

SPN Lead School: scoring table for applications

	Criterion	Score 0-3			
		0	1	2	3
1	Strength of teaching provision in physics	No evidence provided	Number and attainment of pupils in physics GCSE is significantly lower than national averages.	Number and attainment of pupils in physics GCSE is comparable with national averages.	Number and attainment of pupils in physics GCSE is significantly higher than national averages.
			Less than a third of KS3/4 teachers of physics have a specialist background in physics.	Between a third and two-thirds of KS3/4 teachers of physics have a specialist background in physics.	More than two-thirds of KS3/4 teachers of physics have a specialist background in physics.
			School doesn't contain a sixth form; or contains a sixth form but doesn't offer physics AS-/A-level.	School offers physics AS-/A-level; number of students is low or heavily gender-imbalanced (in mixed schools).	School offers physics AS-/A-level; high number of students and/or includes a good proportion of girls (in mixed schools).
		Benchmark: 6 Each of the three sections of the criterion will be scored separately. Applications should score at least 6 across all sections.			

2	Capacity to lead high-quality physics CPD	No evidence provided	Proposed SPC has questionable position and/or qualifications. One or more examples provided with limited or poor evidence of proposed Adviser's experience, with little or no evidence of impact.	Proposed SPC has appropriate position and sound qualifications. Two or three good examples provided that demonstrate sound evidence of proposed Adviser's experience, with good impact.	Proposed SPC has appropriate position and outstanding qualifications. Two or three high impact examples provided that demonstrate strong evidence of proposed Adviser's experience, with clear evidence of impact.
		Benchmark: 2			

3	Experience of collaboration within broader school groups and alliances, with a focus on teacher CPD	No evidence provided	Limited evidence provided of experience of leadership and/or collaborative work with other schools. Weak evidence and/or limited focus on teacher training/development activities.	Reasonable evidence provided of experience of leadership and/or collaborative work with other schools. Reasonable evidence of a focus on teacher training/development activities.	Clear evidence provided of experience of leadership and/or collaborative work with other schools. Clear evidence of a focus on teacher training/development activities.
		Benchmark: 2			

4	Potential benefits of your school being an SPN Lead School	No evidence provided	One or more examples provided that show some ambition for supporting teachers, but limited understanding of priorities or unclear targets.	Two or three good examples provided that demonstrate good ambition with clear targets.	Two or three high impact examples provided that demonstrate strong, realistic ambitions with clear understanding of relevant priorities.
		Benchmark: 2			

5	Beneficiary Schools	No score - use to inform judgement			
6	Supporting statement	No score - use to inform judgement			