

ESTABLISHING A NEW SCHOOL

ASSESSMENT OF SPONSOR PROPOSALS

INTRODUCTION

Cambridgeshire County Council, the Local Children's Services Authority (the Authority) will use an assessment framework to ensure each of the proposals received can be assessed fairly and equally. The framework will be used in conjunction with the Background Information document and the School Specification document, issued by the Authority, together with each Sponsor's (the Applicant's) completed Application Form. The framework is not exhaustive and all proposals will be considered on their individual merits.

PART A of the assessment framework will be used to shortlist the applications received. The top 4 shortlisted applicants will be invited to present at a public meeting in the locality of the new school, and to an interview with a joint officer and Member Assessment Panel.

PART B of the assessment framework will be used to assess the performance of the shortlisted applicants at both the public meeting and in response to Assessment Panel's interview questions.

The combined scores of **PART A** and **PART B** will determine which potential Sponsor or Sponsors the Panel puts forward as their preferred Sponsor(s) for consideration and approval by the Children and Young People's (CYP) Committee.

The Regional Schools' Commissioner at the Department for Education (DfE) and the Secretary of State for Education, the decision-maker, will be then be notified of the CYP Committee's decision, and the reasons for the Authority's preference(s). Copies of all the applications will be submitted at the same time.

This form has been completed by: Hazel Belchamber on behalf of the Assessment Panel (details provided below) on 4 February 2015.

APPLICANTS

- 1 Cambridge Meridian Academies Trust (CMAT)
- 2 Diamond Learning Partnership Trust (DLPT)
- 3 Diocese of Ely Multi Academy Trust
- 4 Urban and Civic and Huntingdonshire Academies Secondary Partnership

ASSESSMENT PANEL

Hazel Belchamber	Head of 0-19 Place Planning and Organisation, Children, Families & Adults
Cllr David Brown	CYP Committee Member
Cllr Peter Brown	Local member for Huntingdon
Cllr Peter Ashcroft	Local member for Huntingdon
Cllr Peter Downes	CYP Committee Member
Rosemarie Sadler	Head of Schools Intervention Service
Penny Price	0 – 19 Area Education Officer
Alison Orrell	0 – 19 Place Planning and Sufficiency Officer

SCORING CRITERIA

5	Comprehensive with clearly identified Added Value aspects The evaluator has a comprehensive understanding of how the requirement will be met in full based on relevant examples, qualitative and/or quantitative evidence. The response also demonstrates that the potential sponsor would be able to offer one or more added value aspects to the establishment and running of the new school.
4	Comprehensive but without any Added Value aspects The evaluator has a comprehensive understanding of how the requirement will be met in full based on relevant examples, qualitative and/or quantitative evidence.
3	Good The evaluator has a good understanding of how the requirement will be met. The response acks the depth of information, examples, qualitative and quantitative evidence to score 4 or 5.
2	Satisfactory The potential sponsor's response demonstrates to the evaluator that they have some understanding and can provide some evidence of how the requirement will be met. However, it lacks the depth of information, examples, qualitative and/or quantitative evidence and/or is consistent in some aspects to score 3 or higher.
1	Poor The evaluator does not have a clear understanding of how the requirement will be met as the response has not addressed or provided evidence which demonstrates a clear understanding of the requirements and how these will be met.
0	Unable to Score The evaluator believes that potential sponsor has failed to either answer the question or provide a relevant response.

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
1	APPLICANT'S RELEVANT EXPERIENCE AND BACKGROUND	
	<p>Information about the organisation/group.</p> <p>Further details of the organisation/group.</p> <p>Existing provider details (if stated).</p>	<p>Does the applicant have experience in establishing and running primary/secondary schools/special schools?</p> <p>If yes, what evidence is there to show they have/are doing this successfully?</p> <p>Have any relevant Ofsted reports been checked and, if so, what do they indicate?</p> <p>Are there any concerns, at this stage, relating to the Applicant (include details)?</p>
2	APPLICANT'S EDUCATION VISION	
	<p>An ambitious vision for the school, with high expectations for what every pupil and teacher can achieve and high standards for quality and performance.</p> <p>Engagement with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development.</p> <p>An exciting and inspiring broad and balanced curriculum that: meets the needs of all pupils; enables all pupils to achieve their full educational potential and makes progress in their learning; and which promotes their good behaviour and safety and their spiritual, moral, social and cultural development.</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	A commitment to equal opportunities and ensure the proposal will provide access for all.	
3	CAPACITY TO DELIVER SCHOOL IMPROVEMENT INCLUDING PROPOSALS THAT WILL IMPACT ON SCHOOL STANDARDS UNDERPINNED WITH PRACTICAL EXAMPLES	
	<p>To engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning and to enable pupils to develop skills in reading, writing, communication and mathematics.</p> <p>To monitor and evaluate the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including disabled pupils and those who have special educational needs, so that their learning improves.</p> <p>To ensure teachers' expectations, reflected in their teaching and planning, including curriculum planning, are sufficiently high to extend the previous knowledge, skills and understanding of all pupils in a range of lessons and activities over time.</p> <p>To facilitate well-judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning.</p> <p>To ensure pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning.</p> <p>To maximise the pace and depth of learning through teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback.</p> <p>To enable pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding.</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p> <p>How would the proposal contribute to raising the standard of educational provision in the area?</p> <p>What is the qualitative and quantitative evidence-base that the proposal will deliver and sustain high standards of teaching and learning and lead to improved outcomes for the children it will serve?</p> <p>Will the proposed school provide a balanced and broadly-based curriculum, as required in Section 78 of the Education Act 2002?</p> <p>Will the proposed school provide the National Curriculum and Religious Education?</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	To make learning as successful as possible through the appropriate use of Information Communication Technology (ICT) in all areas of the curriculum, and through the analysis of pupils' performance data to monitor their progress and plan appropriate provision for individuals and groups.	
4	UNDERSTANDING OF THE LOCAL CONTEXT WITHIN WHICH THE SCHOOL WILL OPERATE.	
	<p>A researched understanding of the local area that the new school will serve, including the local demographics, local services, transport links and patterns of employment</p> <p>How will the new school cater for the specific needs of the community that it will serve.</p> <p>An understanding of the other local schools and any partnerships that exist between these schools.</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>
5	THE PLAN FOR ENGAGING THE LOCAL COMMUNITY AND SUPPORT FOR PARTNERSHIP WORKING.	
	<p>A detailed and coherent plan for early engagement with the potential parents of the children who will be likely to attend the new school. The sponsor should demonstrate a willingness to spend considerable time and effort engaging with these parents, and a plan to meet with those parents who prove to be harder to reach.</p> <p>To further engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>and cultural development and to provide an exciting and inspiring broad and balanced curriculum that: meets the needs of all pupils; enables all pupils to achieve their full educational potential and make progress in their learning.</p> <p>A willingness to work in collaboration with other service providers and stakeholders to reach sustainable and mutually beneficial and acceptable solutions. This may require some flexibility around the management and organisation of the school.</p> <p>To make an active contribution to school-to-school support; including peer-to-peer support, network/cluster/partnership working, and the sharing of good practice in order to improve aspirations of parents and outcomes for pupils in the area; and, where appropriate to work in partnership with childcare providers to deliver the early years services and out of school activities in a timely manner.</p> <p>To abide by the Codes of Practice on Admissions and Admission Appeals, participate in the Council's co-ordinated scheme for admissions and its In Year Fair Access Protocol. In the case of a mainstream school: To serve children with special education needs in its catchment area for whom mainstream education is considered appropriate.</p>	
6	EVIDENCE OF STRONG SCHOOL LEADERSHIP AND MANAGEMENT	
	<p>Demonstrates an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and sets high expectations in respect of standards for quality and performance.</p> <p>To strive to eliminate unlawful discrimination and harassment and to</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>actively promote equality.</p> <p>Aims to continually improve teaching and learning, including the management of pupils' behaviour.</p> <p>Evaluates the school's strengths and weaknesses and use their findings to promote improvement.</p>	
7	DEMONSTRATE SUFFICIENT ORGANISATIONAL CAPACITY AND EVIDENCE OF SOUND GOVERNANCE STRUCTURES, INCLUDING GOOD FINANCIAL MANAGEMENT	
	<p>Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements</p> <p>Proposed governance and management structure.</p> <p>Evidence that the sponsor has sufficient high quality personnel to set up and manage a new school.</p> <p>Evidence of an understanding of what constitutes good financial management and of Cambridgeshire's comparative low level of funding.</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>
8	EVIDENCE OF A COMPRENSIVE IMPLEMENTATION PLAN FOR OPENING AND GROWING THE NEW SCHOOL	
	<p>The Applicant should provide a well thought out and robust Implementation Plan.</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>Where the applicant plans to deliver early years and childcare provision on site evidence of how they plan to do so in order to open at the same time as the school.</p> <p>Where the applicant plans to tender for an independent early years and childcare provider evidence of how they plan to be involved in this and work in partnership with the successful provider on their site.</p> <p>Engagement with existing schools in the local area.</p> <p>Engagement/discussion with the Authority with regard to the overall plan for implementation of the new school.</p> <p>Evidence of support for the proposal?</p> <p>Evidence of any local objection to the proposal?</p>	<p>Has the Applicant provided any evidence of added value?</p>

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
1	PUBLIC MEETING: ABILITY TO ENGAGE WITH THE PUBLIC AND EXPLAIN THE PROPOSAL.	
	<p>An understanding of the local area that the new school will serve including the local demographics, local services, transport links and patterns of employment. The presentation should be aimed at the likely audience that would attend the public meeting</p> <p>A good explanation as to how will the new school will cater for the specific needs of the community that it will serve. In the case of a Special School, this will cover a much wider area.</p>	<p>Has the applicant researched the local area?</p> <p>Does the applicant appear confident and enthusiastic when dealing with members of the public?</p> <p>How well did the applicant manage to explain their proposal in a language that everyone could understand?</p> <p>Did they manage to complete their presentation within the time allocated?</p>
2	PUBLIC MEETING: ABILITY TO RESPOND TO ANY PUBLIC CONCERNS AND QUESTIONS.	
	<p>A detailed underlying knowledge of education principles, and of the operations of the academy being represented</p> <p>A good explanation as to how the new school would cater for the specific needs of the community that it will serve. In the case of a Special School, this will cover a much wider area</p>	<p>How good is the applicant's grasp of current issues?</p> <p>Does the applicant appear confident and enthusiastic when dealing with members of the public?</p> <p>How well did the applicant manage to answer the questions posed in a language that everyone could understand?</p>
3	INTERVIEW: RESPONSE TO SCRUTINY OF THE IMPLEMENTATION PLAN FOR OPENING AND GROWING THE NEW SCHOOL.	
	<p>The Applicant should be able to fully explain and justify the implantation plan provided at the bid stage.</p>	<p>Does the applicant appear confident and can they fully explain and provide evidence of a well thought out and deliverable plan?</p>

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
4	INTERVIEW: WHAT DIFFERENTIATES THE PROPOSAL FROM THOSE OF OTHER PROPOSERS?	
	An understanding of the important issues that need to be dealt with when starting a new school along with innovative methods for dealing with them and how these should be prioritised.	What evidence is given of added value that the applicant can bring to the new school?
5	INTERVIEW: WHERE APPROPRIATE – THE PLANNED TRANSITION FROM OPENING WITH ONE YEAR GROUP THROUGH TO FILLING THE SCHOOL	
	A good understanding of the issues around growing a school from one year group through to filling the school or in the alternate case, opening a school across its specified age range	Does the applicant understand some of the reasons for growing a school this way, and the associate challenges and or benefits?
6	INTERVIEW: CAPACITY AND CAPABILITY IN TERMS OF GOVERNANCE, FINANCE AND RESOURCES	
	<p>Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements</p> <p>Evidence that the applicant has sufficient high quality personnel to set up and manage another school in cases where they are already managing schools</p> <p>Demonstrates an understanding of Cambridgeshire's comparative low level of funding.</p> <p>An example of how the governance structure might look like for the new school.</p> <p>Evidence of good financial management</p>	The Applicant should be able to confidently demonstrate/prove that the organisation has the current operational capacity and skills required to open a new school

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
7	INTERVIEW: CHAMPIONING THE NEEDS OF VULNERABLE CHILDREN AND PROPOSALS FOR NARROWING THE ATTAINMENT GAP IN CAMBRIDGESHIRE.	
	<p>A detailed underlying knowledge of the narrowing the attainment gap agenda in Cambridgeshire.</p> <p>A good explanation as to how the new school will cater for the specific needs of the most vulnerable children.</p>	<p>How good is the applicant's grasp of issues surrounding dealing with vulnerably children?</p> <p>Does the applicant appear confident and enthusiastic when answering questions on this topic?</p>