

## Summary of findings from the National Register Annual Report 2008

- At the moment, the National Register only contains data from the Schools Census which is undertaken three times per year, in January, May and September. G&T learners are identified within each census, enabling us to compare learners who are identified as G&T by their school with those who are not. Learner numbers for the past three censuses are:

Census	No. Schools	No. Pupils	No. G&T Pupils	% G&T
January 2007	21986	7256328	697988	9.6%
May 2007	21925	7240207	731984	10.1%
September 2007	21762	7151960	639011	8.9%

- The proportion of G&T learners in September 2007 is lower than that from the previous two censuses because of the timing of the census. In January and May the teachers have had enough time to be able to assess the abilities of every learner, whereas in September, it is likely that only learners who are very obviously gifted and talented will be flagged on the census. Data from the statistical first release reports the provisional figure of 780,250 G&T learners in January 2008, showing that identification of gifted and talented children is increasing.
- On average, 6.7% of primary students and 11.8% of secondary students are identified as G&T.
- On average, 33% of primary schools and 8% of secondary schools are not identifying G&T learners.
- In primary schools, there is very little difference in G&T identification between the sexes (6.7% for females and 6.8% for males). In secondary schools, however, females are more likely to be identified than males (12.4% of females; 11.1% of males).
- The highest rate of identification is for Chinese learners; 13.2% of Chinese learners at primary school and 19.5% at secondary school are identified as G&T. African and Pakistani learners have the lowest identification rates of the larger ethnic groups.
- Learners who are eligible for free school meals are consistently less likely to be identified as G&T in both primary and secondary schools.
- Month of birth has a definite effect on the likelihood that a learner will be identified as G&T. At primary school, 10.5% of September born learners are identified as G&T, compared to 3.9% of those born in August. This is similar for secondary schools, with 14.2% of September-born learners identified as G&T compared to 9.6% of August-born.
- On average, 2.9% of primary and 3.1% of secondary school learners with special educational needs are identified as G&T.
- The distribution of key stage results is very different for G&T learners than it is for non G&T learners. Learners identified as G&T perform better at key stage 2 and 3.
- There is a tendency for females to score higher than males in English, males to score higher than females in mathematics. There is little difference in science scores between males and females.
- September born learners, on average, achieve a higher result than August born learners. This difference is smaller if the learner is identified as G&T. Learners identified as G&T achieve a higher key stage 2 and 3 result than those not identified as G&T.