



meeting	EDUCATION AND LIFELONG LEARNING SELECT COMMITTEE		
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REPORT OF THE DIRECTOR OF EDUCATION

Nottinghamshire LEA's post-Ofsted inspection action plan: progress with actions relating to gifted and talented pupils

Purpose of Report

1. The purpose of this report is to consider the actions taken to improve the provision in support of gifted and talented pupils.

Information and Advice

Background

2. Nottinghamshire LEA was inspected by Ofsted in May 2003 and was judged to have made good progress since its last inspection in 1998 and to be a good LEA with very good capacity to improve further. The inspection report highlighted that the LEA discharges the majority of its functions well with many functions being good. Only one area of weakness was identified: that of support for gifted and talented pupils. The report identified that the LEA was already aware of this weakness and taking action to improve.
3. The inspection report identified a small number of recommendations for improvement, two of which related to the support for gifted and talented pupils. In response to the recommendations, the LEA put together a detailed action plan setting out the steps to be taking to bring about improvement. The recommendations were as follows:
 - establish procedures to subject the support for pupils educated in local hospitals to rigorous external quality assurance
 - establish monitoring procedures to ensure all teachers designated for child protection have access to relevant training

- implement the actions set out in the Education Development Plan in relation to Information and Communication Technology
- raise the profile of gifted and talented pupils and track their progress
- identify and share good practice in the support for gifted and talented pupils
- work with Social Services to complete all personal education plans in a timely manner.

The LEA's post-Ofsted inspection action plan

4. The LEA constructed a draft action plan in response to the recommendations in the inspection report and this was scrutinised by the Education and Lifelong Learning Select Committee. The action plan was then submitted to the DfES in December 2003, in accordance with the required timeline.
5. The action plan is set out in two parts. Part 1 contains actions in response to the six recommendations in the inspection report, whilst Part 2 contains actions that the LEA chose to take in order to continue to improve and lift areas judged to be satisfactory to become good. Actions 4 and 5 (Part 1) are focussed on gifted and talented pupils (**Appendix 1**). The delivery of the action plan including actions in support of gifted and talented pupils form part of the Education Development Plan activity programmes for 2004-2005.
6. This report deals only with progress made with actions relating to gifted and talented pupils. The evaluation of progress for all other actions in the post-inspection plan are subject to review in the Autumn term 2004 and a subsequent report will be brought to the Select Committee for scrutiny.

Progress with improving support for gifted and talented pupils

7. Good progress has been made in delivering the planned actions and in improving provision for gifted and talented pupils. The attached table (**Appendix 2**) sets out the work that has been undertaken. A steering group has been established and a new policy drafted (**Appendix 3**) that will be sent for consultation with schools in the Autumn term. Schools have completed a detailed questionnaire and the information analysed to guide the planning of support.
8. Across the County, there is a considerable amount of good practice in individual schools and the LEA steering group has developed new mechanisms for the identification and dissemination of good ideas and examples of effective support for gifted and talented pupils.
9. As part of the LEA/DfES Compact, Nottinghamshire has been able to access advice and information from national agencies. Information

from work undertaken as part of the London Challenge, from the DfES gifted and talented unit and from the National Academy for Gifted and Talented Youth has been used by the steering group to support work in schools and to drive the local policy and approach. These contacts have also been important in helping the LEA gain a picture of ongoing work across the country.

The impact of the work on gifted and talented pupils

10. The LEA has identified three success criteria to measure the effectiveness of the gifted and talented actions. These are:
- provision for gifted and talented pupils deemed satisfactory or better in all Ofsted school inspections (by July 2005)
 - the LEA's survey of the effectiveness of its support for gifted and talented pupils shows 90% satisfaction or better
 - the annual Audit Commission survey of schools (2005) shows the LEA's support for gifted and talented pupils moves to the second quartile or above.

These measures relate to data for 2005 in order to ensure that the actions have time to impact on performance. It is therefore not yet possible to judge the outcomes although the milestone measures for both actions 4 and 5 have largely been achieved. At the time of writing this report the data for pupils' performance at the higher levels in the 2004 national tests at key stage 2 and key stage 3 are not available.

Statutory and Policy Implications

11. 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

12. 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

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

Implications for Service Users

14. 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

15. That following scrutiny, the report is agreed and a further report be presented to the Select Committee in six months' time.

PAM TULLEY

Director of Education

Director of Resources' Financial Comments (PWH)

The financial implications are set out in paragraph 12 of the report.

Background Papers Available for Inspection

Nil.

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