



meeting	EDUCATION & LIFELONG LEARNING SELECT COMMITTEE		
date	11 January 2005	agenda item number	6

REPORT OF THE DIRECTOR OF EDUCATION

The implementation of the LEA's post-inspection action plan for gifted and talented provision

Purpose of Report

1. A report to the Education and Lifelong Learning Select Committee on 7 September 2004 outlined the steady progress made with the implementation of the LEA's post-inspection action plan and the Committee agreed that this further progress report be presented.

Information and Advice

2. Appendices to the report presented on 7 September included a summary of progress submitted to DfES advisers in July 2004. In short, this summary noted that progress was on-track in almost all aspects and in a small number of elements was ahead of schedule. Where slippage was identified it had been dealt with and these elements were on-track.
3. During the autumn term 2004, progress has largely been maintained and in the case of governors' training is ahead of schedule. The key features of current progress are:
 - the report on the questionnaire survey to schools undertaken in the spring has been circulated to schools.
 - the draft policy, with accompanying guidance, has been circulated to all schools for consultation. Consultation on the draft policy and guidance has been set for late January and early February 2005.
 - a pack of training for governors, to support the draft policy and guidance, has been written and trialled. Governor training has been scheduled and advertised. It will take place in late February 2005.

- co-ordinator training for primary teachers has begun and is oversubscribed. Another cohort will begin training later in 2005. Negotiations are taking place with Oxford Brookes University, the national provider, for secondary training to begin in the spring of 2005.
 - a bid to 'Aimhigher', the funding partnership responsible for widening participation beyond 14-19 has been made. We await final confirmation of successful bids for 4 projects worth £100,000. These projects will support 70 disadvantaged students in gaining access to the National Academy for Gifted and Talented Youth, Easter School provision for modern foreign languages students, support for a network of 10 schools (5 primary and 5 secondary) to develop classroom-based improvement projects and an arts programme to develop work-related pathways for students.
 - a further newsletter about gifted and talented provision has been produced and inspectors have trialled an in-service training package on monitoring and evaluating provision for gifted and talented students.
 - six gifted and talented summer schools took place and the report to schools was written and circulated.
4. During the autumn term, two items of slippage occurred. First, the writing of the report into good practice in 29 schools proved more difficult than anticipated, but this aspect will be back on-track when the draft report will have been produced by the start of the spring term 2005. Second, some slippage occurred over progress with the technical aspects of providing a tracking system. Up-grading DfES computer software is awaited as a solution to the issue. Meanwhile, schools are being advised to modify the current DfES 'Pupil Attainment Tracker' to monitor the progress of gifted and talented students.
 5. Results of the annual Audit Commission showed that whereas previously headteachers considered that provision was unsatisfactory it is now seen as satisfactory, but only just. We are aiming for good in the future.

Statutory and Policy Implications

6. This report has been compiled after consideration of implications in respect of finance, equal opportunities, personnel, Crime and Disorder and those using the service. Where such implications are material, they have been described in the text of the report. Members' attention is however drawn to the following:-

Financial Implications

7. The cost of delivering the actions set out in the post-Ofsted inspection plan are included within the LEA's budget and are part of the costs of the education development plan.

Equal Opportunities Implications

8. Improving the support and provision for gifted and talented pupils promotes equality of opportunity for these pupils.

Implications for Service Users

9. Schools are involved in the development of policy and practice to improve the support for gifted and talented pupils and highlighted this support as very important in consultations on the Education Development Plan.

RECOMMENDATION

10. That the report be noted.

PAM TULLEY

Director of Education

Background Papers Available for Inspection

Nil.

M19C1241