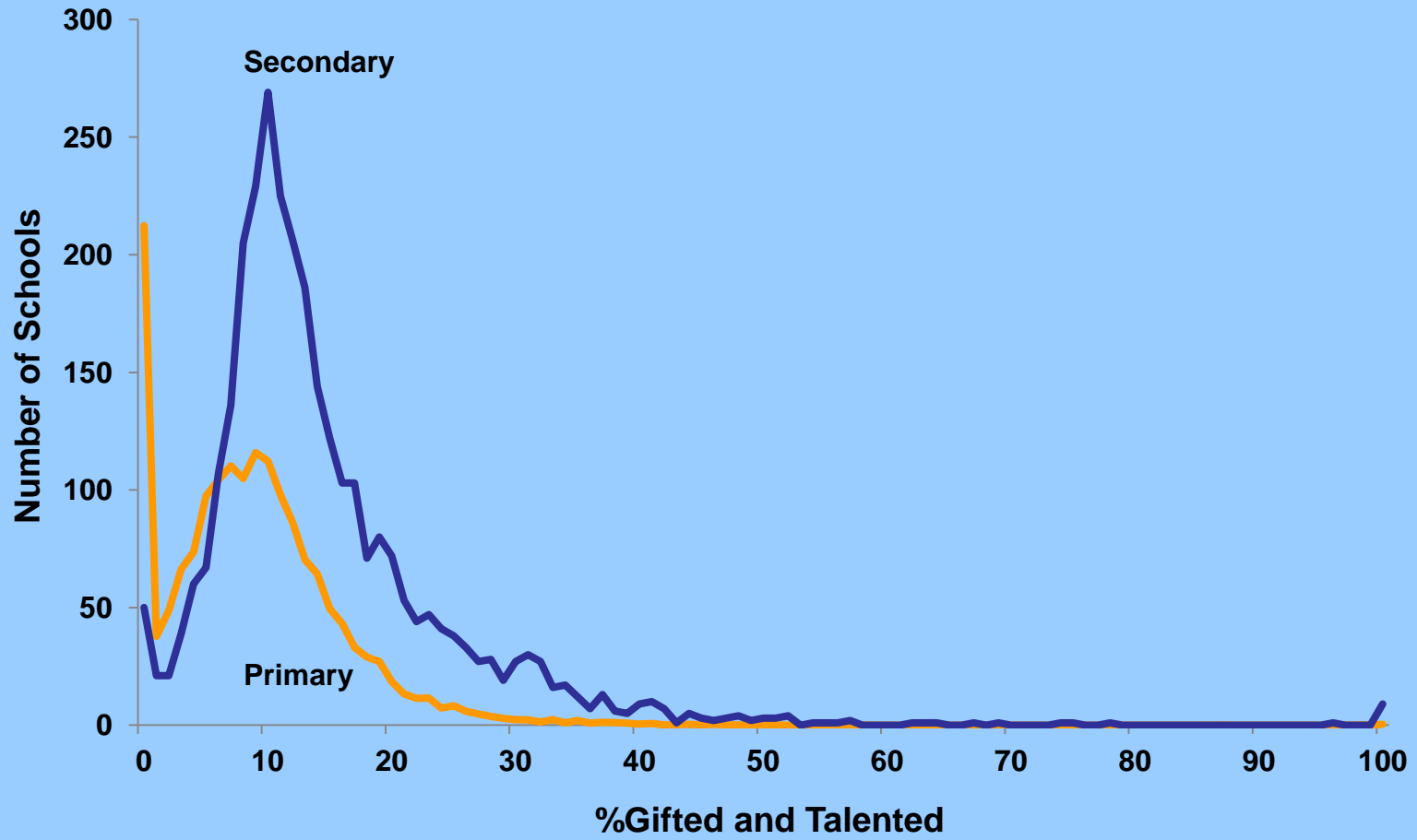


Educating High Ability Pupils

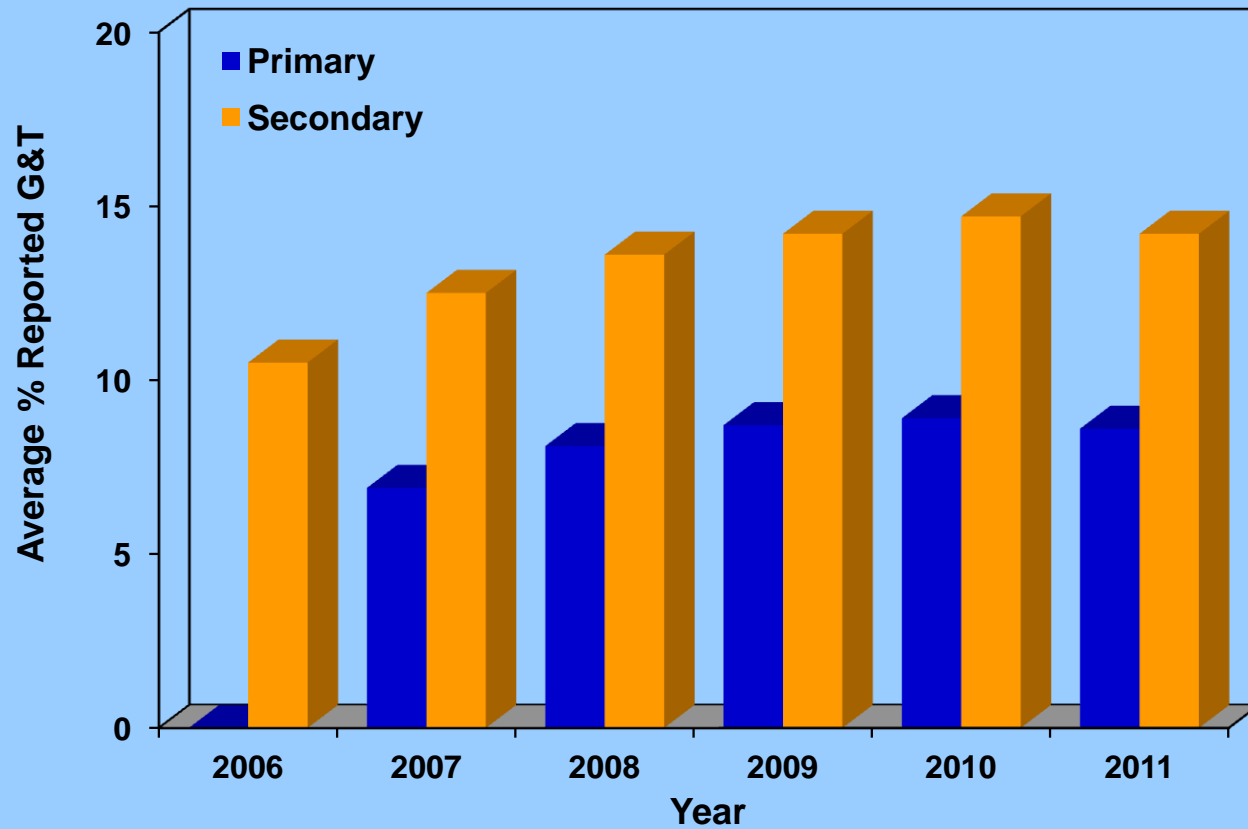
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**Department for Education
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Gifted and Talented as Reported



Time Course



Schools by Age Range

	N	% G&T
Primary to Age 9	2,370	6.7
Primary to Age 10/11	14,531	9.3
Middle to Age 12	70	9.4
Middle to Age 14	247	12.8
Secondary to Age 16	1,078	13.1
Secondary to Age 18	2,007	15.4

School Type

	N	% G&T
Grammar	164	31.5
Technical	7	17.0
Comprehensive	1,470	14.2
Modern	247	14.2
Academy/CTC	206	12.2

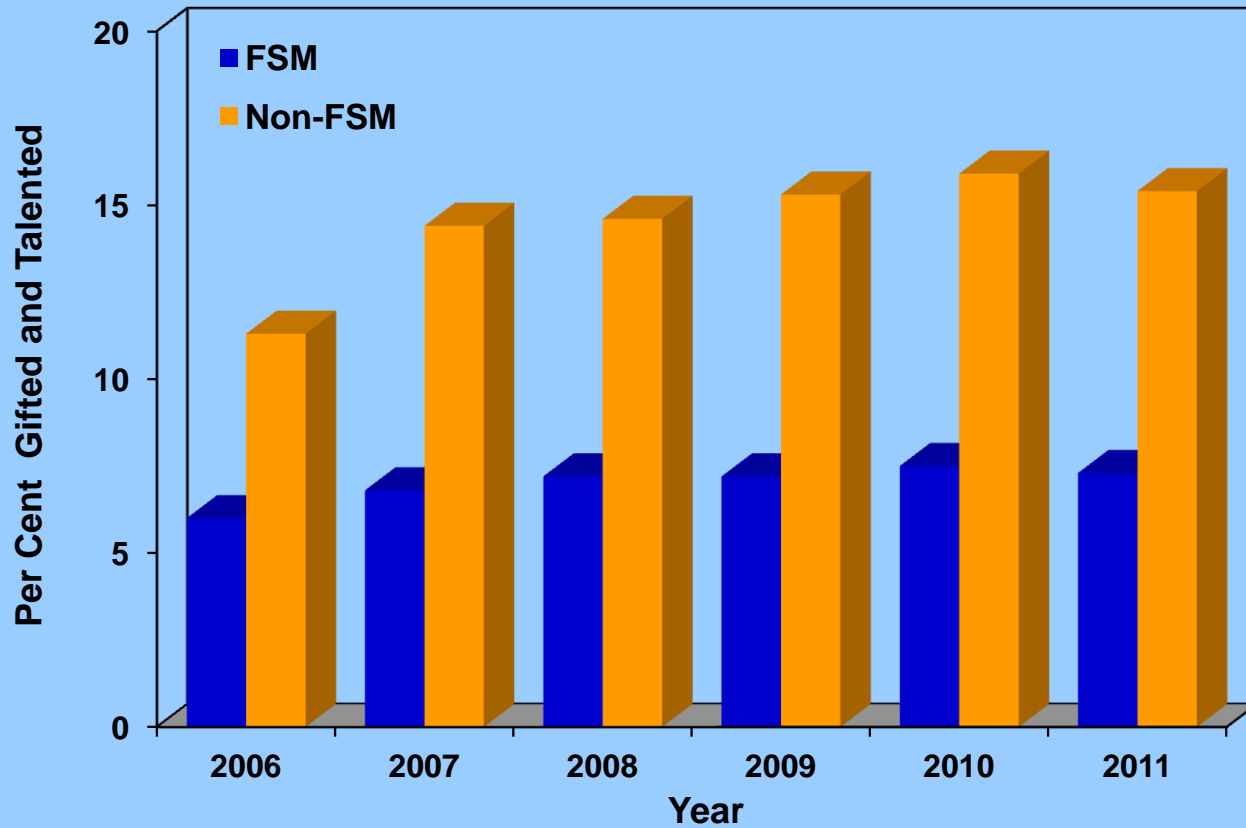
Correlations with Achievement

	N	r
Key Stage 2	9,521	0.066
GCSE	2,892	0.146
A-level Points per Student	1,401	0.172
Any University	1,401	0.108
Selective University	1,401	0.198

Regression on KS2/GCSE

	Primary	Secondary
Eligible for FSM	-0.359	-0.477
Special Needs	-0.215	-0.297
Statemented	-0.117	-0.075
White British	-0.067	-0.253
Chinese	0.051	0.131
G&T	0.054	0.067
Girls	0.029	0.065

FSM Pupils



Picture from Interviews

- Reluctance to label.
- Confusion over meaning.
- No reliable tool for identification.
- Frequent changes of direction.
- Provision often a bolt-on rather than integral.
- Lack of resources, both in terms of funding and staff time.

Reluctance to Label

- “I very much believe that every child has something really special about them” (*Infant/Junior, North West*).
- “We think every child is gifted and talented” (*Junior, South West*).
- “If you are dealing with students who are G&T does that mean the rest are not?” (*11-18 Comp, Y & H*).
- “Extremely divisive” (*Girls Grammar, Eastern*).
- “G&T isn’t really about students; it’s about filling in the census form” (*11-16 Comp, Eastern*).

Meaning Unclear

- “We have registers for the ‘able’, the ‘gifted’ and the ‘talented’” (*Junior, Outer London*).
- “To be honest it is not very clear because there are so many ways” (*11-16 Girls Comp, South East*).
- “Alongside the ‘gifted’ group the school identifies an additional tranche of ‘talented’ based on subject teacher nominations” (*Academy, East Midlands*).
- “G&T varies with every single subject, each of which has its own definition” (*Girls Grammar, Eastern*).

Emergence of G & T Construct

1869	Galton	Hereditary Genius
1905	Binet and Simon	Mentally Handicapped
1916	Terman	Intelligence Quotient
1926	Burt	Intelligence Testing
1944	Butler Act	Academic Selection
1929	Hollingworth	Gifted Children
1972	Marland Report	Gifted and Talented
1988	Javits Act	Promotion of G & T
1999	Blair Government	Adopts G & T

Identification

- “We have devised a questionnaire which is gone through with each child” (*Junior, South West*).
- “The school follows DfE guidelines and identifies 10% of its pupils as gifted and talented” (*Junior, South East*).
- “CAT score of 115 in any one of the three standard tests” (*11-16 Comp, South West*).
- “Average CAT score of 129” (*Academy, East Midlands*).
- “Subject teachers identify their G&T students for the start of Year 8” (*11-18 Comp, Y & H*).

Changes of Direction

- 1999 Excellence in Cities includes G&T strand
- 2002 National Academy at Warwick University
- 2006 Schools to report %G&T in January census
- 2007 Contract for Warwick's NAGTY ends
- 2007 CfBT's Young, Gifted and Talented program
- 2008 Priority option for High Performing Spec Schs
- 2009 National Register launched, but ended 2010
- 2010 Capita's G&T National Strategy
- 2011 Earmarked funding ends

Provision

- “We stream and we set in most of our subjects” (*11-18 Comp, South West*).
- “In our core lessons we have accelerated groups” (*11-18 Boys Modern, South East*).
- “We nominate pupils from the register to go on LA courses” (*11-16 Girls Comp, South East*).
- “It’s about accessing national and local competitions” (*11-16 Comp, Eastern*).
- “The school organises two residentials a year for those on the register” (*Infant/Junior, East Midlands*).
- “Each pupil on the register has an Individual Development Plan ” (*Infant/Junior, North West*).

Resources

- “In a school of over 900 the G&T budget is £1,000; I get no extra school time” (*11-18 Boys Modern, South East*).
- “The budget is minimal, absolutely minimal, to cover photocopying etc” (*Girls Grammar, Eastern*).
- “The G&T money was ridiculously small anyway, particularly at primary level” (*Infants, South East*).
- “With SEN there is a real role. I have specialist teachers and over 20 TA; in G&T the role is to keep a watching brief ” (*11-16 Comp, South East*).
- “The school does not have a G&T co-ordinator, it falls to all teachers” (*Junior, South West*).

The Future

- “Schools are in a strong position to keep it going” (*11-16 Comp, South West*).
- “It is not taken seriously; it was a matter of you’ve got to do it” (*Academy, East Midlands*).
- “The government’s hands-off approach is because G&T is not a priority” (*11-16 Girls Comp, South East*).
- “There needs to be more awareness of the importance of providing for these children” (*Junior, South East*).
- “Historically, G&T pupils have been a neglected group” (*11-18 Comp, South West*).

PISA Maths 2009

Country	% Level 6	Rank	Average	Rank
Korea	7.8	1=	546	1
Switzerland	7.8	1=	534	3
Japan	6.2	3	529	4
Belgium	5.8	4	515	9
New Zealand	5.3	5	519	8
Finland	4.9	6	541	2
Germany	4.6	7	513	11
England	1.7	26	493	21=

PISA Science 2009

Country	% Level 6	Rank	Average	Rank
New Zealand	3.6	1	532	4
Finland	3.3	2	554	1
Australia	3.1	3	527	7
Japan	2.6	4	539	2
Germany	1.9	5=	520	9
England	1.9	5=	514	11
Canada	1.6	7	529	5
Switzerland	1.5	8	517	10

PISA Reading 2009

Country	% Level 6	Rank	Average	Rank
New Zealand	2.9	1	521	4
Australia	2.1	2	515	6
Japan	1.9	3	520	5
Canada	1.8	4	524	3
Finland	1.6	5	536	2
USA	1.5	6	500	14
Sweden	1.3	7	497	15
England	1.0	10=	495	19=

Issues

- Not clear who are the Gifted and Talented.
- Incentives and sanctions for schools stress average performance.
- Not enough highly able teachers to go round.

Policy Pointers

- Define high ability in terms of achievement in core school subjects.
- Refine school accountability so that it is based on the performance of the most able and weakest pupils as well as those in the middle.
- Re-design the education system to bring together the brightest pupils and the best teachers, and nudge schools to adapt to the new shape.