

# Teaching School Hub

# Special School and Alternative Provision Performance Form

## Guidance for completing this form

* 1. This form has been developed to gather evidence so that the applicant can demonstrate that they are a ‘high performing’ special school or AP setting, suitable for Teaching School Hub (TSH) status. The questions have been designed to assess the eligibility of special schools and alternative provision (AP) and set a comparable bar to the high data measures in place for mainstream settings.
  2. If you do not think that you meet the minimum TSH eligibility requirements to apply as a lead school (see Criteria for Pass section on page 4 for special schools and page 9 for AP), we would encourage you to explore how your school might instead use its expertise to support and strengthen the application of another lead school in your local area. Please speak to your Teaching Schools Council representative if you wish to discuss this further.
  3. This form will be assessed by an external special educational needs and disabilities (SEND) expert, using agreed criteria set out in pages 4-8 (Special) and pages 9-14 (AP).
  4. If more information is required from you, the assessor may request a telephone call to discuss performance in more detail and validate the information provided.
  5. You must upload the performance form, along with your completed TSH application, via DfE’s procurement portal, Jaggaer.
  6. At the application stage, you will provide evidence on your experience and capacity to deliver teacher development activity as a TSH. This will be the same application as mainstream applicants, the details of which are set out in the application pack**.**
  7. **Your application form will only be scored if the expert assessor is confident that you have demonstrated that you meet the performance criteria and you are eligible to become a TSH.**
  8. Where a word limit is indicated, any text that exceeds this limit will not be assessed. The word limit provided is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.
  9. Please answer the questions in the format set out below. In the interest of equity, only written information provided in this document will be assessed.
  10. DfE also reserves the right to contact cited parties to confirm information given in this application and any other party we consider to be relevant to your application for ongoing information should the application be successful.
  11. Please ensure that you complete all sections of this form. Completed applications must be submitted via Jaggaer. Information submitted in any other format and/or outside of Jaggaer will not be scored and your application will be invalid.

# School details and performance

## School information

|  |  |
| --- | --- |
| School Name |  |
| URN |  |
| School address and postcode |  |

## Performance evidence

**Please provide evidence that you are a high performing special or AP school, referencing where possible your last 3 years of progress data.** It is recommended that you carefully read the minimum ‘pass’ criteria and scoring matrix (pages 4-8 for special criteria and pages 9-14 for AP) before beginning this form.

You may consider including the following in your answer:

Pupil performance

* The measures you have in place to ensure accurate assessments, support effective teaching of the curriculum and maintain high expectations
* An indication of how target setting is driven by the DfE assessment guidance i.e. pre key stage assessments and the engagement model
* Pupil performance against education, health and care plan (EHCP) outcomes
* Performance of specific learner cohorts where applicable (gender, disadvantaged, type of SEND etc.)
* Evidence that pupils have high levels of engagement in their learning
* Evidence that the school has lower than average levels of fixed-term and permanent exclusions and higher than average levels of pupil attendance, in comparison to the rest of the sector

Developing staff

* How the school develops the specialist skills of staff including support staff, initial teacher training (ITT) placements and early career staff

Collaboration and engagement

* Evidence of co-production with parents and young people
* How effectively your school works collaboratively with other relevant partners, such as commissioners, social care, child and adolescent mental health services and evidence of collaboration with a multi-profession team, such as educational psychologists, school nurses, physiotherapists, occupational therapist, salt etc
* The extent to which your school engages with other special/AP and mainstream schools to support SEND focused school improvement and share best practice
* Evidence of collaboration with SEND/AP communities across the 8 regions

Transition and preparation for adulthood

* How the curriculum has been developed and adapted so it is coherently sequenced and meets all pupils’ needs, starting points and aspirations for the future
* The interventions offered to enrich the curriculum, demonstrating value for money
* **AP** - How the curriculum offer prepares pupils for reintegration to mainstream or special schools (where appropriate); how the school is an advocate for children and young people within the education community, creating a culture for successful re-integration and sustained destination, evidenced by destination data
* **Special -** how well learners are prepared for their next steps in education, employment and training; evidence of how well the school prepares pupils for adulthood where appropriate (PfA outcomes)
* Accreditation access and achievement for learners in the 6th form phase if appropriate

**Word limit: 1000**

|  |
| --- |
|  |

# Performance form assessment: special schools

**Criteria for Pass**

Prospective TSH applicants from special schools must demonstrate that they meet the following minimum performance criteria, to be deemed eligible to apply for TSH designation. Evidence must be supplied in the Special/AP performance form and uploaded as part of the TSH application.

TSH applications submitted by schools that do not meet the following criteria will not be assessed and the applicant will not be considered for TSH designation.

Minimum criteria for pass (using data for 2016/17, 2017/18, 2018/19):

* Your own robust benchmarking shows evidence of above special school average progress scores
* Moderated self-evaluation PfA documents show strong evidence of age appropriate outcomes in all areas or in transition to secondary

**Scoring criteria for performance of eligible special schools**

Performance forms from special schools that meet the minimum performance will be scored on a 0-5 scale, using the following scoring criteria. Applicants must demonstrate that they meet all of the criteria in full, in a particular scoring band. For example, a school that meets all of the criteria for a score of 3, but only some of the criteria for a score of 4, will be awarded a 3.

### **0 - Similar to average**

Pupil Performance

* The applicant is a partner in a collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* Benchmarked data shows average levels of progress for most pupils
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence good levels of pupil engagement.

Developing staff

* The applicant has been involved in CPD programmes, for ITT, early career support or support staff, internally or externally.

Collaboration and engagement

* The applicant has been part of collaborative projects locally with some other relevant partners, such as commissioners, social care, educational psychologists, child or adolescent mental health services
* The applicant has worked locally to engage with other special schools to share best practice.

Transition and Preparation for adulthood

* The applicant’s sequenced curriculum is effective special school provision. The curriculum offers demonstrable value for money
* The applicant is able to demonstrate good rates of effective transition and PfA outcomes.

### **1 - Good, recognised locally**

Pupil Performance

* The applicant is a partner in a robust collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* Benchmarked data shows good levels of progress for most pupils
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence good levels of pupil engagement. This practice has been recognised locally.

Developing staff

* The applicant has been involved in locally recognised and effective CPD programmes, for ITT, Early career support or support staff, internally or externally

Collaboration and engagement

* The applicant has been part of collaborative projects locally with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This may include SEND communities at a local level.
* The applicant has worked locally to engage with other special schools to share best practice.
* The applicant is able to demonstrate some impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant’s curriculum is recognised locally as being effective special school provision. The sequenced curriculum offers demonstrable value for money.
* The applicant is locally recognised as being able to demonstrate good rates of effective transition and PfA outcomes

### **2 - Very good, recognised locally**

Pupil Performance

* The applicant is a partner in a robust collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* Benchmarked data shows good levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence high levels of pupil engagement. This practice has been recognised locally.

Developing staff

* The applicant has led locally recognised and effective CPD programmes, for ITT, Early career support and/or support staff, internally and externally of their organisation

Collaboration and engagement

* The applicant has been part of significant collaborative projects regionally with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the regional SEND communities at a local level.
* The applicant works locally to engage with other special schools on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The curriculum developed by the applicant is recognised locally as being aspirational and effective special school provision. The clearly sequenced curriculum may have been effectively adopted by other schools and offers demonstrable value for money.
* The applicant is locally recognised as being able to demonstrate high rates of effective transition and PfA outcomes.

### **3 - Very good, recognised regionally**

Pupil Performance

* The applicant is a partner in a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved show a spread across their region.
* Benchmarked data shows good levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence high levels of pupil engagement. This practice has been recognised regionally.

Developing staff

* The applicant has led regionally recognised and effective CPD programmes, for ITT, early career support and/or support staff.

Collaboration and engagement

* The applicant has been part of significant collaborative projects regionally, with a range of other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the regional SEND communities.
* The applicant works regionally to engage with other special schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The curriculum developed by the applicant is recognised regionally as being aspirational and effective special school provision. The clearly sequenced curriculum may have been effectively adopted by other schools and offers demonstrable value for money.
* The applicant is regionally recognised as being able to demonstrate high rates of effective transition and PfA outcomes.

### **4 - Excellent, recognised regionally**

Pupil Performance

* The applicant is a significant partner in a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved show a good spread across their region.
* Benchmarked data shows high levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence very high levels of pupil engagement. This practice has been recognised regionally.

Developing staff

* The applicant has developed and led regionally recognised and highly effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of their organisation.

Collaboration and engagement

* The applicant has been an effective regional lead in significant collaborative projects with a range of other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the regional SEND communities.
* The applicant works regionally to support and engage with other special schools, and mainstream schools, on school improvement projects and sharing best practice.
* The applicant is able to demonstrate significant and sustained impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The curriculum developed by the applicant is recognised regionally as being a lead in aspirational and effective special school provision. The clearly sequenced curriculum has been effectively adopted by other schools and offers demonstrable value for money.
* The applicant is regionally recognised as being able to demonstrate very high rates of effective transition and PfA outcomes. They have supported other special and mainstream schools regionally in this work.

### **5 - Excellent, recognised nationally**

Pupil Performance

* The applicant leads a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved include some outside the region.
* Benchmarked data shows very high levels of progress for all groups of pupils..
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence very high levels of pupil engagement. This practice has been recognised nationally.

Developing staff

* The applicant has developed and led nationally recognised and highly effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of their organisation.

Collaboration and engagement

* The applicant has been an effective national lead in significant collaborative projects with a range of other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the national SEND communities.
* The applicant works nationally to support and engage with other special schools, and mainstream schools, on school improvement projects and sharing best practice.
* The applicant is able to demonstrate significant and sustained impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The curriculum developed by the applicant is recognised nationally as being a lead in aspirational and effective special school provision. The clearly sequenced curriculum has been effectively adopted by other schools and offers demonstrable value for money
* The applicant is nationally recognised as being able to demonstrate very high rates of effective transition and PfA outcomes. They have supported other special and mainstream schools nationally in this work.

**Performance form assessment: alternative provision**

# Criteria for Pass

Prospective TSH applicants from alternative provision settings must demonstrate that they meet the following minimum performance criteria, to be deemed eligible to apply for TSH designation. Evidence must be supplied in the Special/AP performance form and uploaded as part of the TSH application.

TSH applications submitted by schools that do not meet the following criteria will not be assessed and the applicant will not be considered for TSH designation.

Minimum criteria (using data for 2016/17, 2017/18, 2018/19):

* Your robust benchmarking shows evidence of above AP average progress scores
* You must provide data that shows evidence of good re-integration rates to mainstream education and/or employment

# Scoring criteria for performance of eligible AP

Performance forms from AP settings that meet the minimum performance will be scored on a 0-5 scale, using the following scoring criteria. Applicants must demonstrate that they meet all of the criteria in full, in a particular scoring band. For example, a school that meets all of the criteria for a score of 3, but only some of the criteria for a score of 4, will be awarded a 3.

## 0 - Similar to average

Pupil Performance

* The applicant is a partner in a collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* Benchmarked data shows average levels of progress for most pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence good levels of pupil engagement.

Developing staff

* The applicant has been involved in CPD programmes, for ITT, early career support or support staff internally.

Collaboration and engagement

* The applicant has been part of collaborative projects locally with some other relevant partners, such as commissioners, social care, educational psychologists, child or adolescent mental health services.
* The applicant has worked locally to engage with other AP and mainstream schools.

Transition and Preparation for adulthood

* The applicant can show effective reintegration into local mainstream schools.
* Broadly, the applicant can demonstrate how it advocates for children and young people within the education community, creating a culture and curriculum for successful re-integration and sustained destination data.
* The applicant’s sequenced curriculum is effective AP provision. The curriculum offers demonstrable value for money.

## 1- Good, recognised locally

Pupil Performance

* The applicant is a partner in a robust collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* The applicants benchmarked data shows good levels of progress for most pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence good levels of pupil engagement. This practice has been recognised locally.

Developing staff

* The applicant has been involved in locally recognised and effective CPD programmes, for ITT, early career support or support staff, internally or externally of the organisation.

Collaboration and engagement

* The applicant has been part of collaborative projects locally with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This may include the regional AP/SEND communities at a local level
* The applicant has worked locally to engage with other AP and mainstream schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate some impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant has good rates of effective reintegration into local mainstream schools.
* The applicant can demonstrate how it advocates for children and young people within the education community, creating a culture and curriculum for successful re-integration and sustained detitanation data.
* The applicant’s curriculum is recognised locally as being effective AP provision. The sequenced curriculum offers demonstrable value for money.

## 2 - Very good, recognised locally

Pupil Performance and school improvement

* The applicant is a partner in a robust collaborative benchmarking programme to ensure its progress data is accurate and comparable.
* The applicants benchmarked data shows good levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence high levels of pupil engagement. This practice has been recognised locally.

Developing staff

* The applicant has led locally recognised and effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of the organisation.

Collaboration and engagement

* The applicant has been part of significant collaborative projects regionally with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the regional SEND communities at a local level.
* The applicant works regionally to engage with other AP and mainstream schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant has relatively high rates of effective reintegration into mainstream schools, compared with those locally.
* The applicant can demonstrate how it effectively advocates for children and young people within the local education community, creating a culture and curriculum for successful re-integration and sustained detitanation data.
* The curriculum developed by the applicant is recognised locally as being aspirational and effective AP provision. The clearly sequenced curriculum may have been effectively adopted by other schools and offers demonstrable value for money.

## 3 – Very good, recognised regionally

Pupil Performance

* The applicant is a partner in a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved show a spread across their region.
* Benchmarked data shows good levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence high levels of pupil engagement. This practice has been recognised regionally.

Developing staff

* The applicant has led regionally-recognised and effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of the organisation.

Collaboration and engagement

* The applicant has been part of significant collaborative projects regionally with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services. This includes the regional SEND communities.
* The applicant works regionally to engage with other AP and mainstream schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant has relatively high rates of effective reintegration into mainstream schools, compared with those regionally.
* The applicant can demonstrate regionally how it effectively advocates for children and young people within the regional education community, creating a culture and curriculum for successful re-integration and sustained destination data.
* The curriculum developed by the applicant is recognised regionally as being aspirational and effective AP provision. The clearly sequenced curriculum may have been effectively adopted by other schools and offers demonstrable value for money.

## 4 - Excellent, recognised regionally

Pupil Performance and school improvement

* The applicant is a significant partner in a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved show a good spread across their region.
* The applicants benchmarked data shows high levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence very high levels of pupil engagement. This practice has been recognised regionally.

Developing staff

* The applicant has developed and led regionally recognised and highly effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of the organisation.

Collaboration and engagement

* The applicant has been an effective regional lead in significant collaborative projects with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services.
* Working within the regional SEND communities including with regional charities and organisations, to support work on deprivation and family aspiration
* The applicant works regionally to support and engage with other AP and mainstream schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant and sustained impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant is recognised regionally for its high rates of effective reintegration into mainstream schools.
* The applicant can demonstrate regional recognition for how it advocates for children and young people within the regional education community, creating a culture and curriculum for successful re-integration and sustained destination data.
* The curriculum developed by the applicant is recognised regionally as being a lead in aspirational and effective AP provision. The clearly sequenced curriculum has been effectively adopted by other schools and offers demonstrable value for money.

## 5 - Excellent, recognised nationally

Pupil Performance

* The applicant leads a robust and wide-ranging collaborative benchmarking programme to ensure its progress data is accurate and comparable. The schools involved include some outside the region.
* The applicants benchmarked data shows very high levels of progress for all groups of pupils.
* External evaluation such as Ofsted, along with attendance and fixed-term exclusion data, evidence good levels of pupil engagement. This practice has been recognised nationally.

Developing staff

* The applicant has developed and led nationally recognised and highly effective CPD programmes, for ITT, early career support and/or support staff, internally and externally of the organisation.

Collaboration and engagement

* The applicant has been an effective national lead in significant collaborative projects with other relevant partners, such as commissioners, social care, educational psychologists, child and adolescent mental health services.
* Working within the national SEND community including with national charities and organisations, to support work on deprivation and family aspiration.
* The applicant works nationally to support and engage with other AP and mainstream schools, on school improvement projects and sharing of best practice.
* The applicant is able to demonstrate significant and sustained impact on pupil progress data and/or quality of provision as a result of collaboration.

Transition and Preparation for adulthood

* The applicant is recognised nationally for its high rates of effective reintegration into mainstream schools.
* The applicant can demonstrate national recognition for how it advocates for children and young people within the education community nationally, creating a culture and curriculum for successful re-integration and sustained destination data.
* The curriculum developed by the applicant is recognised nationally as being a lead in aspirational and effective AP provision. The clearly sequenced curriculum has been effectively adopted by other schools and offers demonstrable value for money.