



Appendix 5a)

**ESTABLISHING A NEW MAINTAINED PRIMARY SCHOOL, AT GUNHILD WAY, CAMBRIDGE, THROUGH COMPETITION :
A DECISION-MAKING FRAMEWORK : ASSESSMENT OF DIOCESE OF EAST ANGLIA 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>		

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
	<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.

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
		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).	<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"> No. N/A N/A. Yes.
A3.	Standards			
	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>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"> The new school would engage closely with parents to help contribute to the improved education/ well-being of children, particularly using modern technology. (page 7) A creative curriculum would be provided – based on strong cultural awareness. Strong support would be offered by the heads of St Alban's and St Laurence primary schools – both of which have been judged to be 'good' schools with outstanding features. There will be strong leadership in ICT, with close links with St

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
			<ul style="list-style-type: none"> ○ Is there a focus on groups that underperform? ○ If so, which groups are highlighted, and how robust is the content of the proposal in this respect? 	<p>Bede's Inter-Church Secondary School, which is a specialist maths and computing school. (p.8)</p> <ul style="list-style-type: none"> ○ Information in the Every Child Matters (ECM) section indicates that there would be a focus on knowing individual children, on monitoring and tracking children's needs and on good communication with the parents and the children. ○ There is an indication that in St Alban's and St Laurence, the data indicates that children with English as an additional language (EAL) and those with special educational needs (SEN) perform as well as others in the schools. There is a commitment to early intervention. (p.8) ○ Staff development, to ensure good teaching , will be a high priority. ○ Meets the 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. 	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.	<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? 	<ul style="list-style-type: none"> • Yes. See pp 1, 5 and 6. • It provides another Roman Catholic (RC) primary school in an area of the City where the current RC primary school is oversubscribed.

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
	<ul style="list-style-type: none"> 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 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"> 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. The focus is on the Catholic community in the area and the demand for catholic primary school provision from that community. See pp 5 and 6. Yes. The Diocese of East Anglia has an overarching Catholic ethos which is common to all RC VA schools in its region, but also close links with the local Catholic community and the other RC primary schools in Cambridge. (pp. 1, 4, 5 and 6). Yes, the Schools' Commission runs 20 primaries and 6 secondaries, and supports 5 independent schools, in East Anglia. (p.1) Ofsted judgments in RC schools in general and the local Cambs primaries, in particular. See section on Relevant Experience of Proposers. (pp 1, 8 & 12).
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 contribution to the community and society; and achieve economic well- 	<p>The DM should consider how the proposals will help every child achieve their potential, in accordance with the ECM principles.</p> <p>This should include considering how the proposed school will provide access to extended services;</p>	<ul style="list-style-type: none"> How well will the proposal help every child to achieve their potential? 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, 	<ul style="list-style-type: none"> Addresses each element of the ECM agenda (p. 9) but does not address the supplementary questions in any detail. However, the ECM ethos/approach comes out strongly through the whole bid.

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
	being.	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.	<ul style="list-style-type: none"> for more detail) <ul style="list-style-type: none"> 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? 	
B.	TYPES OF SCHOOL			
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 	<ul style="list-style-type: none"> Yes. The type of school proposed is a Voluntary Aided school, which is a long-established form of self-governing status. The school will be held under trust by the Diocese of East Anglia. N/A. The main reference is to the other RC primary schools in Cambridge and the St Bede's Inter-Church School, the parents

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
			<p>school's governance?</p> <ul style="list-style-type: none"> Does the proposal meet the technical requirements of the form of partnership arrangement proposed? 	<p>and the other schools in the Cambridge South cluster. There are no formal partnerships or federations referred to in the bid.</p> <p>Yes.</p>
C.	SCHOOL CHARACTERISTICS			
C1.	Proposed Admission Arrangements			
	The proposed admission arrangements <u>must</u> 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 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.)	<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 and the Code of Practice on School Admissions? <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. (p.5) Yes, with very minor adjustment relating to the numbering of the criterion relation to the admission of pupils with statements of SEN. (p.5) Yes. (p.5)
C2.	National Curriculum			
	All maintained schools <u>must</u>	The DM should be satisfied	Will the proposed school:	

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
	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>)	that the proposed school will provide: <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. 	<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"> The only specific reference is to a creative curriculum. (p.8) There is no specific reference to the National Curriculum. There is specific reference to the Religious Education element on p.4. No specific reference. Broad reference to SEN in the Pastoral Care and Support section (p.8), and specific reference in the SEN section (p.13). No further detail is provided. No specific reference.
C3.	Specialist Schools			
	<i>As a primary school, the school will not be expected to have a particular, formal specialism. There are, therefore, no specific Government requirements.</i>		<p>It was indicated in the specification for the new school that it would be 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 	<ul style="list-style-type: none"> The specific focus will be as a Catholic

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
			<p>focus?</p> <ul style="list-style-type: none"> • If so, what is this focus? • Does this add to the quality of the proposal? • If so, how? 	<p>school. (p.7). It is also indicated that the new school would benefit from the St Bede's secondary school specialism, as described in section B1, above.</p> <ul style="list-style-type: none"> • No, as it is not additional to the main proposal.
C4.	Extended Schools			
	<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; • 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>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-around clusters of schools, in conjunction with other services and providers, including the relevant Children's Services locality team ? • Is the funding available for the approach to extended services outlined in the proposal? 	<ul style="list-style-type: none"> • Fully. Detail is provided on p.3. • The proposed arrangements are modelled on those of the existing RC primary schools, particularly St Alban's, which is very collaborative. • This school would be in the same position as all others as far as future ES funding is concerned. There is reference to charging for relevant services and drawing on the funding that would be available at the time. (p.3)

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
C5.	Federations			
	The Government encourages schools to work together. This can include a statutory federation, where maintained schools federate under a single governing body.	<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"> No. The proposal indicates the intention of working closely with St Alban's, St Laurence and St Bede's schools. <p>(At the public meeting and the meeting with the Members and Officers of the County Council, reference was made to the possibility of federating the new school with St Alban's, but no further information has been provided.)</p>
C6.	Equal Opportunity Issues			
		The DM should consider whether there are any sex, race and/or disability 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.	<ul style="list-style-type: none"> Are there any sex, race and/or disability discrimination issues that are likely to arise from the proposal? 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 (DDA) and other relevant legislation? 	<ul style="list-style-type: none"> No. The proposal is for a specific faith school. However, the admissions policy would enable children of other faiths, and those with no specific faith allegiance, to be welcomed into the school community. (See also sections D1 and E1, below.) No specific reference to DDA.

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
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>This proposal's main focus is the provision of an RC VA Primary School to meet the demand for Catholic school places in the south of Cambridge, as the existing RC school is oversubscribed. However, in order to address the requirement for the new school to meet the demand for additional places, as a result of a rising birth rate, the proposal has varied the normal admissions criteria for an RC VA school. A broad catchment area has been defined, encompassing the catchment areas of all the primary schools in the south of the City, and, after any priority allocation of places for children with statements of SEN and looked-after children, priority would be given to baptised Catholics in that broad catchment area, and then other children in the area. (See section 3.3.5 of the Cabinet report for full admissions criteria.)</p> <p>The rationale for these criteria is that the admission of Catholic children from across the south of the City to the new school would release places in the other primaries for local children whose parents did not want a faith-based education for their child. Over-subscription would be resolved by distance from the school.</p>

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
				<p>A survey of the parents of Catholic children in the St Philip Howard Parish was undertaken by the Diocese. This aimed to identify demand for places in a new RC primary school, at Gunhild Way, in Reception in 2011 and beyond. Using postcode information, where this had been provided by parents, the responses were then analysed into current school catchment areas.</p> <p>This analysis indicated that there was substantial demand for RC places. However, out of the overall total of 116 respondents that could be identified, who lived in the catchment areas of the relevant schools in the south of the City, 58 of those children are in the catchment areas of Cherry Hinton schools.</p> <p>It is important to note that the Council is already making an additional two forms of entry (FE) available in Cherry Hinton, to meet the increase in demand there (Colville, 1FE from September 2010 and Cherry Hinton Infant/Junior, 1FE from September 2011). If the parents of baptised Catholic children living in Cherry Hinton exercised their preference to attend a new RC VA school in Gunhild Way, in the event of oversubscription, Cherry Hinton's closer proximity to the new school site is likely to trigger the distance tiebreak criterion, ensuring that they had priority. This</p>

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
				<p>would mean that children from the other school catchment areas, particularly Ridgefield and Morley Memorial, where there is significant demand, are likely to have to be transported to spare places in Cherry Hinton schools. There would, therefore, be considerable crossover of children.</p> <p>In view of this, it is considered that this proposal would <u>not</u> 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 access for all social 	<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 of access for all social groups? and 	<p>Detailed answer on p.10. Emphasis on the existing practice of St Alban's school, which works closely with other schools. Also, the admissions policy would:</p> <ul style="list-style-type: none"> • enable children of other faiths, and those with no specific faith allegiance, to be welcomed into the school community; • address some Catholic parents' desire for a Catholic school; • free places for families previously unable to get into their catchment schools;

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
		<ul style="list-style-type: none"> groups; and 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>	<ul style="list-style-type: none"> establish and maintain collaboration with other schools, colleges, training providers and the private, voluntary and independent sector? 	<ul style="list-style-type: none"> via the extended schools cluster arrangements, the RC family of schools and the faith group of schools.
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. This issue is addressed on page 12. The existing Diocesan schools have well-developed and successful travel plans. This best practice will inform the new school's plan, focused on the local context.
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 proposals will integrate pre-	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.	

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
		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. Detailed answer set out on pp 6 and 7. Yes.
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 Yes.

	GOVERNMENT REQUIREMENTS	ISSUES DECISION MAKERS MUST CONSIDER	CAMBRIDGESHIRE COMPETITION CONSIDERATIONS	ASSESSMENT OF PROPOSAL
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? 	<p>Fully. The detail on how all of the issues set out below would be addressed is set out in the sections on ECM and Implementation, on pp. 9 and 11.</p>