

**Our partnership:** Morpeth and Ponteland School Sport Partnership, Northumberland

The Morpeth and Ponteland School Sport Partnership (SSP) is one of six SSPs in Northumberland and comprises seven high and middle schools. This work reflects a county-wide approach to gifted and talented, with much of it piloted by the Morpeth and Ponteland SSP. The partnership development manager (PDM) is also the county's gifted and talented lead tutor. There are 52 high and middle schools in Northumberland, including seven sports colleges; the majority of schools operate within a three-tier structure.

**Our work:** We are improving the quality and consistency of gifted and talented programmes by adopting a comprehensive and county-wide approach.

**Which JAE pillar(s) we wanted to address:**

- Recognising
- Guiding
- Supporting
- Inspiring

**What we did:**

- The local delivery agency (LDA) undertook a county-wide scoping exercise that highlighted the needs of schools in terms of gifted and talented development; this consisted of a postal survey that was sent through the county's adviser for health and well-being and was analysed by the LDA lead trainer and the gifted and talented lead tutor; the identified priorities were to establish gifted and talented co-ordinators in each school, improve consistency of gifted and talented recognition, develop learning opportunities and challenges for gifted and talented pupils, develop the Junior Athlete Education (JAE) programme, and ensure practice was spread and shared across a wider number of schools
- As a result, the LDA delivered two workshops: the first aimed at SSP staff, the second at PE teachers and/ or gifted and talented co-ordinators in schools; the focus of the workshops was on increasing schools' knowledge and use of the 5-abilities model, improving schools' consistency in recognising gifted and talented pupils, supporting schools to develop a common policy and enabling schools to share good practice; sessions were co-delivered by the LDA lead trainer and the county's gifted and talented lead tutor with support from Ashington Sports College for the second workshop
- Schools were then invited to attend a talent development conference, led by Professor David Morley, to further explore the 5-abilities model; this was held in conjunction with Newcastle LDA and was a pilot prior to the national launch of the model; in addition, the gifted and talented lead tutor liaised with Professor Morley to deliver a training day on the 5-abilities model for county SSCos
- A further training opportunity supported schools to use the Classroom Quality Standards effectively; this challenged and guided schools to complete the standards on-line; each attending school received an action plan outlining their next steps; the day was complemented by a carousel of workshops that included supporting young disabled performers

## Gifted and talented case study

- Schools now keep registers of gifted and talented pupils, based on the 5-abilities model, which are copied to the gifted and talented lead tutor; this is complemented by a register kept by the senior competition manager, informed by national governing bodies of sport (NGBs), of those pupils performing at national level or above
- Additional JAE tutors were trained (from Ashington Sports College) and JAE training is rolled out when requested to ready high schools and SSPs; the process ensures that schools have mentors in place before the JAE training starts; this ensures better support for the pupils; schools are encouraged to use the highly-skilled mentors they have already instead of automatically choosing PE staff; many of the mentors are higher learning teaching assistants (HLTAs) who have whole-school mentoring roles and are very experienced; a key part of the mentors' role is to guide pupils to appropriate provision and exit routes; this is often well beyond local clubs because of the level at which talented in sport pupils are performing
- School PE departments are supported to implement the programme by the gifted and talented lead tutor or LDA lead trainer, through the local authority PE service level agreement; this provides the schools with bespoke support and training to meet their individual needs and is a major part of the LDA lead trainer's work programme
- Morpeth and Ponteland SSP is currently piloting gifted and talented academies; these extend the original multi-skills academy (MSA) model; they are aimed at pupils who have been recognised as gifted and talented, based on the 5-abilities model, but also those Key Stage (KS) 3 pupils in middle schools who are in the next tier down; the aim is to accelerate their progress; the MSAs are held for two days during each holiday period and are run, predominantly, by SSP and sports college staff
- The MSAs have just begun to explore how they can involve the NGBs by developing cross-sport opportunities; the first sessions will involve fencing and rowing; the aim is to enable talented performers to apply their skills in other sports and make the links to different pathways and providers
- The SSP is also trialling weekly gifted and talented lunchtime clubs in the middle schools; these focus mostly on SAQ and are run by school staff, with some support from the SSCos; response from the middle schools has been excellent
- The middle schools are enthusiastic promoters of the Young Sports Leader Award so the MSAs also recognise gifted leaders and route them into the leadership academy at an earlier stage; young people organising committees within the leadership academy determine their own training programme and decide how they will support the wider SSP work; they hold one-hour monthly meetings, during school time, to do this – with the full support of the high school head teachers; these young leaders now manage the partnership's virtual multi-skills leagues: designing work cards, promoting them through assemblies, delivering demonstrations and managing the results
- The programme also recognises and supports KS3 pupils who are gifted officials; they work alongside SSCos and NGBs to develop their skills and are delivering more than 10 different sports competitions in their cluster first schools
- The partnership's Young Ambassadors are key to inspiring other pupils; they operate at silver, gold and platinum level and work with every school in the SSP to deliver motivational assemblies and support events; the Young Ambassadors now sit on the SSP steering group

## Gifted and talented case study

- In addition, schools are encouraged to use Sporting Champions and other local sportspeople to inspire pupils; these have included footballer Peter Beardsley, swimmer Nick Gillingham, gymnast Craig Heap and golf champion Jonathon Lupton

### **What impact we've had:**

- Thirty members of SSP staff attended the first LDA training, 35 secondary practitioners attended the second, 30 SSCos attended the SSCo training
- Almost all of the middle and high schools now have a gifted and talented PE policy
- There is a designated gifted and talented co-ordinator in each middle and high school
- There is consistent recognition and recording of gifted and talented pupils across the county, which has led to increased numbers of pupils being recognised and registered as gifted and talented; for example, there are 100 KS3/4 pupils registered as gifted and talented in the Morpeth and Ponteland SSP alone
- Liaison and transition between middle and high schools have improved so gifted and talented pupils are better tracked and supported through KS3/4
- Two schools in the Morpeth and Ponteland SSP have been designated as 'outstanding' by Ofsted; both schools made extensive references to gifted and talented developments in their self-evaluation frameworks (SEF) and believe that this contributed to their grade
- Both gifted in PE and talented in sport pupils are being recognised, guided, supported and inspired on a more consistent, progressive basis.

### **What made our work effective:**

- Having an knowledgeable and energetic gifted and talented lead tutor has helped to drive, develop and disseminate practice across the county
- Gifted and talented development is a priority for the LDA
- The LDA, PDM/ lead tutor and JAE tutors have worked collaboratively and given their time freely to meet, plan, deliver and support schools
- In addition to the Morpeth and Ponteland SSP, Ashington Sports College (the hub of a different SSP) has also shared and led practice, extending influence across the county
- PE staff have recognised that pupils are at the heart of the process and that gifted and talented development is integral to teaching, learning and pupils' wider development
- Schools have embraced the principles and been flexible in their delivery to best meet pupils' needs; this includes involving a wider range of staff and expertise, such as the HLTAs
- In the most committed schools, head teachers have played a key part in supporting staff and pupils involved in gifted and talented developments.