



## CASE STUDY REPORT

# ABC project - Raising attainment in FSM G&T students

Richard Poddington

*This study was originally published in 2010 as part of the 'What Works Well' initiative, part of the National Strategies for Education in England.*

## Abstract

**Background:** The purpose of the study was to increase attainment in GCSE results of a targeted group of disadvantaged G&T pupils by providing targeted support and increasing challenge in lessons.

**Aims:** The main aim of this development work is to provide targeted support for disadvantaged G&T pupils, increase challenge in lessons, and offer greater feedback to parents on their child's development.

**Methods:** The participants in this development work are teachers, senior management, external agencies, and G&T coordinator. They are working together to increase challenge in the classroom and raise attainment of G&T pupils. Methods used include creating a G&T focus group, using higher order questions in teaching schemes, providing CPD for teachers, monitoring pupil attainment, and increasing correspondence with parents.

**Findings:** The main findings of this development work are that there has been an increase in predicted grades for the 'AAA' group, an improvement in challenge felt by the 'AAA' group in their classes, increased staff resources, and increased correspondence with parents.

**Implications:** The findings suggest that targeted support for disadvantaged G&T pupils can have a school and individual level impact, and that increased challenge in lessons can lead to improved attainment. Increased communication with parents and student voice can also be beneficial.

*This abstract was generated by Camtree using a large language model (LLM) and added to the original report in 2023.*

**Keywords:** Secondary education; Assessment and target setting; Self evaluation and review; Social and Emotional Aspects of Learning (SEAL)

## Introduction

### What were your reasons for doing this type of development work?

- To have a school and individual level impact by preventing underachievement through targeted support for disadvantaged G&T pupils.
- To influence the provision provided for all G&T students by encouraging challenge in lessons.
- To offer additional support for a targeted group of individuals with the Y11 challenges and to offer greater feedback to parents on their child's development.

### Who might find this case study useful?

- Teacher

## Description

### What specific curriculum area, subject or aspect did you intend to have impact on?

- All aspects
- All subjects
- Assessment and target setting
- Self evaluation and review
- Social and Emotional Aspects of Learning (SEAL)

### How did you intend to impact on pupil learning?

Throughout the whole school lessons should be taught from the top down, using open ended questions/higher order questions in their teaching schemes/teaching plans. This would then have a knock on effect over the whole school within lessons.

The 'AAA' group students would have an increased desire to learn and achieve the higher grades at GCSE to focus their chances towards higher education.

### What were your success criteria?

Raised attainment in GCSE results of the 'AAA' group in comparison to previous year attainment. Pupils are expected to achieve their predicted grades if not higher.

Pupil questionnaire as to the level of challenge seen in classrooms showing a positive correlation. Student voice was used as a valuable tool in this respect as well. They stated improvements in challenge that they felt within their lessons.

Evidence of higher order questions within schemes of work.

Parents are to take greater ownership in encouraging pupils development. Promoting the idea that if you provide for G&T, you are providing for all. 'Top down' model within staff teaching. Challenge to be created within the classroom. Increased staff resources that can be used by all.

### What information or data did you use to measure progress towards your success criteria?

- CVA data
- Periodic teacher assessment
- Test results

## Describe the CPD approaches you used

As part of the 'Going back to basics' inset two days, teachers received an inset and guidance on increasing challenge in the classroom. A great deal of emphasis was placed on questioning techniques and other methods of increasing challenge.

Focus of the school to increase attainment of pupils to remove the school from the London challenge status has allowed extra time and energy to be focused towards increasing the attainment of all pupils within the school and embracing strategies that will increase pupil attainment.

Throughout the whole school lessons should be taught from the top down, using open ended questions/ higher order questions in their teaching schemes/ teaching plans. This would then have a knock on effect over the whole school within lessons.

The "AAA" group students would have an increased desire to learn and achieve the higher grades at GCSE to focus their chances towards higher education.

## What CPD materials, research or expertise have you drawn on?

I created a 'Creating Challenge In The Classroom' pack with the aid of the Cost Effectiveness Analysis (CEA) G&T coordinator guidance and support was given by SLT.

## Who provided you with support?

- External agency
- Senior management

## How were you supported?

- Planning sessions and support provided by Mr M Gooch CEA G&T coordinator with the scheme.
- SLT gave full support for the whole project

## Impact

### What has been the overall impact on pupil learning?

There has been an increase in pupils predicted grades within the 'AAA' group within several subject areas. A full evaluation can be carried out when the GCSE grades are published in August. However, predicted grades show good indications that there has been vast impact.

### Thoughts you think are relevant to overall impact on learning

Questionnaire analysis showed that there has been a marked improvement in subject challenge felt by the 'AAA' group in their classes since the inset.

Predicted grades have increased in many cases by whole levels within one term. Regular feedback and interaction with parents ensures pupils gain the support necessary both at school and at home.

### Quantitative evidence of impact on pupil learning

- CVA data
- Periodic teacher assessment
- Test results

## Qualitative evidence of impact on pupil learning

- Logs or interviews

## Describe the evidence of impact on pupil learning

- There has been added emphasis on questioning within lessons. Extra provision has been added on schemes of work towards higher order questioning.
- Pupils have reported an improvement in challenge in class.
- Pupils are focused towards their GCSE revision.
- Predicted grades have increased by at least one level, in many cases two levels. Using GCSE result data this year will give a concrete level of impact.
- Raised attainment in GCSE results of the 'AAA' group in comparison to previous year attainment. Pupils are expected to achieve their predicted grades if not higher.
- Questionnaire analysis showed that there has been a marked improvement in subject challenge felt by the 'AAA' group in their classes since the inset. Pupil questionnaires reveal the level of challenge seen in classrooms showing a positive correlation. Student voice was used as a valuable tool in this respect as well. They stated improvements in challenge that they felt within their lessons.
- Parents are to take greater ownership in encouraging pupils development. Promoting the idea that if you provide for G&T, you are providing for all.

## What has been the impact on teaching?

- The 'Top down' model is now being observed within staff teaching.
- Evidence of higher order questions within schemes of work.
- Challenge is being created within the classroom.
- Increased staff resources that can be used by all.

## Evidence of impact on teaching

- Evidence from observation and monitoring
- Evidence from planning
- Teacher perceptions

## Describe the evidence of impact on teaching

Some teachers have expressed a greater understanding of how to use questioning in lessons effectively. Schemes of work produced and used in school must now have a section on questioning as well as G&T provisions. Teachers were given inset time to implement this whilst staff have been monitored in lessons as to how they increase the level of progress.

## What has been the impact on school organisation and leadership?

- Creating a Gifted and Talented focus group within the current Y10 and Y9. Pupils are to begin their intervention at an earlier stage. This will encourage pupils to focus their attention towards attaining the higher GCSE grades and focus towards higher education.
- A continued audit of schemes of work to show that higher order questions are used within subjects.
- To monitor the use of top down teaching models within lessons in line with the up and coming Ofsted.

## Evidence of impact on school organisation and leadership

- There has been a monitoring system of schemes of work put in place not as a direct result of this scheme. Schemes of work must have questioning and G&T provision within them to allow teachers to push pupils' development.
- The scheme will roll out the programme to the Y10 and Y11 students in the next round of GCSE examinations.

## Summary

### What is the crucial thing that made the difference?

The project has been supported from the Headteacher and the SLT line manager of G&T. The head teacher created the vision of supporting those students with the capacity to achieve very high results as previously they had been left to their own devices. It is drastically important to have the support and vision of those who are in control of the school.

### What key resources would people who want to learn from your experience need access to?

- A teacher resource booklet that can be used to create challenge in a classroom.
- Letter template to be able to feed back termly to parents on pupil progress.

### What CPD session and resources were particularly useful?

Creating challenge in the classroom run by coordinating teacher.

### If another individual or school was attempting to replicate this work, where would they start and what would the essential elements be?

- There needs to be good identification procedures of Gifted and Talented pupils that are used by all faculty heads. Each faculty selects between 5-10% of their cohort to be part of the Gifted and talented register.
- Year 11 pupils were selected on their ability to attain a C or more in Maths and English. Each student is on the Gifted and talented register for one or more subjects.
- Student voice can be used as a valuable tool. Pupil questionnaires can be used to gauge the current level of challenge seen in the classroom.
- Adapting a whole staff inset to increase challenge in the classroom.
- Monitor pupil attainment in classes and encourage pupils to take responsibility for their own development.
- Increase correspondence with parents regularly updating them on pupil progress.

### What further developments are you planning to do (or would you like to see others do)?

Further developments include passing the program onto pupils in the Y10 and Y9, so that good habits of learning and work are established.

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## About 'What Works Well'

This case study was originally published as part of the 'What Works Well' section of the National Strategies for Education in England. The National Strategies were professional programmes aiming for improvements in the quality of learning and teaching in schools in England. 'What Works Well' involved teaching practitioners from all phases and areas of education sharing accounts of real developments which had improved learning and teaching, and made a difference to pupil progress. 'What Works Well' case studies were designed to support practice transfer and include sufficient detail and resources to enable others to implement the effective practice described. Most were reviewed by experts prior to publication as 'User Generated Content' (UGC) under a licence which encouraged reuse and derivative works, but which precluded commercial use. This report was awaiting final approval when the National Strategies site was archived.

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