



ESTABLISHING A NEW SCHOOL

ASSESSMENT OF SPONSOR PROPOSALS

INTRODUCTION

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

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

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

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

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

This form has been completed by: _____ on behalf of the Assessment Panel (details provided below) on _____.

APPLICANTS

- 1 Active Learning Trust
- 2 Astrea Academy Trust
- 3 Hornbeam Academy Trust
- 4 Spring Common Academy Trust

ASSESSMENT PANEL

Hazel Belchamber	Head of 0-19 Place Planning and Organisation, CCC
Diane Stygal	Education Adviser, CCC
Clare Buckingham	Strategic & Policy Place Planning Manager, CCC
Janet Dullaghan	Joint Child health Commissioner for Cambridgeshire and Peterborough
Tom Sanderson	Member and Chair of Children and young People Committee, CCC
Simon Bywater	Member for Huntingdon West
Ian Polin	Free Schools Group, Department for Education

SCORING CRITERIA	
3	Excellent The evaluator has a comprehensive understanding of how the requirement will be met in full based on relevant examples, qualitative and/or quantitative evidence. The response also demonstrates that the potential sponsor would be able to offer one or more added value aspects to the establishment and running of the new school.
2	Good The evaluator has a comprehensive understanding of how the requirement will be met in full based on relevant examples, qualitative and/or quantitative evidence.
1	Adequate The potential sponsor's response demonstrates to the evaluator that they have some understanding and can provide some evidence of how the requirement will be met. However, it lacks the depth of information, examples or qualitative and/or quantitative evidence.
0	Inadequate The evaluator does not have a clear understanding of how the requirement will be met as the response has not addressed or provided evidence which demonstrates a clear understanding of the requirements and how these will be met.

SCHOOL SPONSOR EVALUATION MATRIX (PART A)							
Type		Assessment Criteria	% of Total Score	Applicant Scores as a percentage (with weighting applied)			
				1 - ALT	2 - Astrea	3 - Hornbeam	4 – SC
Written Application 35%	1	Applicant's Background and Experience. Evidence of achievements/successful outcomes.	3				
	2	Applicant's Education Vision	10				
	3	A clear plan for the delivery of outstanding teaching using a broad, balanced and inclusive curriculum which can be access by all.	10				
	4	Evidence of strong school leadership and management.	5				
	5	A governance structure, and roles and responsibilities that will ensure accountability and effective decision making in this academy trust and drive improvement in the new free school.	5				
	6	The necessary experience and credentials to deliver the school to opening.	2				
		Total Score (PART A)	35				

PART A EXPLANATION OF ASSESSMENT JUDGEMENT		
ALT		
Explanation of Score		
Astrea		
Explanation of Score		
Hornbeam		
Explanation of Score		
Spring Common		
Explanation of Scores		

SCHOOL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)							
Type		Assessment Questions	% of Total Score	Scores			
				ALT	Astrea	Hornbeam	Spring common
Interview 65%	1	Response to scrutiny of the implementation plan for opening and growing the new school.	10%				
	2	Understanding and experience of running and delivering a SEN curriculum in a specialist setting.	15%				
	3	Understanding of the local context, commitment to partnership working and school-to-school support.	5%				
	4	Capacity and capability in terms of leadership, governance, finance and resources. Anticipated/likely contribution to system leadership.	15%				
	5	Quality of teaching and learning including strategy/mechanisms for championing the needs of vulnerable children, provision for gifted and talented children and contribution to narrowing the attainment gap in Cambridgeshire.	20%				
		Total Score (PART B)	65%				

PART B EXPLANATION OF ASSESSMENT JUDGEMENT

Applicant Name 1	Active Learning Trust
Explanation of Scores	
Applicant Name 2	Astrea
Explanation of Scores	
Applicant Name 3	Hornbeam
Explanation of Scores	
Applicant Name 4	Spring Common
Explanation of Scores	

SCHOOL SPONSOR EVALUATION MATRIX (PART A SCORE + PART B SCORE)		
Name of Shortlisted Applicant	Maximum Score %	Total Score (Part A) + (Part B)
ALT	100%	
Hornbeam	100%	
Spring Common	100%	

PANEL DECISION	
Name of Preferred Sponsor	

DETAILED EVALUATION CRITERIA (PART A)		
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
1	APPLICANT'S BACKGROUND AND EXPERIENCE	
	<p>Information about the organisation/group.</p> <p>Further details of the organisation/group.</p> <p>Existing provider details (if stated).</p>	<p>Does the applicant have experience in establishing and running primary/secondary schools/special schools?</p> <p>If yes, what evidence is there to show they have/are doing this successfully?</p> <p>Have any relevant Ofsted reports been checked and, if so, what do they indicate?</p> <p>Are there any concerns, at this stage, relating to the Applicant (include details)?</p>
2	APPLICANT'S EDUCATION VISION	
	<p>A strong educational vision and a curriculum delivery based on high standards of attainment for each key stage.</p> <p>Excellent support facilities to meet the needs of all children, including looked after children, and with pupil premium support to improve their outcomes</p> <p>A commitment to excellent outcomes and high quality of teaching and learning and the management of pupils' behaviour</p> <p>Evaluation of the school's strengths and weaknesses and actions and how you will use the findings to promote continuous improvement in teaching and 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>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>Sustained improvement by developing leadership capacity and high professional standards among all staff</p> <p>Ensure that all pupils are safe</p> <p>Appropriate engagement with the local community and parents during the pre-opening period and any on-going engagement</p> <p>Provide access to and use of the school's accommodation for activities outside of school hours</p> <p>Collaboration with the head teachers, staff and governors of neighbouring schools</p> <p>Full engagement with the new world of system leadership and 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</p> <p>Participation of and feedback to children, young people and parents at the Area Special School to ensure a best practice, person-centred approach, and compliance with the Aiming High National Core Offer Standards</p> <p>Ensure that disabled children, young people and their families are routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services</p> <p>Support parents to have a collaborative voice in how the school supports their children;</p> <p>Ensure the Area Special School supports parents to fully participate in shaping local universal and specialist services at both strategic and operational levels</p>	

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>Work with local employers to secure appropriate work-based learning experiences and apprenticeship opportunities</p> <p>Work with post-16 and further education providers to support and facilitate students' transition into new teaching and learning environments and experiences.</p> <p>Details of how you will ensure that young people receive high quality careers guidance and independent information, advice and guidance to prepare them well for the next stage of their lives, whether that involves education, traineeships, apprenticeships or employment</p> <p>Details about how you intend to provide enrichment and extended services, for example, breakfast clubs, sports clubs, homework clubs and music/art clubs</p>	
3	A CLEAR PLAN FOR THE DELIVERY OF OUTSTANDING TEACHING USING A BROAD, BALANCE AND INCLUSIVE CURRICULUM WHICH CAN BE ACCESSED BY ALL	
	<p>An ambitious, broad and balanced, deliverable curriculum plan which is consistent with the vision and pupil intake</p> <p>Strategies for measuring pupil performance effectively and setting challenging targets</p> <p>Evidence to demonstrate how you will provide a curriculum for children and young people with severe and complex SEN that is creative, stimulating and fun, and supports the children to make expected levels of progress and enables them to integrate and contribute to society</p> <p>Evidence to demonstrate how the needs of all children will be fully provided for and how the school will be fully inclusive by welcoming pupils of all faiths/world views and none</p> <p>Details of the school's approach to: PHSE; the prevent duty; safeguarding</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p> <p>How would the proposal contribute to raising the standard of educational provision in the area?</p> <p>What is the qualitative and quantitative evidence-base that the proposal will deliver and sustain high standards of teaching and learning and lead to improved outcomes for the children it will serve?</p> <p>Will the proposed school provide a balanced and broadly-based curriculum, as required in Section 78 of the Education Act 2002?</p> <p>Will the proposed school provide the National Curriculum and</p>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>and welfare; and promoting fundamental British values (democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs) and how it will address the needs of pupils and parents</p> <p>Details of how you plan to engage and motivate pupils to learn and foster their curiosity and enthusiasm for learning</p> <p>Details of how pupils will be enabled and supported to develop skills in reading, writing, communication and mathematics</p> <p>Details of how you will promote good behaviour and securing pupils' safety and their spiritual, moral, social and cultural development</p> <p>Details of how you will 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>Details of how pupils will be enabled and supported to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding</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.</p>	<p>Religious Education?</p>
6	EVIDENCE OF STRONG SCHOOL LEADERSHIP AND MANAGEMENT	
	<p>A staffing structure that will deliver the planned curriculum within the expected income levels; with a focus on outstanding teaching (including strategies for effective performance management).</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
7	A GOVERNANCE STRUCTURE, AND ROLES AND RESPONSIBILITIES THAT WILL ENSURE ACCOUNTABILITY AND EFFECTIVE DECISION MAKING IN THIS ACADEMY TRUST AND DRIVE IMPROVEMENT IN THE NEW FREE SCHOOL.	
	<p>Clear evidence that you have the range of skills and abilities necessary to run a school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety</p> <p>How the school would be organised and what the governance arrangements would look like, including a diagram of the proposed structures</p>	<p>Has the applicant demonstrated that they have met the basic minimum standard for further consideration?</p> <p>Has the Applicant provided any evidence of added value?</p>
8	THE NECESSARY EXPERIENCE AND CREDENTIALS TO DELIVER THE SCHOOL TO OPENING.	
	<p>The resources you would draw on and/or deploy to support the development of the new free school by the opening date.</p> <p>Clear evidence that you have the range of skills and abilities necessary to set up a school effectively, including: managing school finances; leadership; project management; marketing; human resources; safeguarding; and health and safety.</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>Evidence of support for the proposal?</p> <p>Evidence of any local objection to the proposal?</p>

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
3	INTERVIEW: RESPONSE TO SCRUTINY OF THE IMPLEMENTATION PLAN FOR OPENING AND GROWING THE NEW SCHOOL.	
	The Applicant should be able to fully explain and justify the implantation plan provided at the bid stage.	Does the applicant appear confident and can they fully explain and provide evidence of a well thought out and deliverable plan?
4	INTERVIEW: WHAT DIFFERENTIATES THE PROPOSAL FROM THOSE OF OTHER PROPOSERS?	
	An understanding of the important issues that need to be dealt with when starting a new school along with innovative methods for dealing with them and how these should be prioritised.	What evidence is given of added value that the applicant can bring to the new school?
5	INTERVIEW: WHERE APPROPRIATE – THE PLANNED TRANSITION FROM OPENING WITH ONE YEAR GROUP THROUGH TO FILLING THE SCHOOL	
	A good understanding of the issues around growing a school from one year group through to filling the school or in the alternate case, opening a school across its specified age range	Does the applicant understand some of the reasons for growing a school this way, and the associate challenges and or benefits?
6	INTERVIEW: CAPACITY AND CAPABILITY IN TERMS OF GOVERNANCE, FINANCE AND RESOURCES	
	<p>Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements</p> <p>Evidence that the applicant has sufficient high quality personnel to set up and manage another school in cases where they are already</p>	The Applicant should be able to confidently demonstrate/prove that the organisation has the current operational capacity and skills required to open a new school

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