

# Teaching School Hub

# Early Years 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’ nursery school, suitable for teaching school hub (TSH) status. The purpose is to assess the eligibility of nursery schools 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), 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.

* 1. This form will be assessed by an external EY expert using agreed criteria set out on pages 4-7.
  2. 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.
  3. You must return the performance form, along with your completed TSH application, via DfE’s procurement portal, Jaggaer.
  4. 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**.**
  5. **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.**
  6. 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.
  7. Please provide your statement in the format set out below. In the interest of equity, only written information provided in this document will be assessed.
  8. DfE also reserves the right to contact cited parties to confirm information given in this application and any other party we consider relevant to your application for ongoing information should the application be successful.
  9. 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 nursery school, making reference to the early years foundation stage (EYFS) framework and progress in prime areas of learning (communication and language, physical development personal, social and emotional development).** **Where possible, you should draw on the last 3 years of performance data to support your statement.**

It is recommended that you carefully read the minimum ‘pass’ criteria and scoring matrix on pages 3-6, before beginning this form.

You may consider including the following in your answer:

Progress

* Evidence of the progress made by children in your school (where appropriate this could include baseline/entry data, benchmarks, wellbeing & involvement, good levels of development (GLD) data for Reception age children if applicable)
* Evidence of progress made by vulnerable groups (you may reference initial data showing consistency over time for special educational needs and disabilities (SEND), nurture groups, interventions, partnerships with parents, early years pupil premium (EYPP), English as an additional language (EAL))

Ensuring school readiness

* How you ensure children are beginning to be ‘school ready for Reception/KS1’ (characteristics of effective learning, independence, transition to school)

Impact of CPD

* How CPD has been used to improve skills and knowledge of staff, and the impact of CPD on children’s outcomes. For example: training plans, supervision, coaching, peer review, shadowing, leadership development

**Word limit: 1000 words**

**Performance form assessment: Early Years**

# Criteria for Pass

Prospective TSH applicants from nursery school 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 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):

* Using entry and exit data, you must demonstrate very good levels of progress for all children across all 7 areas (Personal, Social & Emotional Development; Physical Development; Communication and Language; Literacy; Mathematics; Expressive Arts & Design; Understanding the World)
* You must provide data on the number of children that have met, exceeded and those below their specific Development Matters age band, alongside contextual information to support the data.

# Scoring criteria for performance of eligible nursery schools

Performance forms from maintained nursery 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

Progress

* The applicant can demonstrate at least average progress for all children in the prime areas of learning, with supporting data such as baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant can demonstrate some impact of programmes of support for vulnerable children. Impact is linked to baseline/entry data, which shows at least average progress over time, for any of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, EAL (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust, the applicant has delivered some effective programmes of CPD that specifically target improving children’s school readiness, with limited evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, the applicant has delivered some effective programmes of CPD, including at least one of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Limited evidence of the effectiveness of these programmes on improving EY outcomes.

## 1 - Good, recognised locally

Children’s progress

* The applicant can demonstrate good progress for all children in the prime areas of learning, with supporting data such as baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant can demonstrate the impact of effective programmes of support for vulnerable children. Impact is linked to baseline/entry data, which shows good progress over time for at least two of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust and externally with others locally, the applicant has delivered some effective programmes of CPD that specifically target improving children’s school readiness, with some evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, and externally with others locally, the applicant has delivered some effective programmes of CPD, including at least one of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Some evidence of the effectiveness of these programmes on improving EY outcomes.

## 2 - Very good, recognised locally

Progress

* The applicant can demonstrate very good progress for all children in the prime areas of learning, with supporting data such as Baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant can clearly demonstrate the impact of locally recognised effective programmes of support for vulnerable children. Impact is linked to Baseline/entry data, which shows very good progress over time for at least three of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, EAL (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust and externally with others locally, the applicant has delivered effective programmes of CPD that specifically target improving children’s school readiness, with clear evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, and externally with others locally, the applicant has delivered effective programmes of CPD, including at least three of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Clear evidence of the effectiveness of these programmes on improving EY outcomes.

## 3 - Very good, recognised regionally

Progress

* The applicant can demonstrate consistently very good progress for all children in the prime areas of learning, with supporting data such as Baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant can clearly demonstrate the impact of regionally recognised effective programmes of support for vulnerable children. Impact in linked to initial data, which shows consistently good progress over time for at least four of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, EAL (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust and externally with others in the wider region, the applicant has delivered a range of effective programmes that specifically target improving children’s school readiness with clear evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, and externally with others in the wider region, the applicant has delivered a range of effective programmes of CPD, including at least four of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Clear evidence of the effectiveness of these programmes on improving EY outcomes.

## 4 - Excellent, recognised regionally

Progress

* The applicant can demonstrate strong progress for all children in the prime areas of learning, with supporting data such as baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant has developed, and can demonstrate the substantial impact of, regionally recognised programmes of support for vulnerable children. Impact is linked to initial data, which shows consistently strong progress over time, for at least four of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, EAL (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust, and externally with others in the wider region, the applicant has delivered a wide range of effective programmes of CPD that specifically target improving children’s school readiness with strong evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, and externally with others in the wider region, the applicant has delivered a wide range of effective programmes of CPD, including all of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Strong evidence of the effectiveness of these programmes on improving EY outcomes.

## 5 - Excellent, recognised nationally

Children’s progress

* The applicant can demonstrate consistently excellent progress for all children in the prime areas of learning, with supporting data such as baseline/entry data, benchmarks, wellbeing & involvement, GLD data for Reception age children if applicable.
* The applicant has developed, and can demonstrate the substantial impact of, nationally recognised programmes of support for vulnerable children. Impact is linked to initial data, which shows consistently strong progress over time for all of the following - SEND, nurture groups, interventions, partnerships with parents, EYPP, EAL (may include links to other agencies)

Ensuring school readiness

* Within own school/Trust, and externally with others nationally, the applicant has delivered a wide range of effective programmes of CPD, which specifically target improving children’s school readiness with very strong evidence of the effectiveness of these programmes on improving EY outcomes.

Impact of CPD

* Within own school/Trust, and externally with others nationally, the applicant has delivered a wide range of effective programmes of CPD, including all of the following: training plans, supervision, coaching, peer review, shadowing, leadership development.
* Excellent evidence of the effectiveness of these programmes on improving EY outcomes.