
- ✦ Students being given the same homework tasks as other, less able, students with few examples of more challenging or open-ended tasks.
- ✦ Pupil Premium funding being used only to support middle or lower-attaining students who were at risk of underachieving, rather than being used to support the most able disadvantaged students

THE SURVEYS - What's going wrong?

London Gifted & Talented

- ✦ Inadequate strategies for rapid intervention if a high-attaining student was at risk of falling behind
- ✦ Few checks to evaluate the impact of teaching of, and support given to, the most able students
- ✦ A lack of knowledge about the effectiveness of differentiation in mixed ability classes, coupled with a lack of challenge for the most able students
- ✦ An absence of activities aimed at encouraging students to apply to the most prestigious universities.

THE SURVEYS - What's going wrong?

London Gifted & Talented

- ✦ By the time the most able students have reached Key Stage 4 when the 'serious tracking' begins, they have often been left to flounder for too long and are not able to maximise their potential.
- ✦ Schools visited were rarely meeting the distinct needs of students who are most able and disadvantaged.
- ✦ Not enough was being done to widen the experience of these students and develop their broader knowledge or social and cultural awareness early on in Key Stage 3.

THE SURVEYS - What's going wrong?

London Gifted
& Talented 

- Leaders had not embedded an ethos in which academic excellence was championed with sufficient urgency.
- Teachers had not had enough effective training in using strategies to accelerate the progress of their most able students.
- Often, targets set for the most able students were too low, which reflected the low ambitions for these students. Targets did not consistently reflect how quickly the most able students can make progress.

THE SURVEY Ofsted will:

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- report its inspection findings about this group of students more clearly in school inspection, sixth form and college reports
- consider in more detail during inspection how well the pupil premium is used to support the most able students from disadvantaged backgrounds
- focus more closely in its inspections on the teaching and progress of the most able students, the curriculum available to them, and the information, advice and guidance provided to the most able students

THE SURVEY The Department for Education should:

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& Talented 

- promote the new destination data, which will show what proportion of students in sixth form providers go to university and, particularly, the Russell Group of universities.
- ensure that parents receive from schools a report each year which communicates whether their children are on track to achieve as well as they should in national tests and examinations
- develop progress measures to identify how well the most able students have progressed from Year 6 through Key Stage 4 to the end of Key Stage 5

THE SURVEY Schools & academies should:

London Gifted
& Talented 

- help the most able students to flourish and leave school with the best qualifications by providing first-rate opportunities to develop the skills, confidence and attitudes needed to succeed at the best universities
- improve the transfer between primary and secondary schools so that all Yr 7 teachers know what aspects of the curriculum the most able students have studied in Yr 6, and use this information to teach lessons that build on prior knowledge and skills

THE SURVEY Schools & academies should:

London Gifted
& Talented 

- ensure that senior leaders evaluate mixed ability teaching so that the most able students are sufficiently challenged and make good progress
- evaluate the quality of homework set for the most able students to ensure that it is suitably challenging
- give the parents and carers of the most able students better and more frequent information about what their children should achieve and raise their expectations

THE SURVEY School leaders should:

London Gifted
& Talented 

- Give Key Stage 3 equal priority with other key stages when allocating teaching staff to classes
- Provide training for teachers of all key stages so that their teaching routinely challenges the most able students

How can you present?

- Executive summary
- Clear manifesto points in policy
- Self evaluation – of impact
- Range of activities – enrichment still counts
- Lesson planning in observed lessons
- Case study material is welcome
- Networks, outreach, destinations

What does all this mean for schools?

- Know your students; attitudes, background, previous mastery, involvements outside of school, parental support, ambitions...
- Develop the culture/ethos so that the needs of the most able students are championed by specific school leaders
- Make sure your school sets sufficiently challenging homework and know what that looks like and why it is challenging

What does all this mean for schools?

- Ensure work continues to be as demanding as possible so the most able students can make rapid progress particularly at key stage 3
- Look at the subject specific demands (skills and behaviours) at A* and start to teach towards these in year 7
- Seek the views of the able student cohort regarding their day to day experiences, the teaching they receive, how challenged they feel and how they see themselves as learners

What does all this mean for schools?

- Going through the Ofsted reports over the last couple of years it is increasingly clear that they have sharpened their focus on the progress and quality of teaching of the most able students.
- A school's programme for its most able student should be scrutinized and reported on as a major measure of a school's success in any Inspection report or findings. Or, as the Chief Inspector of Schools in England said, 'It is important that heads and inspectors focus on the progress of all children. It is a scandal that children who should be getting A* and As are not.'

What does all this mean for schools?

The changes to the examination syllabi across the board to include far greater stretch and challenge by increasing the performance ceiling at GCSE through the new 9-1 grade structure will cause Ofsted to look even more closely at what they do for this specific cohort of students.

What does all this mean for schools?

Wilshaw asserts that provision for the most able operates as a touchstone, or indicator of wider school performance

'How well the brightest children are doing will usually be among the very first questions an inspector asks the school leadership team at the start of the visit. This is because inspectors know that if provision for this group is good, it is likely that other groups of pupils are also being well served. Conversely, if the most able pupils are not being stretched, that will alert inspectors to the possibility that things may be going wrong elsewhere.'

**Deborah Dent
(Senior
Associate)**



Deborah is a highly experienced 14-19 partnership broker and manager, and has developed and supported collaborations and networks to improve young people's progression in many London boroughs.

She has also worked for the LSC, as an associate for Cambridge Education and at QCA/QCDA on the development and approval of vocational qualifications (including diplomas). She has recently developed a new preparation for apprenticeship provision for programmes of study in school sixth forms.

She works on post-16 with all providers, including schools, college and training providers putting in place post-16 progression strategies, including alternative education.

She has an interim role in Ealing borough to lead the delivery of the 14-19 strategy in Ealing in 2013-14, including support for practitioner networks and the next phase of the roll-out of raising participation arrangements.

KEY NOTE

Career Paths for Able Students

This key note focuses on further education and career opportunities for our most able pupils. References will be made to websites and alternative higher education (HE) routes.

Deborah Dent
Career Paths for Able Students

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Questions / Reflections / Actions

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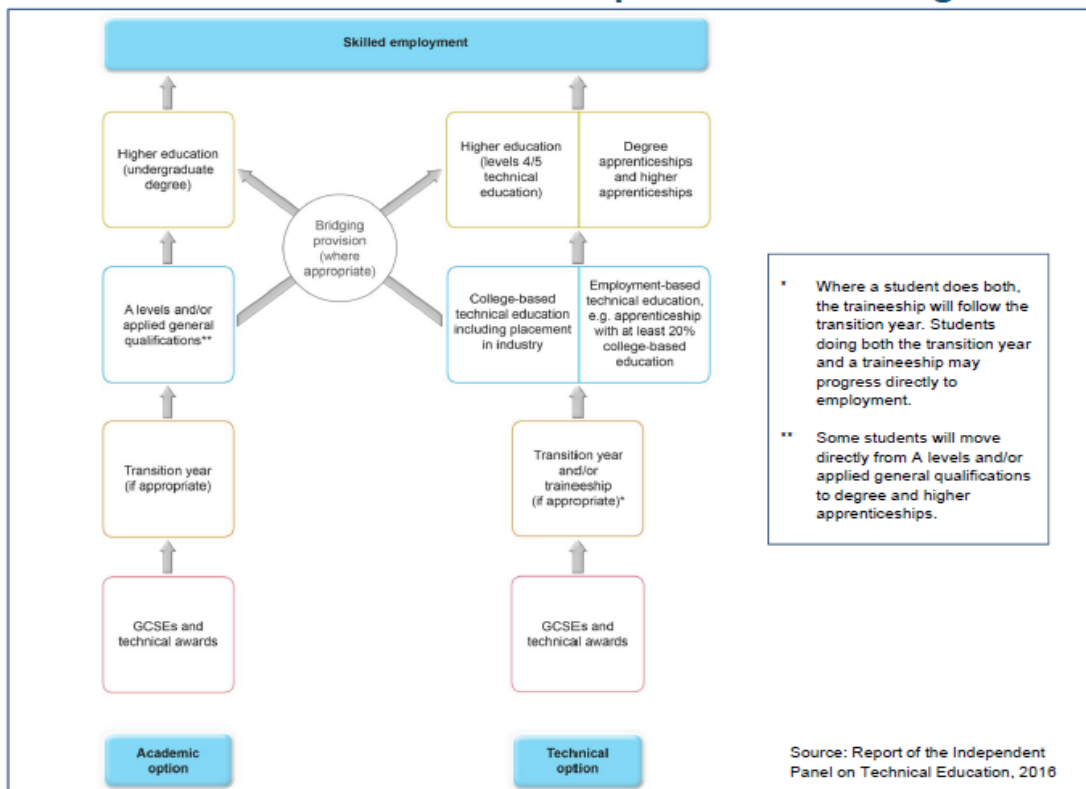
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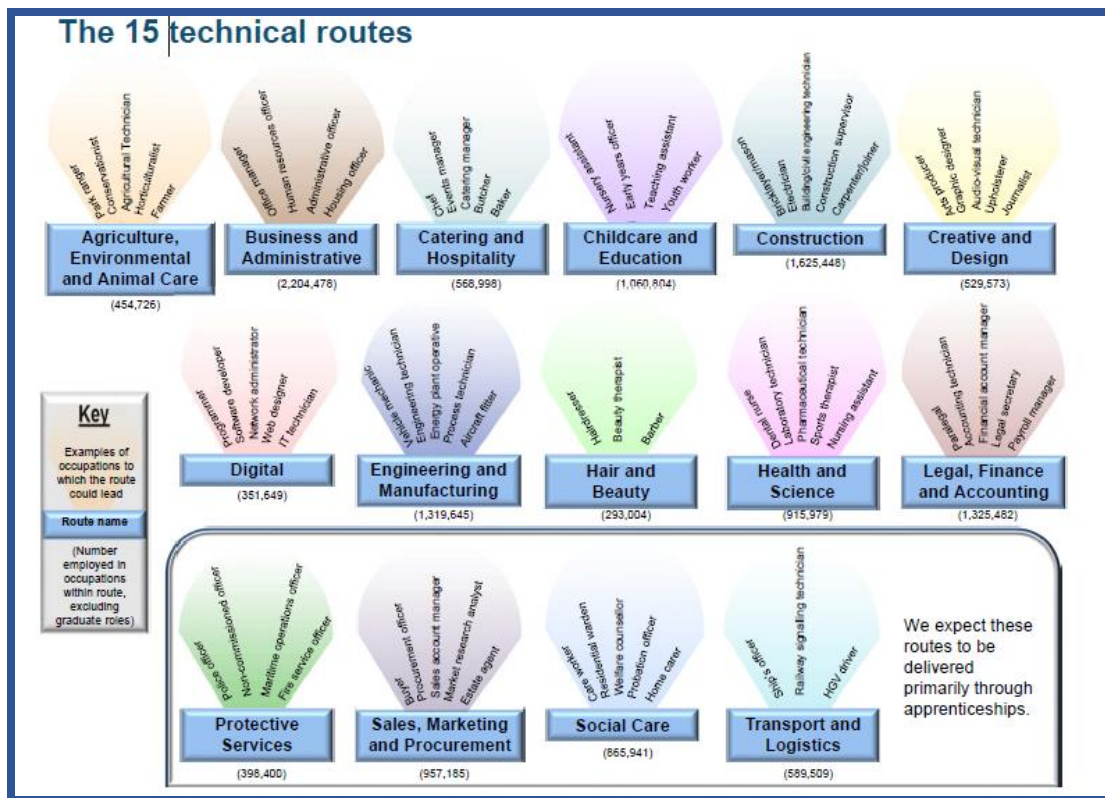
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Career Paths for Most Able

- New arrangements for Technical Education
- Word 'vocational' has disappeared
- Following international practice, create of 15 'technical routes'
- Within each route there will be a number of sub-pathways
- Implementation Plan in November 2016
- New DfE 'pathways' diagram

How the academic and technical options would fit together





Alternative HE routes

HNDs and HNCs in Further Education – maintenance loans now available

<http://www.uxbridge.ac.uk/courses-west-london/computing-a-information-technology/208-level-5-9/4964-pearson-btec-level-5-hnd-diploma-in-computing-and-systems-development.html>

<https://www.whatuni.com/degrees/btec-level-4-hnc-diploma-in-automotive-diagnostics-and-management-principles/ealing-hammersmith-and-west-london-college/cd/56274488/866/>

Higher Apprenticeships – Level 4 and above

<http://www.notgoingtouni.co.uk/apprenticeships-223/filter/subcats/higher-apprenticeship-228>

<http://www.apprenticeshipguide.co.uk/higher-apprenticeships/>

Degree Apprenticeships – Hons degrees

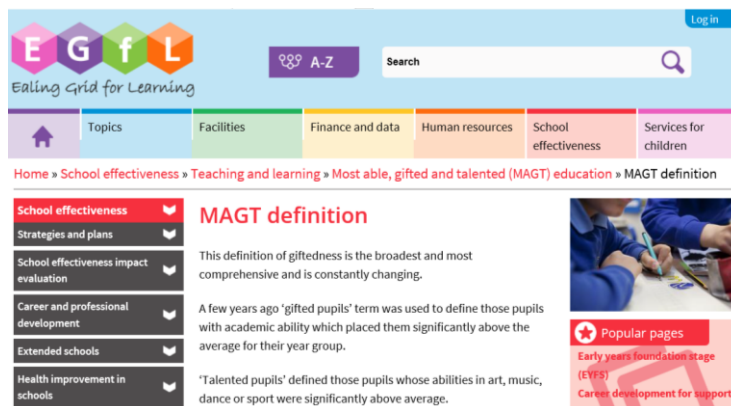
<https://www.thetechpartnership.com/recruit-and-train/degree-apprenticeships/>

Powering Up Potential - MAGT Conference

November 2016

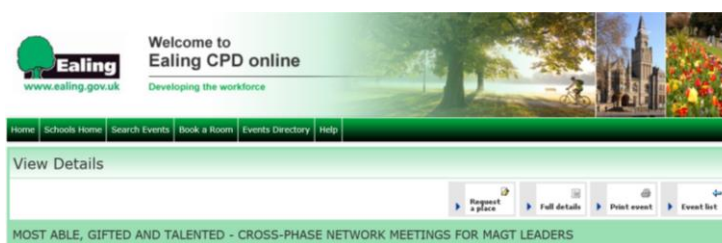
Continuing Professional Development

Ealing Grid for Learning (EGfL) – www.egfl.org.uk (Most Able, Gifted and Talented Education Page) provides a range of resources for MAGT pupils. In the search box type: MAGT



CPD programme offers a range of courses to support you further develop subject knowledge and gain leadership skills.

Please visit www.ealingcpd.org.uk/ for more information and booking.



Cross-phase MAGT Network Meetings

These meetings offer opportunities to gain leadership skills, reflect on practice, sharing new practices across the schools as well as gaining insight into current updates and developments.

Thursday 2 February 2017
Thursday 22 June 2017

Please visit www.ealingcpd.org.uk/ to book.

Useful Websites and Resources

James Nottingham



<http://www.challenginglearning.com/>

James Nottingham's books are listed at: <http://www.jamesnottingham.co.uk/books/>

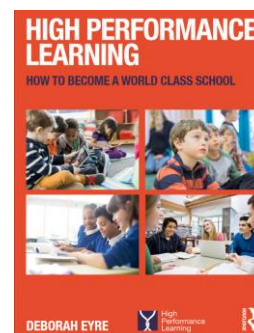


Deborah Eyre

High Performance Learning

<https://www.highperformancelearning.co.uk> provides free resources as well as information on superb training and consultancy.

Deborah's latest book 'High Performance Learning' is a great resource.



NACE

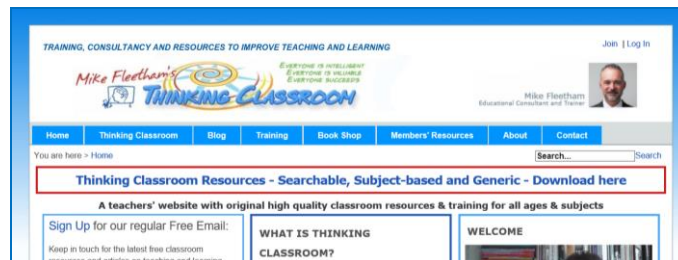
<http://www.nace.co.uk/>



Useful Websites and Resources

Mike Fleetham

Thinking Classroom Page www.thinkingclassroom.co.uk provides a range of resources and practical ideas.



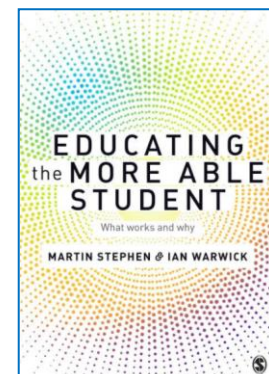
Mike also publishes books

Ian Warwick

London GT – www.londongt.org



Ian's latest book
'Educationg the More Aable Students – What works and why'



Powering Up Potential - MAGT Conference

November 2016

Powering Up Potential



MAGT CONFERENCE 2016