

## Validation of school self evaluation (G&T): Childwall School – A Specialist Sports College, Liverpool

**Date:** 1<sup>st</sup> March 2011

**Attended by:** Jackie Price (NS G&T RA), Carol Singh (NS G&T Programme Director), Paul Bolton (LA G&T lead), Luise Morgan (school leading teacher for G&T).

### Validation confirmed for leading practice in G&T in the following areas –

Achievement:	<i>Developing with some exemplary features - validated</i>
Embedded whole school approach:	<i>Developing with many exemplary features - validated</i>
Effective classroom provision:	<i>Developing with many exemplary features' - validated</i>
Collaborative work:	<i>Developing with some exemplary features- validated</i>
Impact on staff and students:	<i>Exemplary with some aspects still developing - validated</i>

### 1. Proposed criteria for accreditation – leading practice in G&T

The school / academy is able to provide evidence against at least 4 of the criteria outlined:				
	Sources of evidence (examples)	Relevant Quality Standard (criteria) Developing+		School evidence of impact
		IQS (2005)	CQS	
<b>Achievement</b>	FFT Raiseonline Venn Target setting and tracking data	3.i	2.1 5.1, 5.2	<p><b>Overall self evaluation: Developing with some exemplary features.</b></p> <ul style="list-style-type: none"> <li>Since 2006 the proportion of pupils gaining 3+ A/A* grades or equivalent has increased from 6.3% to over 20%. This figure has consistently been above the most demanding FFT based estimate and the rate of increase has been faster than in the city of Liverpool as a whole. (Sustainability and comparison with</li> </ul>

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			<p><i>similar pupils in similar schools)</i></p> <ul style="list-style-type: none"> <li>• The range of subject areas in which pupils have gained A/A* grades has broadened indicating that all subject areas are aware of the need to cater for the most able (<i>Achievement across the G&amp;T population</i>)</li> <li>• All pupils in the NC G&amp;T cohort have been set aspirational targets based on 4 levels progress which were shared with them and their parents in Y10 through their attainment booklets (IEPs) (<i>Achievement across the G&amp;T population</i>)</li> <li>• November 2010 assessment data shows that 7 of an enlarged NC G&amp;T cohort are now on track to achieve 3+ A/A* or equivalent with 8 others on track for at least 1 A/A* (<i>Sustained improvement over time</i>) This implies that intervention within the KS4 course has been effective because earlier data has not shown so many pupils on track for A/A* grades.</li> <li>• Childwall Sports College was named in the 100 most improved schools on the basis of 2010 GCSE results. (<i>Progress is high in comparison to other schools</i>)</li> <li>• In 2009 the proportion of pupils eligible for Free School Meals in the cohort of pupils gaining 3+ A/A* grades was very close to the proportion of pupils eligible for FSM in the Y11 total roll. This indicates that economic disadvantage is not a significant barrier to success at Childwall Sports and Science College.</li> <li>• The percentage of both pupils eligible for FSM and those ineligible for FSM achieving both 3+ A/A* and 5+ A*-C including English and Maths has increased steadily. This is further evidence that economic disadvantage is not a significant barrier to success at Childwall Sports and Science College. (<i>Attainment is demonstrated across the G&amp;T population</i>)</li> </ul> <p>Achievement has been sustained as a result of:-</p> <ul style="list-style-type: none"> <li>• Departmental self review focuses staff on the</li> </ul>
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				<p>performance of all pupils against aspirational target grades.</p> <ul style="list-style-type: none"> <li>• Intervention supported by NC funding has been carefully targeted within specific to overcome barriers to learning and prevent potential underachievement.</li> <li>• Robust mechanisms of quality assurance in the form of a two year cycle of learning and teaching reviews replicating HMI subject survey inspections, and learning walks now focus on pupil learning and challenge.</li> </ul>
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**The schools self evaluation is validated: Developing with some exemplary features**

- An effective half-termly monitoring and tracking system enables the school to provide consistent judgements about the attainment and achievement of all pupils and to intervene in a timely and personalised manner. Work with the target group has contributed to development of monitoring and tracking systems and supported embedding this well into school systems and processes.
- Pupils reflect on targets with their teachers and the target groups also with their mentors; this leads to regular reviews and effective interventions to improve their progress.
- The school has developed a focus on A-A\* grades which forms part of their regular monitoring and CPD priorities. The impact of this has been impressive in driving up the numbers of A-A\* grades across the school.
- The school has a strong focus on progress for all pupils - making slow or no progress is not acceptable. Progress leaders in KS3 and KS4 take a key role in reinforcing this.

**Suggested next steps:**

- Establish consistently high expectations for all pupils, shared by all staff.
- Aim for 4 levels of progress as a clear expectation for all pupils.
- Raise expectations for attainment and achievement of the more able to well above similar pupils in similar schools.
- Continue a focus on more pupils achieving A-A\*

**Recommended relevant NS materials: Excellence for All and Progression skills**

<b>Embedded whole-school approach</b>	CPD programme Policy Job descriptions	7.i 8.i 10.i, 10.ii	2.1 3.2, 3.3 4.2, 4.3,	<p><b>Overall self evaluation : Developing with many exemplary features.</b></p> <ul style="list-style-type: none"> <li>• G&amp;T provision is within the purview of the Learning and</li> </ul>
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	<p>SI/RAP plans SEF Ofsted/LA report Lesson observations Pupil shadowing/voice outcomes Work scrutiny</p>		<p>4.4 5.1, 5.3</p>	<p>Teaching working group, on which every faculty is represented. M-L Morgan is G&amp;T lead and chairs the L&amp;T working group.</p> <ul style="list-style-type: none"> <li>• The LA G&amp;T lead worked on the CQS with the Learning and Teaching group in summer 2010. Each faculty was asked to self evaluate 2 aspects of the CQS in summer 2010 (aspects 2 – 5 were shared amongst faculties to provide a whole school picture)..</li> <li>• Whole school G&amp;T training was delivered in October 2010 by LA lead. The content and emphasis of this, including teaching for A/A* grades was <b>identified as a need by the staff themselves via a staff questionnaire in summer 2010.</b></li> <li>• In house programme of CPD led by KS3 Deputy and delivered by key members of staff has focused on AfL, High order thinking skills and challenge, literacy and analysis of Raiseonline data</li> <li>• A lesson observation pro-forma has been developed to link lesson characteristics with CQS. Provision for G&amp;T is now a focus of every faculty review.</li> <li>• A target within the school development plan is to ensure that “All lessons are as good as the best.”</li> <li>• G&amp;T provision is a standing item on all faculty and pastoral team meeting agendas and regularly features at SMT and Leadership meetings.</li> <li>• Staff questionnaire (summer 2010), for which there was almost 100% completion, showed that all faculties were aware of and engaged in the school's approach to G&amp;T provision.</li> </ul> <p><b>As a consequence of these actions</b> G&amp;T has a high profile within the school because it is led by a member of SLT. <b>All staff are increasingly aware of the need to challenge all pupils, including the most able. The impact of this is shown in the rising levels of attainment</b></p>
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				<p>As a result of the focus on Learning and Teaching for challenge the percentage of lessons graded 'Good' and 'Outstanding' on recent faculty reviews far surpasses that of previous years</p> <ul style="list-style-type: none"><li>• Faculty DSEFs are now identifying attainment of and provision for G&amp;T pupils as development priorities. Heads of Faculties work in trios to standardise their DSEFs, thereby sharing good practice</li></ul> <p><i>(Responsibility for Gifted and talented is distributed and evaluation of its impact is shared. Staff subscribe to policy at all levels Organisational structures and communication channels are ...creative in supporting delivery of personalised learning)</i></p> <ul style="list-style-type: none"><li>• Detailed G&amp;T action plan written by M-L Morgan G&amp;T lead and member of SLT</li><li>• The school has a link governor for G&amp;T; the policy and action plan are submitted to and approved by the governing body annually</li><li>• Governors attend G&amp;T celebratory events where pupils' successes are show cased.</li><li>• There is a G&amp;T budget above and beyond funding from the NC G&amp;T pilot programme. Subject areas can access additional funds to cater for the needs of the more able. Staff questionnaire indicated that staff were aware of this.</li><li>• School web site has G&amp;T area under development <i>(Governors play a significant and supportive role)</i></li></ul> <ul style="list-style-type: none"><li>• Y10 and Y11 NC G&amp;T cohorts each have a mentor, one of whom is non teaching; 3 staff have been involve in this role since the project was established.</li></ul>
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				<ul style="list-style-type: none"> <li>• 13 teachers contribute to the delivery of a bespoke Learning &amp; Teaching programme for the NC G&amp;T cohorts in Y10 and Y11 which seeks to help them raise their attainment and aspirations</li> </ul> <p><i>(Organisational structures and deployment of staff are flexible and creative in supporting the delivery of personalised learning)</i></p> <ul style="list-style-type: none"> <li>• Pupils' progress is reviewed against targets on a half termly basis.</li> <li>• ILPs (Individual Learning Plans) are embedded across the school. Pupils in the NC G&amp;T cohort have their own version of this, in the form of a personal Attainment Booklet. All subjects' teachers use these to set aspirational quantitative (grade related) targets and qualitative formative targets for the pupils.</li> <li>• Targets recorded in Attainment booklets are discussed with pupils during mentoring sessions, some of which are led by non teaching staff</li> <li>• Parents are encouraged to contribute to personal target setting via the NC G&amp;T pupils' Attainment Booklets.</li> </ul> <p><i>(Performance against targets is rigorously evaluated against clear criteria. Qualitative and quantitative outcomes inform whole school / college self evaluation processes.)</i></p>
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### The school's self- evaluation is validated: Developing with many exemplary features

- CPD is responsive to the needs of staff and G&T principles are embedded in CPD for all teachers. Professional development has been informed by a whole staff questionnaire which has provided a bench mark of current levels of confidence in provision for G&T and specific focus areas for CPD. National and international research into teaching and learning (T&L) has also informed CPD developments.
- There is an effective and dynamic relationship between the leading teacher for G&T and a core of teachers developing T&L through a range of strategies for G&T pupils; this has been a key driver. The leading teacher for G&T has been instrumental in developing capacity and sustainability within the school, for driving developments forward and establishing collaboration

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within the school and possibly with other schools.

- Lesson observations are linked to CQS features and provision for G&T is now a focus of every faculty review.

### Suggested next steps:

- Use teacher collaborations to focus on key whole school improvement issues e.g. independent learning, mastery of subjects, using outside expertise etc
- Continue to use the G&T focus to inform T&L developments and school improvement across the school and enable more pupils to benefit from challenge with support

### Recommended relevant NS materials: Excellence for All and Progressions skills

<p><b>Effective provision at classroom level to meet needs of G&amp;T pupils</b></p>	<p>Venn School register ILPs SoW Lesson obs Subject reviews Ofsted/LA reports Quality marks Planning reviews</p>	<p>2.i, 2.ii</p>	<p>Features 1-6</p>	<p><b>Overall self-evaluation : Many exemplary features but some aspects still developing.</b></p> <ul style="list-style-type: none"> <li>• G&amp;T pupils are identified in every year group using a range of indicators.</li> <li>• Staff questionnaire (summer 2010) indicated that the vast majority of staff (92%) were aware of the school G&amp;T register and of the G&amp;T pupils in the classes that they teach. (97%)</li> <li>• Faculties maintain their own lists of G&amp;T / more able pupils in their specific subjects. These pupils are identified using subject specific qualitative criteria. Responses to the staff questionnaire indicated almost universal awareness of these lists (98.6%)</li> <li>• All Faculty schemes of work cater for pupils of all abilities <b>including the most able</b>. This was highlighted in staff G&amp;T questionnaire in summer 2010, when 60% of the staff felt that the extent to which their faculty schemes of work catered for G&amp;T pupils was good or outstanding.</li> <li>• Provision for G&amp;T pupils is expected on the school's lesson plan pro-forma through differentiation. Responses to the staff questionnaire in summer 2010 indicated that 54% of staff felt that the degree to which they catered for the needs of G&amp;T pupils in their own lessons was good or outstanding (<i>cross reference to</i></li> </ul>
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*figures below for grading of lessons)*

*(Teaching and learning strategies are diverse and flexible, meeting the needs of distinct pupil groups within the G&T population.)*

- In summer 2010 the school adapted its lesson observation proforma to reflect the CQS for G&T in addition to OFSTED judgements. This has been shared with other schools locally and nationally via NC G&T Territorial meetings.
- A whole school AfL coaching programme involving 30 colleagues enabled the sharing of good via paired mutual lesson observations and review conversations. This has now developed into a cross faculty programme.

*(The school / college has established a range of methods to find out what works best in the classroom and shares within the school / college and with other schools and colleges.)*

- In 2008 – 2009 4 faculties underwent a learning and Teaching review. 48 lessons were observed, of which 7 were judged to be outstanding and 25 judged as good
- In 2009 – 2010 4 faculties underwent a Learning and Teaching review, 37 lessons were observed, 13 were judged to be outstanding with 21 judged as good.
- In 2010-11 Science ,PE, English and PE faculties have been reviewed. 39 lessons have been observed, 13 were judged outstanding; 24 were judged as good.

*NB school underwent an OFSTED inspection in March 2009 when SLT members undertook paired observations with inspectors. Their judgements were validated by the*

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				<p><i>inspectors.</i></p> <ul style="list-style-type: none"><li>The school's NCA, David Roche, praised the NC G&amp;T Project in his report dated 01/07/2010.</li></ul> <p>"A review discussion with the NC funded G&amp;T lead. The project is an <b>exemplar of good practice</b>, especially in the assessment booklets and teaching programme."</p> <p>He identified one strength of the school as "leadership's drive for improvement" with "<b>a key focus on students as individuals</b>".</p> <p>He identified specific successes of the project as being "the attainment booklet which has allowed a personalised approach", "the bespoke teaching programme" and "the use of questionnaires to enable a rapid adjustment where needed; equipping students with past papers, dictionary and thesaurus."</p> <p>"The overall success of the programme can be gauged from the number of other schools requesting information, presentation at a regional conference and some of its resources place on the NC web site."</p> <p><b>Impact of focusing on G&amp;T pupils</b></p> <p>The proportion of good and outstanding lessons has increased from 66% in 2008 – 2009 to 95% in 2010 – 2011. This has coincided with the introduction of the NC G&amp;T Project and the increased emphasis on challenge and stretch in lessons. It indicates that the school is using the focus on improving the attainment of the more able to enhance the quality of learning for all pupils.</p> <ul style="list-style-type: none"><li>ILPs (Individual Learning Plans) are embedded across the school. The NC G&amp;T cohort have their own version of this, in the form of a personal Attainment Booklet. All subjects' teachers use these to set Aspirational quantitative (grade related) targets and qualitative formative targets for the pupils. See section</li></ul>
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				<p>2)</p> <ul style="list-style-type: none"><li>• Pupils in the Y10 and Y11 NC G&amp;T cohorts have a bespoke PSHE programme with a focus on learning and study skills. This is delivered by various members of staff with individual expertise and strengths. Topics include time management, revision skills, exam technique in core subjects, higher order thinking skills plus others.</li><li>• During these sessions pupils have been consulted as to what helps them to learn best. This information has been fed back to staff via the Teaching and learning group.</li></ul> <p><i>(The school / college has established a range of methods to find out what works best in the classroom and shares within the school / college and with other schools and colleges.)</i></p> <p><i>(Teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to progress high achievement.)</i></p> <ul style="list-style-type: none"><li>• The school was awarded the Inclusion Charter Mark in summer 2009 (?)</li><li>• The school is a Sports College, with Science as a second specialism. Provision for G&amp;T in these faculties is above school average (based on staff interviews and questionnaires). The PE faculty has very high standards of attainment for the most able pupils. (44% A/A* at GCSE in 2010)</li><li>• A member of PE department has a TLR for driving the school's sports specialism across the curriculum with the aim of raising standards.</li></ul>
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## The school's self- evaluation is validated: Many Exemplary characteristics but some aspects still developing

- Effective and regular departmental reviews and departmental self-evaluation (DSEF) are well aligned with the CPD programme the G&T classroom quality standards; these standards are used consistently across the school as a focus for lesson observation and self evaluation of G&T provision by teachers in classrooms.
- Latest departmental reviews indicated that of 39 lessons observed 13 were judged as outstanding and 24 were judged as good. Teachers confirmed that the G&T focus ensures a consist approach to quality first teaching and challenge in the classroom.
- Lessons observed confirmed provision of opportunity to develop characteristics of effective learners e.g. appropriate use of academic and sophisticated language

### Suggested next steps:

- Continue to focus on quality first T&L; agree exactly what this means for the school, and what skills and learning opportunities are required to develop this in every classroom. Provide further opportunities for staff to collaborate and learn from each other to drive developments across the school and through all departments using creative approaches.
- Continue to tie personalised CPD into staff/department priorities – possibly using a revised staff questionnaire.

### Recommended relevant NS materials: Excellence for All – for characteristics of effective learners to inform discussions about future focus for the T&L team; Progression Skills, modules 2 & 4 in particular focussing on creative thinking

<b>Collaborative work</b>	Policy Outreach plans HE partnerships School partnerships ITT training programmes Evaluations of programmes/workshops Quality marks	2.i 8.i 10.i 12.i 13.ii 14.i,	3.1 4.1 4.3 5.1 6.2 7.1,7.2	<b>Overall self evaluation : Developing with a number of exemplary features</b> <ul style="list-style-type: none"> <li>• The school's NCA, David Roche, praised the NC G&amp;T Project in his report dated 01/07/2010. "The overall success of the programme can be gauged from the number of other schools requesting information, presentation at a regional conference and some of its resources place on the NC web site."</li> </ul> <p><i>(The school / college has established a range of methods to find out what works best in the classroom and shares within the school / college and with other schools and colleges.)</i></p> <ul style="list-style-type: none"> <li>• The school is a Sports and Science College. It was re-designated as a Sports College, in autumn 2010 – a specialism which has been very effective at driving up standards within the school and its wider community (see above)</li> </ul>
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- Science was designated as second specialism in autumn 2010.
- CSSC organises and hosts the North Regional multi skills academy and has run CPD programmes for practitioners from other schools. (May 2009)
- The Community Development Manager leads on the Recruit into Coaching programme for pupils across Liverpool – a leadership programme for pupils with sporting talent.

*(Organisational structures, communication channels and the deployment of staff are flexible and creative in supporting the delivery of personalised learning.)*

Evaluative summary : The school uses its specialist status to develop talent in pupils from its own cohorts and across the city and the region., Talent is recognised in its widest sense through the focus on sporting leadership as well as performance.

- Extended Services hub (National Award for Extended Services Provision)
- Preferred Training provider for Liverpool Hope and LJMU (ITT Partnerships)
- The school holds the following quality marks
  - Sports Mark – 2008
  - English Sports Council Award –
  - Specialist School Trust
  - Arts Mark Gold – 2008
  - International School Award – 2009
  - Investors in People –
  - Inclusion Charter Mark
  - National Extended Services Award
- The school provides an extensive range of enrichment activities in which pupils can explore and develop their talents and potential. These include
  - A wide range of sports clubs
  - Dance and drama

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- Duke of Edinburgh Award
- Comenius Project
- Participation in fun runs linked to Healthy Schools
- 'Girls Only' Hadrian's Wall Expedition involving pupils in Y10 NC G&T cohort

Obviously these activities are not exclusive to G&T pupils but they enable pupils to discover and develop talents.

- The Humanities Faculty has been particularly innovative in bringing in creative and performing arts specialists to enhance the teaching of geography, history and RE and allow pupils to demonstrate non academic talent in academic subjects
  - Artist in residence to paint corridor murals
  - Indian dance teachers
  - Brazilian samba drummers

Evaluative comment. Pupils who took part in the celebration events associated with these expressed increased interest in and motivation for the subjects and said that they had thought more deeply and with greater independence about what they were studying. CSSC staff shared their experiences with humanities teachers from other schools in the LA.

- In 2009, all Y8 G&T pupils took part in a cross curricular Human Rights Project. This culminated in a celebratory event with Steve Smith (former Olympian) as guest speaker. This project added breadth and depth to the curriculum.

Evaluative comment: Pupils developed self esteem and motivation through their engagement with this.

- In spring 2011 the girls in the Y10 NC G&T cohort joined with 6 other schools in an NWGT funded project aimed at raising the aspirations of able disadvantaged

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girls. The Hadrian's Wall expedition has arisen from this and will allow these girls, plus G&T girls from other year groups to develop planning skills, independence, self esteem, social skills and leadership in addition to providing curriculum opportunities.

- o The school works in partnership with Mersey Tigers basketball club in the development of an elite basketball squad (Current N of England champions) - Tigers academy players join Childwall 6<sup>th</sup> form and access personalised academic programmes at an appropriate level.
- o Everton FC deliver an extended level 3 diploma in sport based at Childwall CSSC

*(A coherent programme of enrichment and extension activities complements teaching and learning and helps identify pupils' latent gifts and talents. Innovative models of learning beyond the classroom are developed in collaboration with local schools to further enhance teaching and learning.)*

- o LA G&T lead and commercial providers e.g. Kagan Learning, MALIT have been used to provide CPD about teaching and learning strategies, including those which will extend the most able.
- o LA G&T lead has worked with Learning and Teaching group to focus on CQS
- o 2009-2010 whole school performance management required all teaching staff to evidence three lesson plans in which they aspired to an outstanding judgement. All staff successfully met this target.

This target required appropriate differentiation which, depending on the lessons chosen, might have involved

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			<p>developing activities for the school's G&amp;T cohort <i>(Subject / aspect and phase leaders have received specific professional development in meeting the needs of G&amp;T pupils)</i></p> <ul style="list-style-type: none"><li>○ The school has a dedicated G&amp;T budget beyond that provided by the NC G&amp;T project. Responses to the staff G&amp;T questionnaire showed that 77% of staff were aware of their faculty having requested support from this for specific projects. Projects funded include</li><li>○ NC G&amp;T pupils in Y10 are to be equipped with personal electronic notebooks to support independent learning (order made 10/2/2011). They have already been supplied with other study support aids e.g. past papers, calculators, dictionary and thesaurus, revision guides etc.</li><li>○ PSPs have been purchased to support the innovative use of ICT to enhance pupils' learning.</li></ul> <p><i>(Allocated resources include school / college based and nationally available resources, and these have a significant and measurable impact on the progress that pupils make and their attitudes to learning.)</i> <i>(Resources are used to stimulate innovative and experiential practice, which is shared throughout the school / college.)</i></p> <ul style="list-style-type: none"><li>● Pupil / parent workshops have been arranged for the NC G&amp;T cohorts at which parents' roles in supporting their children's learning were considered.</li><li>● Parental feedback from workshops has been very favourable ("can we have more?") . Attendance has been better than similar events at other schools in the LA.</li></ul> <p>(</p>
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## The school's self- evaluation is validated: Developing with some exemplary features

- Innovative practice (e.g. Human rights project, NWRP funded 'Girls only' Hadrian's wall expedition aimed at raising aspirations of girls) is regularly developed and shared through effective collaborations between school staff driven by the leading teacher for G&T and core T&L staff. The school is working hard to develop capacity across a range of staff and departments and recognises the value of collaboration within the school and with other schools in strengthening their own practice.
- Creative collaborations with ITT, HE, local industry and sports clubs, drama and music groups are contributing effectively to T&L developments.

### Suggested next steps:

- Use external collaborations to enhance classroom experiences as well as to contextualise and exemplify for pupils the relevance of work in the classroom to real life.
- Continue to consider developments in G&T policy, linking it to school improvement planning, T&L developments and creative collaborations within and beyond the school.
- Continue to develop G&T presence on the school website.

## Recommended relevant NS materials: Excellence for All and Progression skills

<b>Impact on staff and students</b>	Performance data Pupil voice outcomes Staff voice outcomes Lesson observations Attitudinal data Parental feedback Staying on rates Take-up rates at KS4 of academic subjects	3.i 4.i 5.i, 5.iii 6.i 7.i 9.i, 9.ii 10.i, 10.ii	1.1, 1.2, 1.3 2.1, 2.2 3.1, 3.2, 3.3 5.3 6.1, 6.2	<ul style="list-style-type: none"> <li>• See section #1, Achievement  <i>(Levels of attainment and achievement for G&amp;T pupils are broadly consistent across the G&amp;T population; they indicate sustainability over time and are above those of similar pupils in similar schools.)</i> <ul style="list-style-type: none"> <li>○ A differentiated curriculum exists which enables G&amp;T pupils to attain and achieve in more academic subjects. Pupils can follow personalised pathways. For example there are pupils in the NC G&amp;T cohort who are following pathways which involve them in studying vocational subjects at college.  <i>(The curriculum offers personalised learning pathways for pupils which maximise individual potential, retain flexibility of future choices, extend well beyond test / examination requirements and result in sustained impact on pupil attainment and achievement)</i></li> </ul> </li> </ul>
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				<ul style="list-style-type: none"><li>• ILPs (Individual Learning Plans) are embedded across the school. Pupils in the NC G&amp;T cohort have their own version of this, in the form of a personal Attainment Booklet. All subjects' teachers use these to set aspirational quantitative (grade related) targets and qualitative formative targets for the pupils.</li><li>• Targets recorded in Attainment booklets are discussed with pupils during mentoring sessions, some of which are led by non teaching staff</li></ul> <p>Parents are encouraged to contribute to personal target setting via the NC G&amp;T pupils' Attainment Booklets <i>(Assessment data are used by teachers and across the school / college to ensure challenge and sustained progression in individual pupils' learning.)</i></p> <ul style="list-style-type: none"><li>• The increasing proportion of good and outstanding lessons is indicative that lessons routinely include opportunities for pupils to reflect on their own progress and set their own targets.</li><li>• An AfL coaching programme is disseminating good practice across the curriculum.</li></ul> <ul style="list-style-type: none"><li>• NC G&amp;T pupils have given a favourable view of provision at the school to the G&amp;T Regional Adviser / LA G&amp;T lead on several occasions. They demonstrated aspirations to attain and achieve.</li><li>• Pupil voice has been used with NC G&amp;T pupils to allow them to articulate what they feel helps them to learn. This has been shared with staff. The increasing proportion of lessons graded good and outstanding suggests that staff are responsive to pupils' views about their own learning.</li><li>• The Headteacher regularly interviews members of each year group to discuss their personal targets and progress to date and their views on teaching and learning.</li></ul>
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			<p><i>(Pupils are listened to and their views are taken into account.)</i></p> <ul style="list-style-type: none"><li>• See section #4 Collaborative Work for details of the wide range of opportunities provided for pupils to explore, discover and develop their talents.</li><li>• Termly merit ceremonies take place</li><li>○ Many faculties run well attended celebration evenings for parents and pupils, indicative of a climate in which success and achievement are recognised and valued e.g. Whole School G&amp;T evening, Y8 Human Rights G&amp;T project, Childwall Sports Personality of The Year, KS3 Humanities evening.</li><li>○ The school works in partnership with Mersey Tigers Basketball Club in the development of an elite basketball squad (Current N of England champions) - Tigers academy players join Childwall 6<sup>th</sup> form and access personalised academic programmes at an appropriate level.</li><li>• Everton FC deliver an extended level 3 diploma in sport based at Childwall CSSC</li></ul> <p><i>(An ethos of ambition and achievement is agreed and shared by the whole school college / community. Success across a wide range of abilities is celebrated.)</i></p> <p><i>(The curriculum offers personalised learning pathways for pupils which maximise individual potential, retain flexibility of future choices, extend well beyond test / examination requirements and result in sustained impact on pupil attainment and achievement)</i></p> <ul style="list-style-type: none"><li>○ Parents are encouraged to contribute to personal target setting via the NC G&amp;T pupils' Attainment Booklets</li><li>○ The Y7 G&amp;T register is compiled partly on the basis of KS2 English and Maths raw scores</li><li>○ Pupils in the NC G&amp;T cohorts have been identified</li></ul>
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## The National Strategies

			<p>partly on the basis of CEM scores at the end of KS3 <i>(Transfer information concerning gifted and talented pupils, including parental input, informs targets for pupils to ensure progress in learning)</i></p> <ul style="list-style-type: none"><li>o Comprehensive staff questionnaire in summer 2010 showed much awareness and demonstration of good G&amp;T provision. Areas for development were identified and CPD has been put in place to address these</li><li>o School G&amp;T lead has attended and contributed to NC G&amp;T Territorial meetings</li><li>o LA G&amp;T lead and commercial providers e.g. Kagan Learning, MALIT have been used to provide CPD about teaching and learning strategies, including those which will extend the most able.</li><li>o LA G&amp;T lead has worked with Learning and Teaching group to focus on CQS</li><li>o 2009-2010 whole school performance management required all teaching staff to evidence three lesson plans in which they aspired to an outstanding judgement. All staff successfully met this target. <i>(This target required appropriate differentiation which, depending on the lessons chosen, might have involved developing activities for the school's G&amp;T cohort)</i></li></ul> <p><i>(There is ongoing audit of staff needs and an appropriate range of professional development in gifted and talented education. Professional development is informed by research and collaboration within and beyond school / college)</i> <i>(Subject / aspect and phase leaders have received specific professional development in meeting the needs of G&amp;T pupils)</i></p>
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## The National Strategies

				<ul style="list-style-type: none"><li>• Pupil / parent workshops have been arranged for the NC G&amp;T cohorts at which parents' roles in supporting their children's learning were considered. Informal oral feedback on these from parents was good.</li><li>• Parental feedback from workshops has been very favourable ("can we have more?") . Attendance has been better than similar events at other schools in the LA.</li><li>• Parents are encouraged to contribute to personal target setting via the NC G&amp;T pupils' Attainment Booklets</li></ul> <p><i>(Progression of gifted and talented pupils is enhanced by home school partnerships)</i></p>
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### **The school's self- evaluation is validated: Exemplary with some aspects still developing**

- There is a strong ethos of ambition within the school, evidenced through documentation and discussions with the leading teacher for G&T, the Headteacher and assistant Headteacher, the core team of T&L staff and pupils.
- There is a responsive and timely use of assessment data and evidence of pupils reflecting on progress with their teachers and mentors. Some G&T pupils are informing the improvements to classroom learning through dialogue and interactions with the Headteacher, T&L mentors the leading teacher for G&T.

### **Suggested next steps:**

- Secure consistently high expectations for pupils across all the staff
- Use 4 levels of progress to establish clear and high expectations of all pupils.
- Raise expectations for attainment and achievement of the more able to well above similar pupils in similar schools.

### **Recommended relevant NS materials: Excellence for All and Progression Skills**