



Appendix 5b)

**ESTABLISHING A NEW MAINTAINED PRIMARY SCHOOL, AT GUNHILD WAY, CAMBRIDGE, THROUGH COMPETITION :
A DECISION-MAKING FRAMEWORK : ASSESSMENT OF QUEEN EDITH COMMUNITY FEDERATION GROUP PROPOSAL**

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
A.	EFFECT ON STANDARDS AND SCHOOL IMPROVEMENT			
A1.	A System Shaped by Parents			
	<p>The Government's aim, as set out in the <i>5-Year Strategy for Education and Learners</i>, and the recent White Paper, is to create a schools system shaped by parents which delivers excellence and equity. In particular, the Government wishes to see a dynamic system in which:</p> <ul style="list-style-type: none">• weak schools that need to be closed are closed quickly and replaced by new ones, where	<p>These are the general underpinning aims to the establishment of new maintained mainstream schools.</p>		

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	<p>necessary;</p> <ul style="list-style-type: none"> the best schools are able to expand and spread their ethos and success; new providers have the opportunity to share their energy and talents by establishing new schools – whether as voluntary schools, Trust schools or Academies – and forming Trusts for existing schools. <p>Local authorities must secure diversity in the provision of schools and increase opportunities for parental choice.</p>			
A2.	School Competitions			
	<p>When considering proposals submitted in response to a competition, decision-makers should decide which proposal best meets the criteria for a new school <u>overall</u> and best meets the <u>specific</u> requirements for a new school for the area in question. The specification is just the minimum requirement, and proposals may go beyond this.</p>	<ul style="list-style-type: none"> Where a proposal is <u>not</u> in line with the specification, the decision-maker (DM) should consider the potential impact of the difference. Where additional provision is proposed, (for example, early years provision) the DM should 	<ul style="list-style-type: none"> Does the proposal meet the County Council's school specification in full? If not, how does it differ from the specification? Is this difference significant? If so, in what way? 	<ul style="list-style-type: none"> Yes N/A N/A N/A

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		<p>first judge the merits of the main proposal against the other proposals. If the proposal is judged to be the superior proposal, the DM should consider the additional elements and whether they should be approved. If the DM considers the additional elements cannot be approved, they may consider a modification to the proposals, but will need first to consult the proposers and the LA (if the DM is the School Adjudicator).</p>	<ul style="list-style-type: none"> Is additional provision proposed? If so, should it be approved? If not, should a modification to the proposal be discussed with the proposer? Does the proposal meet a basic minimum standard for further consideration? 	<ul style="list-style-type: none"> Yes, but only to make use of spare accommodation initially, until pupil numbers grow. (page 32) Does not need separate approval. N/A Yes.
A3.	Standards			
	<p>The Government wishes to encourage change which will boost standards and opportunities, while matching school-place supply as closely as possible to pupils' and parents' needs and wishes.</p>	<p>The DM should be satisfied that proposals:</p> <ul style="list-style-type: none"> contribute to raising local standards of provision; and lead to improved attainment for children. <p>There should be a particular focus on groups that underperform, including certain ethnic groups, children from deprived backgrounds and children in care, in order to narrow the attainment gap.</p>	<ul style="list-style-type: none"> How does the proposal contribute to raising the standard of educational provision in the area? How does the proposal lead to improved attainment for children? In particular: <ul style="list-style-type: none"> Is there a focus on groups that underperform? 	<ul style="list-style-type: none"> See section on 'Effect on Standards and Contribution to School Improvement' for detail on how Queen Edith Community Primary (QECF) School and the new school would work together, and with other schools and educational partners, on First Class Primary Schools project. (p.21) Yes. See section on 'Community Cohesion' and the 'extra mile'

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			<ul style="list-style-type: none"> ○ If so, which groups are highlighted, and how robust is the content of the proposal in this respect? 	<ul style="list-style-type: none"> ○ group of children. (p.27-30). ○ Ditto. Content exceeds requirements.
A4.	Diversity			
	<ul style="list-style-type: none"> • The Government wishes a more diverse school system, offering excellence and choice, where each school has a strong ethos and acts as a centre of excellence. • A wide range of promoters could include: parent and community groups; education charities; voluntary groups, including church and faith communities; those offering distinctive education philosophies; existing schools or consortia of schools. 	<p>The DM should consider the range of schools in the relevant area, and whether the new school will add to the quality and diversity of provision in the area.</p> <p>The DM will need to make a judgement on the capability of the promoters, based on available evidence. This judgement should take account of the track record of providers, where they are already associated with schools, but the absence of a track record should not necessarily be grounds for regarding proposals less favourably.</p>	<ul style="list-style-type: none"> • Does the proposal contribute to the diversity of provision in the area? • If so, how well does it do this? • Is there evidence of knowledge of the local area and the community to be served? • Does the proposed school have a strong ethos and sense of mission that has been developed in response to the local context? • Is the promoter already associated with the running of a school/schools? • If so, what is known of their current track record, and how is this evidenced? 	<ul style="list-style-type: none"> • Yes. It will introduce a federated Foundation school into the area. (pp 2+4) • Clear federation proposals. • Yes. Detailed explanation on p.17. • Yes. Detail of ethos on p.11. Well thought-through and articulated. Also p. 17. • Yes, QECP School. • See section 'Relevant Experience of Proposers' on p.45.
A5.	Every Child Matters			
	<p>The five principles underpinning Every Child Matters (ECM) are:</p> <ul style="list-style-type: none"> • be healthy; • stay safe; • enjoy and achieve; • make a positive 	<p>The DM should consider how the proposals will help every child achieve their potential, in accordance with the ECM principles.</p>	<ul style="list-style-type: none"> • How well will the proposal help every child to achieve their potential? 	<ul style="list-style-type: none"> • This is a key focus of the bid. Refers to the development of a creative and personalised curriculum in both schools. Links with Romsey Mill to support vulnerable families. (p.22)

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	<p>contribution to the community and society; and</p> <ul style="list-style-type: none"> • achieve economic well-being. 	<p>This should include considering how the proposed school will provide access to extended services; opportunities for personal development; remove barriers to learning; and provide support for children with particular needs, for example looked-after children or those with special educational needs or disabilities.</p>	<ul style="list-style-type: none"> • How well have the five ECM principles been addressed? • How well does the proposal address: <ul style="list-style-type: none"> ○ access to extended services? (see C4, below, for more detail) ○ the provision of opportunities for personal development? ○ the removal of barriers to learning? ○ the provision of support for children with a range of needs, including children who are looked-after, gifted and talented and/or have special educational needs or disabilities? 	<ul style="list-style-type: none"> • Very well. See below for detail. <ul style="list-style-type: none"> ○ See ES section, below. (p.6 of bid) ○ Detailed information in 'making a positive contribution' element. (p.24) ○ Providing extended opportunities and personalised academic support for the 'extra mile' group (p.23) ○ Track pupil progress data rigorously to monitor standards, identify vulnerable groups and allow for targeted intervention. (p.23)
B.	TYPES OF SCHOOL			

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B1.	The Importance of Partnership			
	The Government wants schools to become self-governing and to form relationships with external partners. Foundation, Voluntary-Aided, Trust schools and Academies are all self-governing schools.	In considering proposals for a new school, the DM should take into account the Government's views of the benefits of external partnerships. <i>(Specific information about the different types of partnerships and the requirements are set out in paragraphs 30 – 40, pages 47 – 50 of the guidance.)</i>	<ul style="list-style-type: none"> Does the proposal contribute to the Government's aim for schools to become self-governing? If so, how well does it do this? If not, does it have other strengths? Does the proposal include external partners, who would be expected to bring energy, expertise and innovation to strengthen the school's governance? Does the proposal meet the technical requirements of the form of partnership arrangement proposed? 	<ul style="list-style-type: none"> Yes. The QE Community Federation Group is proposing to run the new school as a foundation school, linked in a statutory (hard) federation with the QECP School. (p.1) It is likely that QE would also become a foundation school (p.39). Very well. (p.2/3) N/A Yes. A wide range of partners from the immediate area and more broadly. Detail provided on p.2 and Appendix A on p.47. Yes. (p.4)
C.	SCHOOL CHARACTERISTICS			
C1.	Proposed Admission Arrangements			
	The proposed admission arrangements must comply with the law and the mandatory provisions of the School Admissions Code.	The DM must confirm that the proposals comply with the law and the mandatory provisions of the School Admissions Code. Where the arrangements are unsatisfactory, the proposals	<ul style="list-style-type: none"> Does the proposal contain information about the proposed admission arrangements to the new school? If so, do the proposed arrangements comply with the law 	<ul style="list-style-type: none"> Yes. (p.15) Yes.

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		should normally be rejected. (However, where the DM would otherwise be minded to approve the proposals, the DM should consult the proposer on a proposed modification, in order that the proposed admission arrangements comply with the Code.)	<p>and the Code of Practice on School Admissions?</p> <ul style="list-style-type: none"> • <u>In addition</u>, will the proposed arrangements be compatible with Cambridgeshire's coordinated scheme for admissions and its In-year Fair Access Protocol? 	<ul style="list-style-type: none"> • Yes.
C2.	National Curriculum			
	All maintained schools <u>must</u> follow the National Curriculum, unless they have secured an exemption. (<i>The grounds for exemption are not relevant to a maintained mainstream primary school.</i>)	<p>The DM should be satisfied that the proposed school will provide:</p> <ul style="list-style-type: none"> • A balanced and broadly-based curriculum, as required in Section 78 of the Education Act 2002; • The National Curriculum and Religious Education. 	<p>Will the proposed school:</p> <ul style="list-style-type: none"> • provide a balanced and broadly-based curriculum, as required in Section 78 of the Education Act 2002? • the National Curriculum and Religious Education? <p><u>In addition</u>, will the proposed school:</p> <ul style="list-style-type: none"> • deliver the Early Years Foundation Stage Curriculum for Reception-aged children? • provide high-quality learning for pupils with special educational and other additional needs? • develop an appropriate outdoor learning environment? 	<ul style="list-style-type: none"> • Yes. (p.11 and 40) • Yes. (p.11 and 40) • Yes. (pp. 40 – 42) • Yes. (p. 42) • Yes. (p.31)
C3.	Specialist Schools			
	<i>As a primary school, the school will not be expected to have a</i>		It was indicated in the specification for the new school that it would be	

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	<i>particular, formal specialism. There are, therefore, no specific Government requirements.</i>		<p>possible for the school to have a particular focus, beyond making provision for meeting the basic need for primary school places in the area, if promoters wished to include this in their proposal.</p> <ul style="list-style-type: none"> Does the proposal have a specific focus? If so, what is this focus? Does this add to the quality of the proposal? If so, how? 	<ul style="list-style-type: none"> Would like to share and expand QECP School's range of specialist teachers, and for the federation to take part in Cambridgeshire's First Class Primary Schools Programme. (p.20) Yes. Very outward-looking, seeking to support other schools and to build on the role of the education partners in the federation group.
C4.	Extended Schools (ES)			
	<p>As part of the ECM agenda to improve outcomes for all children, the Government wants all schools to provide <u>access to</u> a core offer of extended services by September 2010. This core offer is as follows:</p> <ul style="list-style-type: none"> a varied menu of interesting activities all year round; parenting support, including family learning; 	<p>Where the provision of a range of extended services is a feature of proposals, this should strengthen the case for their approval, provided that the DM is satisfied that funding will be available.</p>	<ul style="list-style-type: none"> How well does the proposal address the Government's desire that all schools provide access to the five elements of the extended schools core offer? How would the proposed school link with Cambridgeshire's approach to extended schools, as described in the school specification - i.e. extended services being provided in-and- 	<ul style="list-style-type: none"> Fully. Clear description of how the five elements of the ES core offer are currently met by QECP, and will be extended across both schools. (pp.6-10). Cambridge South ES cluster works very well. QECP is a key member of that group, and it is proposed that the new school should join that arrangement. Good understanding of the role of, and engagement with, the locality team, in order to meet children's various needs.

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	<ul style="list-style-type: none"> 8am – 6pm childcare all year round; swift and easy access to a range of specialist support services; and community access to the school's sports, arts and ICT facilities, including adult learning. 		<p>around clusters of schools, in conjunction with other services and providers, including the relevant Children's Services locality team ?</p> <ul style="list-style-type: none"> Is the funding available for the approach to extended services outlined in the proposal? 	<ul style="list-style-type: none"> This school would be in the same position as all others as far as future ES funding is concerned. QECP currently charges for some activities and funds others from ES cluster allocation. Funding of Family Worker may be at risk.
C5.	Federations			
	<p>The Government encourages schools to work together. This can include a statutory federation, where maintained schools federate under a single governing body.</p>	<p>Where the proposed new school is to be federated with another school, DMs should consider whether the proposed federation would raise standards.</p> <p>Approval of the proposals should be conditional upon the formation of the federation by a specified date.</p>	<ul style="list-style-type: none"> Is it proposed that the new school should be federated with another school? If so, what is the proposed arrangement? How would this contribute to the raising of standards in the area? What is the proposed target date for the establishment of the federation? 	<ul style="list-style-type: none"> Yes. New school would be established in a statutory (hard) federation with QECP School. Likely that QE would also become a foundation school. (p.39) General information about the raising of standards and collaboration between the two schools is included throughout the document. In time for the opening of the new school in September 2011.
C6.	Equal Opportunity Issues			
		<p>The DM should consider whether there are any sex, race and/or disability</p>	<ul style="list-style-type: none"> Are there any sex, race and/or disability discrimination issues that are likely to arise from the 	<ul style="list-style-type: none"> No.

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		discrimination issues that arise from the proposals ... Similarly, there needs to be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.	<p>proposal?</p> <ul style="list-style-type: none"> • How well does the proposal promote and secure inclusion and equality of access for all? • How well does the proposal comply with the requirements of the Disability Discrimination Act and other relevant legislation? 	<ul style="list-style-type: none"> • Very well. See particular sections on Community Cohesion and SEN (pp. 27 and 46) • Specific commitment provided to comply with DDA.
D.	NEED FOR PLACES			
D1.	Creating Additional Places			
	General requirements which have to be met to show that a new school is needed. These have already been addressed.	Where it is proposed that the new school should have a religious character, or follow a particular philosophy, the DM should be satisfied that there is sufficient demand for places for the school to be sustainable.	<p>This new two-form entry primary school is being established to meet the demand for additional places in the south of Cambridge, as a result of a rising birth rate in that part of the City.</p> <p>How effectively would the proposal meet this basic need for school places?</p>	<p>See sections on:</p> <ul style="list-style-type: none"> • Pupil numbers and admissions (p.5) • Area and community school will serve (p.12) • Admission arrangements. (p.15) <p>The proposed catchment area for the new school would encompass the existing catchment areas of the three primary schools (Queen Edith, Morley Memorial and Ridgefield) in the south of Cambridge where there are currently no other measures planned, or in place, to meet the demographic pressures. Adopting the same admissions and oversubscription criteria as Cambridgeshire's community primary schools would mean that children living in the new school's proposed catchment area, where there is significant need, would have priority.</p>

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				<p>There would, therefore, be less need to transport children across the City.</p> <p>The Federation Group also proposes to form an admissions group in partnership with other headteachers south of the river to ensure that the growth of the new school would not have a negative impact on the sustainability of local primary schools.</p> <p>It is considered that this proposal would meet the basic need for school places in the south of the City effectively.</p>
E.	IMPACT ON THE COMMUNITY AND TRAVEL			
E1.	Community Cohesion and Race Equality			
	<p>Promoters should include how the school will tackle religious, social, racial and cultural division, and meet the <u>statutory</u> duties to promote community cohesion and well-being.</p>	<p>DMs should consider how the proposals meet the statutory duties on schools to promote community cohesion, and consider the potential impact on other schools in the area. In particular, consideration should be given to how the new school will:</p> <ul style="list-style-type: none"> • promote and contribute to community cohesion; • increase inclusion and equality of 	<p>How well does the proposal meet the statutory duties on schools to promote community cohesion, and consider the potential impact on other schools in the area?</p> <p>In particular, how will the proposed new school:</p> <ul style="list-style-type: none"> • promote and contribute to community cohesion? • increase inclusion and equality 	<p>This issue is addressed in detail in the Community Cohesion section, starting on p.27. Impact on other schools is addressed in Admissions section and on pp.12 and 15.</p> <ul style="list-style-type: none"> • Detail on p.27, under: embracing diversity; ensuring achievement; and engaging the community. • Focus on 'extra mile' provision, to deliver

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		<p>access for all social groups; and</p> <ul style="list-style-type: none"> establish and maintain collaboration with other schools, colleges and training providers. <p>There is no single model of inclusiveness; it is dependent on the local community and the views of different sections of the community.</p>	<p>of access for all social groups? And</p> <ul style="list-style-type: none"> establish and maintain collaboration with other schools, colleges, training providers and the private, voluntary and independent sector? 	<p>on: inclusive practice; tracking progress; wider opportunities; Family Worker; counselling; and personalised support (pp27 – 30).</p> <ul style="list-style-type: none"> Via ES cluster arrangements. Detail on p.6. Also composition of Federation Groups: Education; Well-being and Inclusion; Faith and Community. (p.2)
E2.	Travel and Accessibility for All			
	There is little of relevance in this section, as the local authority has already chosen the site and is providing the building.	DMs should consider proposals on the basis of how they will support and contribute to the local authority's duty to promote the use of sustainable travel and transport to school.	To what extent does the proposal demonstrate a commitment to promoting sustainability in school travel, as outlined in Cambridgeshire's Sustainable School Travel Strategy?	Strong commitment. The proposed arrangements are based on QECP School's current good practice in this area. QE has ambitious targets for increasing the current proportion of staff (50%) and pupils (65%) who walk or cycle to school.
F.	SPECIFIC AGE PROVISION ISSUES			
F1.	Early Years Provision			
		In considering any proposals for a new primary school which includes early years provision, the DM should consider whether the	The school building will have facilities which will enable early years provision to be made, but it is not intended to provide a maintained nursery class.	

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		proposals will integrate pre-school education with childcare services, and with other services for young children and their families, and lead to the development of sustainable partnerships that allow flexible, responsive provision, in accordance with the needs of parents and families.	<ul style="list-style-type: none"> Does the proposal include early years provision? If so, how is it proposed that this should be provided? Does the proposal integrate pre-school education with childcare services, in accordance with local needs? 	<ul style="list-style-type: none"> Yes. Via consultation and a tender process, to secure a first-class external provider. Yes, if consultation shows that this is required by parents in the area, and is affordable. (p.19)
G.	FUNDING AND LAND			
G1.	Paragraphs 68 – 82 are very detailed, and not particularly relevant for the competition decision, except in the cases outlined in paragraphs 70 and 75.	<ul style="list-style-type: none"> Paragraph 70: If the proposal exceeds the capital allocation made by the local authority, the DM should consider the reasons for the additional requirements and/or costs, as set out in the proposal, and whether there is agreement to their provision. Paragraph 75: For new Voluntary Aided (VA) school proposals, the DM should have a statement signed by the promoters that they would be able to meet the financial responsibility for future building work. 	<ul style="list-style-type: none"> Does the proposal include elements that would exceed the capital allocation made by the local authority, and the facilities that this will deliver for the new school building? If so, what are the reasons for this? Should the additional elements be approved? In the case of a proposed VA school, has a statement been signed by the promoters to the effect that they would be able to meet the financial responsibility for future building work? 	<ul style="list-style-type: none"> No. N/A N/A N/A.

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H.			ADDITIONAL ELEMENTS CONTAINED IN THE CAMBRIDGESHIRE SPECIFICATION	
H1.			<p>The majority of the additional Cambridgeshire elements contained in the new school specification have been included in the appropriate related sections of this framework. Those that still remain are set out below.</p> <p>How well does the proposal address how the school would:</p> <ul style="list-style-type: none"> • develop appropriate policies with regard to safeguarding and pupil health and well-being, including the management of health and safety, and responses to issues such as bullying? • approach the attainment of Healthy School status? • ensure that the statutory requirements relating to the appointment of all staff were met? • communicate with parents, including ensuring that adequate procedures were in place for handling complaints? 	<ul style="list-style-type: none"> • Well. Detail in Every Child Matters (ECM)'staying safe' section. (p.23) • Well. Intend to do this, and build on QECP School's current holding of this status. (p.23) • Commitment in ECM 'staying safe' section (p.23). • In ethos element "build ongoing relationship of trust with parents". Ofsted comment: "Exceptionally high level of parental support and confidence" at QECP School. (p.25)