Thematic report title: *Supporting more able and talented pupils in primary schools, July 2011*

Eveswell Primary School, Newport

Context

Eveswell Primary is a large, two-form entry school with 433 pupils on roll. All staff are committed to cater for the needs of more able and talented pupils.

The school has successfully developed individualised learning strategies. Staff encourage pupils to achieve the highest standards. By identifying each pupil's ability and talent, all children feel valued and are more motivated and engaged in learning. The co-ordinator for the more able and talented monitors and evaluates provision and pupil progress carefully.

Activity

After analysing the 2008 end-of-key-stage teacher assessments for pupils at 11 years of age, the co-ordinator identified that boys underachieved at level 5 compared to girls.

The school reviewed its procedures for identifying more able and talented pupils and staff felt they needed to use more than just standardised testing in their procedures. As a result, training focused on better analysis of pupil outcomes using a range of assessments, such as cognitive ability tests (CATS) to evaluate pupils' reasoning skills and more diagnostic use of scores for pupils in Year 4.

In this way, the school identified a higher number of boys who had not previously been considered to be more able and talented. Staff selected a wider range of 'boy friendly' resources, especially class novels, as the basis for teaching English to motivate and challenge the boys. The school also improved its information and communication technology (ICT) resources in order to interest and engage boys in more challenging activities.

Good and excellent features

The good and excellent features include:

- identification of the underachievement of boys compared to girls;
- the use of a range of assessment techniques and other methods to identify more able and talented pupils accurately;
- support from senior leaders to fund additional resources; and
- the identification of clear success criteria against which improvements are measured.

Impact and benefit

As a result of this work:

- the school now identifies more able and talented pupils more accurately; and
- the gap between boys and girls attaining above the level expected for their age (level 5 or higher) has closed to 2 percentage points.