

ESTABLISHING A NEW SECONDARY AND SPECIAL SCHOOL IN LITTLEPORT

To: Cabinet

Date: 15th April 2014

From: Executive Director: Children, Families and Adults (CFA)

Electoral division(s): Littleport and Ely

Forward Plan ref: N/a **Key decision:** No

Purpose: **To:**

- a) Advise Cabinet of the outcome of the process adopted by the Council to discharge the statutory requirement, under the Education Act 2011, to seek an Academy or Free School sponsor for the new secondary and special school to be established in Littleport; and
- b) Seek Cabinet's endorsement of the Greenwood Dale Foundation Trust as the Council's preferred sponsor for both schools.

Recommendation: **That:**

- a) Cabinet gives its endorsement to Greenwood Dale Foundation Trust being named as the Council's preferred sponsor for the new secondary and special school to be established in Littleport; and
- b) The Secretary of State for Education, as the decision maker in this case, be informed of Cabinet's endorsement of the Greenwood Dale Foundation Trust's application with immediate effect.

<i>Officer contact:</i>		<i>Member contact:</i>	
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1. BACKGROUND

- 1.1 The Council, as the local Children's Services Authority, has a statutory duty to provide a school place for every child living in its area of responsibility who is of school age and whose parents want their child educated in the state funded sector. To achieve this, the Council has to keep the number of school places under review and to take appropriate steps to manage the position where necessary. The Education and Inspections Act 2006 also requires local authorities to adopt a strategic role, with a duty to promote choice, diversity and fair access to school provision.
- 1.2 In addition, the Education Act 1996 establishes the basis on which educational support for children and young people with Special Educational Needs (SEN) should be provided. This includes a duty to educate children within a mainstream school, unless this is against their parents wishes; or would be disruptive to other children and young people.
- 1.3 The Council has the challenge of responding to the high levels of housing and population growth identified in East Cambridgeshire District Council's Local Development Framework (LDF). The LDF set out an expectation that 10,639 new homes would be built by 2025. To date, 5,108 have been built. Pressure will be placed on current secondary school capacity within the District as the remaining 5,531 homes are built.
- 1.4 A review of secondary education in East Cambridgeshire completed in 2010 concluded that the greatest impact and pressure on secondary school places would be felt within the current catchment area of the City of Ely Community College (now Ely College). The detailed options to avoid a future shortage of places were subject to a two-stage consultation, including viability testing, and presented to Cabinet in July 2010. Cabinet supported the recommendation that a new secondary school should be established in Littleport to serve the Littleport community and that some limited expansion of either Bottisham Village College and/or Soham Village College was likely to be required at a future date.
- 1.5 A review of SEN specialist placements (2012-2022) was considered by Cabinet in June 2013. The review report concluded that 3 new area special schools would be required across Cambridgeshire in the next decade. Cabinet supported the need for 3 new schools and the specific recommendation that the first of these should be ready to open in September 2016. Littleport was selected as a suitable site as the demand for places in East Cambridgeshire was rising faster than elsewhere and was placing Highfields (Special) School in Ely under significant pressure. In addition, increasing numbers of children in East Cambridgeshire are having to travel longer distances to access specialist provision.
- 1.6 The two new schools will be co-located on land in the north west of Littleport close to the Town's main indoor and outdoor leisure facilities. Both the secondary and special school need to open in September 2016 if the Council is to avoid a shortfall in provision in the local area based upon current forecasts.
- 1.7 The secondary school will provide 600 places (4FE) for pupils aged 11-16. Following opening in September 2016, 120 Year 7 pupils will be admitted each year until the school's capacity is reached. There is potential for expansion of the school to 750 places or 5FE depending on future need.

- 1.8 The special school will cater for 110 pupils between 2 and 19 years old with a statement of special educational need (SEN). Decisions on placements at the school will be made through the Council's Resourcing Panel (CRP) following individual consultation with each child or young person, their parents and the school, as detailed in the Council's Area Special School Specification.
- 1.9 Future plans for the Littleport education campus may also include the provision of a primary school. Current forecasts indicate that this may be required towards the end of the decade to meet the growing demand from within Littleport.

2. ACADEMY/FREE SCHOOL SPONSOR PROCESS OUTCOME

- 2.1 Officers have sought proposals from potential Academy or Free School sponsors to establish and run the new schools in Littleport in accordance with the process approved by Cabinet on 17th April 2012.

In line with that process, on 29th November 2013, the Council published both a local and a national press announcement about the need for a new secondary school and a new special school to be established in Littleport. Potential sponsors were invited to submit proposals by 10th February 2014. A key part of this process was the publication of a Background Information document and a detailed Schools Specification to support potential applicants/sponsors in developing their proposals. These documents can be viewed on the Council's website through the following link:

http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/347/school_changes_and_consultations/5

The documents were also sent to the Department for Education (DfE).

- 2.2 Three proposals were received from the following potential sponsors of the two new schools by the 10th February 2014 deadline:

- The Active Learning Trust
- The Greenwood Dale Foundation Trust
- The Lilac Sky Academy

Copies of the executive summaries are available to either view or download from the Council's website through the link provided in Section 2.1.

- 2.3 The sponsors' proposals were scrutinised by officers and the DfE. It was the conclusion of officers that the submission from Lilac Sky Academy failed to meet the essential criteria used for the assessment of the proposals. It was therefore decided that Lilac Sky Academy would not be shortlisted for interview and would take no further part in the selection process.
- 2.4 A public meeting was held on 27th February 2014 when representatives from the two shortlisted sponsors presented their proposals and answered questions posed from the floor. The meeting was well attended by over eighty representatives of the local community. A transcript of the question and answer session that formed part of the public meeting is attached as **Appendix 1**.

- 2.5 A joint member/officer Assessment Panel met on 6th March 2014 to interview and assess each potential sponsor's application against the criteria detailed in the Schools Specification document. A copy of the assessment criteria used by the Panel, together with the details of the membership of the Panel, is attached as **Appendix 2**.
- 2.6 The Assessment Panel discussed the merits of each application in detail. It was acknowledged that both sponsors had the ability to run and manage the two new schools and that both had demonstrated a strong commitment to partnership working. However, the Assessment Panel considered the proposal submitted by Greenwood Dale Foundation Trust was particularly strong as it:
- Demonstrated the greatest experience of setting up new schools and, in particular, improving outcomes for 'education, skills and training' in areas of high deprivation
 - Demonstrated considerable breadth and depth in its leadership and management team and was able to offer a broad range of relevant experience including a proposal for the deployment of dedicated specialist Executive Principals for both the secondary and special school
 - Demonstrated an understanding of the Council's very low level of revenue funding and the associated challenges resulting from this, particularly in respect of establishing two new schools to open at the same time
 - Demonstrated an understanding of the challenges of opening a special school for children and young people spanning the 2-19 age range with very complex needs
 - Demonstrated through recent experience the successful opening of a co-located secondary and special school in a neighbouring local authority area
 - Was able to evidence previous experience of providing added value for pupils by offering a range of extra curricular activities including music, sport, art as well as opportunities for less traditional out of school activities.
- 2.7 All the information used by the Assessment Panel to reach its recommendation to Cabinet, together with the outcome of Cabinet's consideration of the proposals, will be forwarded to the DfE by 17th April 2014.
- 2.8 The Secretary of State for Education will make the final decision and select the successful sponsor. There is no defined timescale for this part of the process although a decision would be expected around May/June 2014.

3. ALIGNMENT WITH PRIORITIES AND WAYS OF WORKING

3.1 Developing the local economy for the benefit of all

- 3.1.1 Providing access to local and high quality mainstream and specialist education will enhance the skills of the local workforce. These schools will also be providers of local employment.

3.2 Helping people live healthy and independent lives

- 3.2.1 If pupils have access to local schools and associated services, they are more likely to attend them by either cycling or walking rather than through local authority-provided transport or car. They will also be able to more readily access out of school activities such as sport and homework clubs and develop friendship groups

within their own community. This will contribute to the development of both healthier and more independent lifestyles.

- 3.2.2 The specification for the secondary school and special school envisages the development and joint use of indoor and outdoor sporting facilities that are located in the Littleport Leisure Community Centre on land adjacent to the school site. The location of the Leisure Centre will provide a unique opportunity to develop links between the schools and local sports clubs and improve participation in sport by local residents who will need to access the site more regularly once the schools are located nearby.

3.3 **Supporting and protecting vulnerable people**

- 3.3.1 Providing these local schools will ensure that services can be accessed by families in most need within the designated area.

3.4 **Ways of working**

- 3.4.1 The proposals reflect the Council's strategic role as a commissioner of school places, rather than being a direct provider of those services. The Council needs to work to build constructive partnerships with the providers of school places and services in this area of Cambridgeshire.

4. **SIGNIFICANT IMPLICATIONS**

4.1 **Resource and Performance Implications**

- 4.1.1 New academy schools will receive a combination of Council and Education Funding Agency (EFA) funding. The main funding will be based on the local formula applied to all schools, but will need to include diseconomies funding to reflect the costs incurred whilst the new schools fill to capacity. Funding from the Council will come from the Dedicated Schools Grant.

4.1.2

Funding:	Funding Body:	Detail:
Local Formula Funding	EFA	Based on the Council's local formula. Funding recouped from the Council and allocated by EFA (some factors based on county averages in initial years)
16-19 Formula Funding	EFA	Based on National 16-19 Formula
Pupil Premium	EFA	Based on National Pupil Premium funding rates
Funding for Education Services	EFA	Based on National Education Services Grant (ESG) funding rates
Insurance Grant	EFA	Additional funding available to support insurance costs
Diseconomies Funding	Council	Funding from the Council to recognise costs whilst the school fills to capacity.
Pre-opening revenue	Council	Funding from the Council prior to opening (usually 1 term) to support costs of Head Teacher and Admin support)
High Needs Pupil Top-Up Funding	Council	Top-Up funding for pupils with statements of SEN

- 4.1.3 New schools will be funded on an agreed number of pupils each year, rather than the actual pupil numbers. If actual numbers vary significantly from the numbers funded by the EFA this may result in more funding being allocated from the Council's Growth Fund.

Please note: The Growth Fund is an amount agreed by Schools Forum which is topsliced from the schools block distribution total prior to budget setting. This fund is used to allocate additional funding to schools anticipating growth, including academies, based on the criteria agreed by Schools Forum.

- 4.1.4 Pre-opening funding payable by the Council is intended to cover all revenue costs up to the opening of the school. Funding for secondary schools is calculated on the basis of employing a Head Teacher and administrative support for two terms prior to opening (currently £150,000 for secondary schools.)
- 4.1.5 The Council also recognises the need to fund pre-opening costs and diseconomies for special schools prior to opening and reaching capacity level. Schools Forum will review a policy for new special schools funding during 2014, referring to EFA advice and taking a view on an appropriate balance of place funding, top-up funding for actual pupils and contingency amounts to underpin opening and set-up. In total, this funding will be commensurate with commissioning a setting with a sizeable and complex budget on a sound financial basis.
- 4.1.6 Diseconomies funding payable by the Council will be assessed for each new school according to the policy adopted by Schools Forum on 14th March 2014. This includes set amounts for resources and leadership, paid annually, until the school builds up to capacity with all cohorts open.
- 4.1.7 Recurrent revenue funding amounts for new schools will vary depending on numerous factors. As the majority of the funding will come directly from the EFA their application of the local formula factors and national funding streams is key to determining these amounts.
- 4.1.8 The methodology for funding new schools is subject to change dependent on local and national policy changes and, as such, will be reviewed on an annual basis.
- 4.1.9 Provision has been made in the Council's five-year Capital Programme for £30m to cover build costs; this is allocated in the 2015-16 financial year. The Council recently received a very poor basic need capital settlement from the DfE of only £4.4m covering the period 2015-2017. The Council is currently lobbying for an improved settlement and officers have recently met DfE officials to make the case that Cambridgeshire faces exceptional pressures, linked to economic and housing growth, and should be considered for additional funding. In allocating basic need funding for the period 2015-2017 the DfE top sliced or held back £300m to allocate to those local authorities experiencing exceptional or unforeseen pressures. It is this top sliced element from which the Council is seeking to secure an additional allocation of basic need funding.

The funding position is a major concern. Early discussions with the DfE have been encouraging although there is no guarantee further funding will be released. However, as there is a pressing need for the additional school places to be established in Littleport and no realistic alternative, there is a need to proceed with

the implementation of the proposal for a new secondary and special school in Littleport.

4.2 Statutory, Risk and Legal Implications

- 4.2.1 There are specific statutory requirements which have been followed in seeking to secure a sole sponsor for the new secondary and special schools under the provisions of the Education Act 2011. The process adopted by the Council to ensure compliance with the requirements of the Act is set out in **Appendix 3**.
- 4.2.2 The Council will grant a standard 125-year Academy lease of the whole site (permanent school site) to the successful sponsor. The model lease was prepared by the DfE and protects the Council's interest in the following ways:
- The land and buildings being returned to the Council when the lease ends
 - Restricting use to educational purposes
 - The Academy being restricted from transferring the lease to another educational establishment without the Council's consent
 - The Academy (depending on the lease wording) only being able to sublet part of the site subject to Council approval
- 4.2.3 Paragraph 4.2.2 is dependent on the Council completing the legal arrangements for the acquisition of the site. This is progressing and makes provision for the required grant of a lease to an academy sponsor.
- 4.2.4 The new academy sponsor will need to enter into a formal agreement with the Littleport Leisure Community Centre for shared use of the sports facilities. Preliminary discussions are currently taking place between the Council and the Management Trust of the Leisure Community Centre. However, detailed discussions including hours of use, maintenance and revenue funding can take place only once the sponsor has been approved by the Secretary of State.
- 4.2.5 It will also be necessary to continue to liaise with the neighbouring secondary schools in East Cambridgeshire. These academy schools are their own admissions authorities. Decisions that the schools take on an annual basis will have implications for the forecast build up of numbers at the proposed new secondary school in Littleport. For example, for September 2014 Witchford Village College has taken a decision to over admit pupils into its new year 7. It will provide an additional 30 places (1 form of entry). It will be necessary to keep abreast of future decisions and understand the longer term aspirations of each of these academy schools when planning the opening of the new Littleport Secondary School.

4.3 Equality and Diversity Implications

- 4.3.1 The Council is committed to ensuring that children with special educational needs and/or disabilities (SEND) are able to attend their local mainstream school where possible, with only those children with the most complex and challenging needs requiring places at specialist provision. This proposal in delivering both mainstream and special school provision supports the existing policy of the Council.

4.4 Engagement and Consultation Implications

- 4.4.1 The process adopted by the Council for consideration of Academy or Free School proposals makes provision for a public meeting at which members of the local community can meet the potential sponsors and ask them questions about their proposals. The public meeting took place on 1st October 2013 and the written transcript of the question and answer session is attached as **Appendix 1**. It was attended by the local member, Councillor Daniel Divine. Councillor Divine was also one of the members of the Assessment Panel and supports the recommendation.

4.5 Public Health Implications

- 4.5.1 The secondary school will be accessible to pupils as either pedestrians or cyclists. The expectation is that majority of children and young people attending the special school will require transport provision due to the nature and complexity of their needs.

Source Documents	Location
<ul style="list-style-type: none">• East Cambridgeshire Development Framework- Implications for Planning Secondary School Provision (July 2010, Cabinet Report)• Special Educational Need (SEN) Specialist Placements Commissioning Strategy 2012-2022 (June 2013, Cabinet Report)• Schools funding policy/forum document:: http://www.cambridgeshire.gov.uk/CMSWebsite/committee-document.aspx/advisory-groups/cambs-schools-forum/2014-03-14/Reports/7046/140314-6%20New%20School%20Revenue%20Funding%20Primary%20and%20secondary%20-%20Policy%20-%20March%202014.doc• Background Information Document (November 2013)• Schools specification document (November 2013)• Establishing New School: New Legislation, Policy and Strategic Implications (17th April 2012, Cabinet Report)• Establishing a New Maintained Mainstream School – A Guide for Local Authorities (DCSF February 2010)• Cabinet Report - New Schools Competition Arrangements Policy and Decision-Making Process (11th September 2007)• Assessment Panel Evaluation Document• Assessment Panel Interview Questions (6th March 2014)• Public Meeting Questions and Answers (27th February 2014)• Active Learning Trust Application• Greenwood Dale Foundation Trust Application• Lilac Sky Academy Application	Elizabeth Haines Assistant Education Officer Room B202 Castle Court

Sponsor Questions and Answers from the Public Meeting: 27th February 2014

In excess of 80 people attended the Public Meeting in Littleport. Presentations were given from two sponsors: Active Learning Trust (ALT) and Greenwood Dale Foundation Trust (GWD). Questions were posed from the public and the responses from each sponsor were recorded.

Leadership and Management

1. What is the expected class size?

ALT: CCC will predict the numbers, it is too early to tell. There will also be financial considerations. We expect class size to reflect that currently in operation at Neale-Wade Academy (N-W). There are 1,700 pupils at N-W, with a maximum class size of 26. Subjects such as IT and DT contain approximately 20-21 pupils. Smaller intervention groups contain 6-8 pupils.

GWD: Secondary school (SecS) class sizes in our schools do not exceed 30. Our ideal preferred size is 25-28. This is reduced to 20 for technology subjects. Special School (SpS) numbers will depend on need. Maximum class sizes would be 8 with a teacher and teaching assistant.

2. You both have lots of Academies under your umbrella. How will you ensure these schools are unique?

ALT: We will not impose any branding or uniform. Our only criteria is that ALT is featured somewhere on the school information. Our interest is that the young people in the locality are catered for and have the best outcomes. We will work with what is there and to make provision suitable.

GWD: The role of each principal is to make their Academy a success. There will be targets and rules from the Trust but also the flexibility for each principal to run their school their way; as long as pupils achieve, attend and staff are happy and sickness is low.

3. How is the project funded and what is the Trust's management fee?

GWD: 100% Cambridgeshire County Council (CCC) funded. Our fee is 4.9% which the Department for Education (DfE) thinks is low for the range of services that are offered. For this we provide HR, financial/IT/Media and many more services to each Academy. We do not touch the pupil premium money.

ALT: 100% CCC funded. 4% fee, for this we provide all the services required by the school. The DfE also says this is low. Our job is to support the school, not for profit.

4. Do you have experience with co-located Leisure Centres?

ALT: Yes. Linton Village College (LVC) was re-vamped during my headship, this included the Leisure Centre (LC). South Cambridgeshire District Council (SCDC)

funding and lottery grant funded the LC refurbishment. I was key player in developing the relationship between school and LC for mutual benefit.

GWD: Yes. 5 of our Academies have co-located LC, including two with a pool. Great believer in sharing facilities, huge advantages, for example less school to build.

Curriculum Offer

5. If the school is only opening for Year 7, how will you ensure a range of subjects are available?

ALT: All schools in the ALT trust co-operate together and as the nearest secondary Neale-Wade will provide staff to support the curriculum in the new school. We would also seek to talk to other schools in the area, i.e. Ely College to support each other and offer what is best for the young people. We have experience in the area, we know what makes Littleport children tick and we know how to motivate them.

GWD: We would front load the funding buying in more staff that needed initially to ensure a broad range of curriculum subjects can be offered. In SpS we would strongly resist accepting children older than year 7. We feel this would provide stability and enable a sustainable start to building the school. We intend to match subjects from the secondary school and use these teachers to teach in the SpS.

6. What provision will be provided for those with Behaviour Social Emotional Difficulties (BSED)?

GWD: Catering for BSED is about understanding individual needs and getting the right support and staff in place. We have the expertise to understand and we appreciate for those with BSED this is a 24h condition and it is challenging. We believe these children have to right to access education and the right to be equipped to survive in the outside world. We would help these children find the right pathway to access a full future life.

ALT: We believe in ongoing management of behaviour to facilitate the right behaviour for learning. Marilyn Toft – National Strategies advisor on behaviour supports the Trust. She has had success tackling behaviour in schools.

At N-W we have a large number of pupils with BSED, each year group has a group aimed at offering a practical solution. Aces at Yr 7 -8, Calm for older children. We offer a timeout facility for pupils to exit classrooms when necessary, we then integrate these pupils back in the classroom when they are ready.

7. What kind of enrichment programme would be available for those Gifted and Talented pupils?

GWD: Nottingham Academy was host to a large music event that was held over a weekend that was well attended by youths from the city and across the county. All our primary and secondary schools offer breakfast club and after school clubs including: various sports both competitive level and for those wanting to experience team involvement. Aim for positive experience to enhance future fitness and health. At GCES/A level : numerous clubs including technology, model car club. We listen to the pupil voice to match requirements. We would work with Leisure Centre and Youth groups to present a package to interest those in Littleport.

ALT: All schools should offer a high level of sport. Jason Wing was director of sport in Sports College in Isleham when in 2003 it was named 'Sports College of the Year'. He has adopted this blue print at N-W. Student voice is sought to identify need. Other clubs on offer include: basket ball, car club and involvement with London Symphonic Orchestra.

We believe a spectrum of need must be catered to ensure dedicated resources for the top end as well as the Special Educational Needs (SEN) end.

8. Will there be a therapist on site/ or shared?

GWD: We recognise that therapist time allocated by LA is often insufficient. We commission additional time from therapists in our schools, this is often the same person providing the LA allocated hours. We would provide other therapies including: speech, music, drama to add to the curriculum offered. Pleased to see a hydro-therapy pool included in the school design plans.

ALT: Therapist provision is seen as a core provision. Resources will be spent depending on the need.

Partnership Working

9. There are two primary schools in Littleport, how would you create a positive relationship with them?

ALT: We see education as a continuum. We would engage immediately. We understand how primary schools work and the import role they play in the community. We would ensure a smooth transition to year 7, and adopt strategies to prevent the backwards shift often experienced in year 7. We want to build on and make the most of work done in the primary schools.

At Burrowmoor Primary the Year 6 pupils spend two week at N-W attending subject specific lessons and experiencing the curriculum to help the transition.

GWD: We are a 3-18 organisation. There needs to be respect between the primary and secondary school. Primary schools are a source of consistently outstanding practice, and secondary schools have a lot to learn from them. Increased access between primary and secondary schools can help both schools. Resources can be shared i.e. Modern Foreign Language (MFL) teaching from secondary provided at Year 5 in the primary, and sharing of other specialists for example Spanish, music and PE.

10. Will the Academy join the established local schools partnership?

GWD: Yes, we would expect to take a fully active part. Would not dream of setting up anything separately.

ALT: The same. We would become an active contributor.

11. What is your relationship with Highfield?

GWD: None. We did not feel discussions with other schools were appropriate at this time.

ALT: We have not approached them. The primary schools were not interested in engaging and we assumed Highfields would be the same. This may have been a mistake.

Teaching and Learning

12. How will you ensure you attract the best teachers?

ALT: We do not have a problem recruiting good quality teachers in March.

GWD: When we took over a school in Skegness 50% of teachers were unqualified, we reduced this to 10%. You need long term planning and practical high quality education and training facilities to train teachers. We have the largest facility for training up to 50 new teachers to work in our Academies. It can be a problem to recruit for English, Maths, Chemistry and Physics. Our Human Resources (HR) department head hunt talent, we also hold job fairs for recruitment. We believe in identifying local talent and growing our own. For example Littleport has a high level of people with A levels and a degree.

Does this mean most staff will be Newly Qualified Teachers (NQT)?

GWD: No. But we do not want to destabilize other local schools. We would aim to match experienced staff with NQT's. In SpS it is a struggle to gain the right quality staff. We are prepared to do a lot of training for the right quality applicants. For example we could use our Peterborough SpS to give staff more experience before they started work at Littleport SpS.

Do you think there are different recruitment challenges for Secondary and Special School?

GWD: The pool of staff for SpS is much smaller therefore it is harder to find them. The Trust is large enough to take on inexperienced SEN staff and train them in our SpSs and move them to Littleport once trained.

ALT: We would use web, agencies to hunt for the right people. The energy and excitement we would generate would attract people. The head of the school would be in post early to start recruitment early.

13. Children often learn from those around them. How will this be addressed for the first Year 7 cohort?

ALT: We would aim to partner other schools and organise for older children to come to the secondary school. For example 6th formers can be engaged as mentors. We would talk to the college in the area to ensure this was carried out in an organized way with clear learning outcomes.

GWD: Many of our academy sites are co-located. We place year 7 and post 16 bases close together to organise shared reading and buddy scheme. Post 16 students can then gain a qualification to include on their UCAS form. We have our Stanground facility in the area – we would look at transporting post 16 pupils to engage with Littleport year 7's.

Year 7 are also in a unique position to mould the new school. We would celebrate their position and use their imagination to shape/develop the school.

ESTABLISHING A NEW SECONDARY AND SPECIAL SCHOOL IN LITTLEPORT

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 equitably. 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 schools, and will be interviewed by a panel of County Councillors and Officers.

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 questions posed at the interview with the Assessment Panel.

The combined scores of **PART A** and **PART B** will determine the Council's choice of preferred Sponsor.

The outcome of the Assessment Panel will be used to make a recommendation to Cabinet and as supporting documentation to the Department for Education (DfE) and the Secretary of State for Education, the decision-maker, on the reasons for the Council's preference(s).

APPLICANTS

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ASSESSMENT PANEL

Hazel Belchamber	Head of Infrastructure, CFA
Guy Dickens	Head of Secondary and Special, CFA
Judith Davies	Head of Commissioning and Enhanced Services, CFA
Cllr D Harty	Cabinet Member for Learning (0-19yrs)
Cllr D Brown	Cabinet Member for Children Families and Adults Services
Cllr P Downes	Liberal Democrat Spokesperson for Education
Cllr D Divine	Local Member, Littleport
Elizabeth Haines	Asst. Education Officer, Education Policy Planning and Review, CFA

SCORING CRITERIA	
5	The Potential Provider's response enables the evaluator to have a comprehensive understanding of how the requirement will be met. The evaluator can clearly identify comprehensive evidence that the response given will deliver all stated requirements. The response also demonstrates how relevant added value will be provided.
4	The Potential Provider's response enables the evaluator to have a comprehensive understanding of how the requirement will be met. The evaluator can clearly identify comprehensive evidence that the response given will deliver all stated requirements.
3	The Potential Provider's response enables the evaluator to have a good understanding of how the requirement will be met. The evaluator can clearly identify evidence that the response given will deliver all stated requirements.
2	The Potential Provider's response enables the evaluator to have an understanding of how the requirement will be met. The evaluator can identify sufficient evidence that the response given will deliver all stated requirements although the response is either lacking in depth or is inconsistent in some aspects.
1	The Potential Provider's response does not enable the evaluator to have a clear understanding of how the requirement will be met. The evaluator cannot clearly identify that the response given will deliver all stated requirements due to insufficient evidence, the Potential Provider's limited understanding and/ or omissions
0	The evaluator believes that Potential Provider has failed to either answer the question or provide a relevant response.

OFFICERS ARE PROVIDED WITH A SCORING SHEET TO EVALUATE EACH SPONSOR'S WRITTEN PROPOSAL.

An extract from the scoring sheet is shown below. The complete document can be found at the following link. This makes it easier to complete/print out multiple copies. [NEW 140122 Written Scoring Sheet .doc](#)

You will need to complete this scoring sheet for each application. A meeting will be held with all Officer Assessors to agree a score for each of the 8 key areas for each one. These assessment sheets will then be handed to the Assistant Education Officer who will be in charge of collating the scoring reasons to ensure we have a robust record of decision-making (should this process be challenged by a sponsor).

WRITTEN PROPOSAL SCORING SHEET (PART A)							LITTLEPORT SCHOOLS APPLICATION					
NAME OF SPONSOR:												
NAME OF ASSESSOR:												
	SPECIFICATION REQUIREMENTS						SCORE					
1	APPLICANT'S RELEVANT EXPERIENCE AND BACKGROUND											
	SECONDARY						SPECIAL					
	0	1	2	3	4	5	0	1	2	3	4	5
2	APPLICANT'S EDUCATION VISION											
	SECONDARY						SPECIAL					
	0	1	2	3	4	5	0	1	2	3	4	5

SECONDARY AND SPECIAL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)

Name of Assessor :				Name of Shortlisted Proposer													
Type		Assessment Questions	% of Total Score	Active Learning Trust					Greenwood Dale								
		0= LOW 5= HIGH	SCORE	0	1	2	3	4	5	0	1	2	3	4	5		
Public Meeting 10%	1	Ability to engage with the public and explain their proposal clearly, succinctly and within the time allocated for the presentation.	5%														
	2	Ability to respond to any public concerns and questions clearly, succinctly and with confidence.	5%														
Interview 40%	3	Partnership working and Community Cohesion	5%														
	4	Special School	15%														
	5	Teaching and Learning	10%														
	6	Leadership and Management	10%														
		Total Score (PART B)	50%														

SCHOOL SPONSOR EVALUATION MATRIX (PART A SCORE + PART B SCORE)		
Name of Shortlisted Proposer	Maximum Score %	Total Score
	100%	
	100%	
	100%	
	100%	

PANEL DECISION	
Name of Preferred Sponsor	
Reasons	

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>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>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>How would the proposal lead to improved attainment for children? In particular, how robust is the content of the proposal in this respect?</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
	<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>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.</p>	
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>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
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 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</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
	education needs in its catchment area for whom mainstream education is considered appropriate.	
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 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>	<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>
7	DEMONSTRATE SUFFICIENT ORGANISATIONAL CAPACITY AND EVIDENCE OF SOUND GOVERNANCE STRUCTURES, INCLUDING GOOD FINANCIAL MANAGEMENT	
	Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements	<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>Evidence that the sponsor has sufficient high quality personnel to set up and manage another school.</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 an understanding of what constitutes good financial management</p>	
8	EVIDENCE OF A WELL THOUGHT OUT IMPLEMENTATION PLAN FOR OPENING THE NEW SCHOOL	
	<p>The Applicant should provide a well thought out and robust Implementation Plan.</p> <p>Evidence of pre-discussion with the Council 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 demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>

APPENDIX 3

Process and timescales for establishing the secondary and special school in Littleport

Stage 1 – Invitation of Proposals	
29 th November 2013	Launch the process for seeking Academy and Free School proposals in accordance with the provisions of the Education Act 2011
10 th February 2014	Deadline for receipt of proposals
Stage 2 – Assessment	
27 th February 2014	Public meeting at which sponsors present their proposals
6 th March 2014	Assessment Panel Interviews and identification of preferred sponsor
15 th April 2014	Cabinet confirms its preferred bid/sponsor
By 17 th April 2014	Proposals are sent to Department for Education for consideration and decision
Stage 3 - Decision by Secretary of State	There is no specified timescale for this part of the process, usually within 6-8weeks.