

Gifted and talented Black pupils' achievement

Continuing professional development
(CPD) module and briefing pack

Management guide for local authorities



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Stage 1: Intelligence gathering; prioritising schools where a focus on gifted and talented (G&T) Black pupils' achievement will have the most impact

Key message: Prioritise schools to work with using appropriate school-level data and evidence of G&T provision from effective use of the Institutional Quality Standards (IQS).

- Establish a small local authority core team to lead G&T Black pupils' developments. This core team could include local authority lead(s) for G&T, EAL, EMAS, MEAP, Inclusion, strategy managers, consultants, etc.
- Know who your Black pupils are (*use pages 2 and 3 of the G&T Black pupils' achievement CPD module (00526-2009BKT-EN) as a useful guide for this*). Ensure there is a clear and consistent understanding across the local authority of duties under the Race Relations Act (Amendment) 2000 and see the use of these CPD materials within this context.
- Establish communication with local authority data managers and be clear about the data needed (*use appendix 1 of the G&T Black pupils' achievement CPD module (00526-2009BKT-EN) as a useful guide here*) to give a picture of G&T Black pupils' attainment, progress and representation in G&T cohorts in each school in order to prioritise schools.

Three suggested pieces of data are needed for each school in the local authority:

1. Black pupils' achievement and progress across a key stage, including attainment at the higher levels, 2+ levels of progress, analysis against the national picture, similar schools, etc.
 2. number of pupils on the G&T register, the percentage of these who are Black pupils, and the proportion of each sub-group of black pupils that is represented in the G&T cohort.
 3. evidence of the use of IQS and Classroom Quality Standards (CQS) to establish current levels of whole-school and classroom G&T provision.
- When you have an accurate picture of Black pupils' achievement and progress, and of whole-school G&T provision, prioritise those schools in which:
 - there is evidence of Black pupils' underachievement and also under-representation of Black pupils on the G&T register
 - there is evidence from the IQS of good and developing whole-school provision for G&T. Also bear in mind the capacity of schools to support improvements to Black pupils' achievement; consideration of all of these will help to identify schools where a focus on G&T Black pupils' achievement will have maximum impact.
 - Publicise a focus on G&T Black pupils' achievement via local authority networks, for example, headteacher, School improvement partner (SIP), National Strategy meetings to develop understanding and encourage involvement.

Stage 2: Familiarisation and implementation

Key message: Before starting to support prioritised schools, become familiar with school-level data and G&T Black pupils CPD materials. Determine the capacity of your local authority and the level of support you can offer to each school.

- Establish a meeting of the local authority core team to analyse school-level data and to develop a shared understanding of what the data is saying about Black pupils' achievement in the schools with which you have chosen to work.
- Confirm which schools will be invited to work with you. If there are too many for your current capacity, determine a rolling programme of involvement.
- Gain familiarity with the G&T Black pupils' achievement CPD materials and develop a common understanding of how to mediate them and support their use in schools.
- Plan and deliver a 'start-up' meeting for invited schools; as part of your invitation to identified schools, establish involvement criteria such as:
 - key performance measures from data
 - commitment from school senior leadership team and G&T leading teacher
 - evidence of G&T provision from the IQS.
- Use the start-up meeting to promote school improvement cycle methodology (*see appendix 2 for a useful reminder of this*) and to familiarise schools with their data and the CPD materials (*the module outline and management guide for schools on pages 6 to 10 of the materials are essential starting points from which schools can explore the scope of the materials and identify areas of focus and priorities*).
- A key outcome from the start-up meeting will be the expectation that each school develops an action plan for delivery of the CPD materials in school. The action plan should include roles and responsibilities, timescales and clear success criteria for evaluation of impact (*appendix 3 provides a sample action-planning form*).
- Use outcomes from the start-up meeting to confirm responsibilities and level of local authority support for each participating school. It will be important for local authority G&T leads to agree joint responsibilities when working collaboratively with local authority colleagues.

Stage 3: Building capacity and evaluating impact

Key message: Identify and disseminate key messages about impact and build capacity for supporting G&T Black pupils' achievement across the local authority and schools.

- Establish and maintain strategies for collaboration and support in schools delivering the CPD materials and for evaluating the impact on G&T Black pupils' achievement.
- Identify emerging key messages about impact on leadership, school systems and processes, teaching and pupils' learning; share these across the local authority and schools, using existing networks.
- Consolidate collaborative work between local authority and school colleagues to link common messages about effective teaching and learning, Quality First Teaching (QFT), effective whole-school and classroom G&T provision and Black pupils' achievement.
- Encourage schools to link this G&T Black pupils' achievement work with active use of G&T IQS and CQS to improve whole-school and classroom provision for G&T, as well as with strategies for addressing underachievement by other vulnerable groups, e.g. FSM.
- Establish ways for schools to share their experiences via local authority networks, websites, e-forums, etc.
- Consider how to develop expertise in participating schools and how best to use this expertise to build capacity in other schools.

Stage 4: Planning next steps

Key message: Use outcomes from schools and impact on G&T Black pupils' achievement to inform subsequent planning and action cycles. Share outcomes and impact locally, regionally and nationally.

- Reconvene the core group to review start-up, implementation, school support, evaluation and impact issues and outcomes.
- Refer back to the school improvement cycle methodology underpinning this work and use outcomes to inform subsequent action planning for supporting schools in this and other CPD. Incorporate emerging thinking on using developing expertise through the role of a 'leading' leading teacher.
- Publicise outcomes and impact via local, regional and national networks, including case study websites, for example 'What Works Well'.
- Consider how outcomes will inform future local authority priorities for G&T and plan for a Black pupils' achievement focus in other schools within the local authority.
- Celebrate the success of pupils, parents and carers and schools; build on success to enhance motivation, aspiration and ambition for schools and across the community.

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