

## APPENDIX 2

### 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 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](#) and [PART B](#) of the assessment framework will be used to shortlist the applications received. [PART B](#) will also give applicants the opportunity to evidence some of the statements made within their application.

[PART C](#) of the assessment framework will be used to assess the performance of the shortlisted applicants in response to questions posed at an interview with joint officer and member Assessment Panel. It will enable the panel to gain a better understanding of each Trust's proposal, and provide the opportunity to address any questions arising from Parts A and B.

[PART A](#), [PART B](#) and [PART C](#) will have an equal weighting. How applicants perform on all three parts will inform the Council's choice of preferred Sponsor.

Following the Assessment Panel, a recommendation will be made to Cambridgeshire County Council's Children and Young People's committee. Supporting documentation will also be provided 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
Chancery Education Trust Discovery Schools Academy Trust Eastern Learning Alliance Meridian Academies Trust United Learning Trust

## SCORING CRITERIA

3	<p>The evidence and argument contained in the application is excellent.</p> <p>The applicant's response enables the evaluator to have a comprehensive understanding of how the requirement will be met.</p> <p>The evaluator can clearly identify comprehensive evidence that the response given will deliver all stated requirements.</p> <p>The response also demonstrates how relevant added value will be provided.</p>
2	<p>The evidence and argument contained in the application is 'good'</p> <p>The applicant's response provides the evaluator with good understanding of how the requirement will be met.</p> <p>The evaluator can clearly identify evidence that the response given will deliver all stated requirements.</p>
1	<p>The evidence and argument contained in the application is 'adequate'.</p> <p>The applicant's response provides the evaluator with an understanding of how the requirement will be met.</p> <p>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 parts.</p>
0	<p>The evidence and argument contained in the application is 'inadequate'.</p> <p>The applicant's response <b><u>does not</u></b> enable the evaluator to have a clear understanding of how the requirement will be met.</p> <p>The evaluator <b><u>cannot</u></b> clearly identify how the applicant will deliver all stated requirements due to insufficient evidence within the response given. The applicant's response shows limited understanding and/ or omissions</p> <p>The evaluator believes that applicant has failed to either answer the question or provide a relevant response.</p>

## ASSESSMENT PANEL

Jonathan Lewis, Service Director - Education  
Fran Cox, Assistant Director (Education Capital and Place Planning)  
Carley Holliman, Assistant Director (School Improvement)  
Clare Buckingham (Strategic Education Place Planning Manager)  
Alan Fitz, Area Education Officer (City & South Cambridgeshire)

## SCHOOL SPONSOR EVALUATION MATRIX (PART A)

Type		Assessment Criteria	Total score for question	Proposer Scores (0-3)				
				Chancery Education Trust	Discovery Schools Academy	Eastern Learning Alliance	Meridian Academies Trust	United Learning Trust
Written Application 33.33%	1	Applicant's relevant experience and background including experience of establishing new schools.	5.00					
	2	Applicant's Education Vision.	1.67					
	3	Applicant's capacity to deliver and maintain school improvement including proposals that will have a positive impact on school standards underpinned with practical examples.	5.00					
	4	Applicant's understanding of the local context within which the school will operate.	6.67					
	5	The plan for engaging with the local community, demonstrating the applicant's commitment to working in partnership with existing schools and the local authority.	3.33					
	6	Evidence of strong and effective school leadership and management including sound and effective governance structures.	3.33					
	7	Organisational capacity and evidence of sound financial management.	3.33					
	8	Evidence of a well thought out strategic implementation and development plan for opening and growing the new school including a financial plan and proposed leadership and management structure.	5.0					
		<b>Total Score (PART A)</b>	<b>33.33</b>					

## DETAILED EVALUATION CRITERIA (PART A)

### SPECIFICATION REQUIREMENTS

### ISSUES DECISION MAKERS SHOULD CONSIDER

#### APPLICANT'S RELEVANT EXPERIENCE AND BACKGROUND

Information about the organisation/group.

Further details of the organisation/group.

Existing provider details (if stated).

**Does the applicant have experience in establishing and running primary schools?**

**Have any relevant Ofsted reports been checked and, if so, what do they indicate?**

**Are there any concerns, at this stage, relating to the Applicant (include details)?**

#### APPLICANT'S EDUCATION VISION

An ambitious vision for the school, with high expectations for what every pupil and teacher can achieve and high standards for quality and performance.

Engagement with parents and carers in supporting pupils' achievement, behaviour and safety and their moral, social and cultural development.

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.

A commitment to equal opportunities and ensure the proposal will provide access for all.

**Has the applicant demonstrated that they have met the basic minimum standard for further consideration?**

**Has the Applicant provided any evidence of added value?**

#### CAPACITY TO DELIVER SCHOOL IMPROVEMENT INCLUDING PROPOSALS THAT WILL IMPACT ON SCHOOL STANDARDS UNDERPINNED WITH PRACTICAL EXAMPLES

## DETAILED EVALUATION CRITERIA (PART A)

### SPECIFICATION REQUIREMENTS

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.

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.

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.

To facilitate well-judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning.

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.

To maximise the pace and depth of learning through teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback.

To enable pupils to develop the skills to learn for themselves, where appropriate, including setting appropriate homework to develop their understanding.

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.

### ISSUES DECISION MAKERS SHOULD CONSIDER

**Has the applicant demonstrated that they have met the basic minimum standard for further consideration?**

**Has the Applicant provided any evidence of added value?**

**How would the proposal contribute to raising the standard of educational provision in the area?**

**How would the proposal lead to improved attainment for children? In particular how robust is the content of the proposal in this respect?**

**Will the proposed school provide a balanced and broadly-based curriculum, as required in Section 78 of the Education Act 2002?**

**Will the proposed school provide the National Curriculum and Religious Education?**

## DETAILED EVALUATION CRITERIA (PART A)

### SPECIFICATION REQUIREMENTS

### ISSUES DECISION MAKERS SHOULD CONSIDER

#### UNDERSTANDING OF THE LOCAL CONTEXT WITHIN WHICH THE SCHOOL WILL OPERATE.

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

How will the new school cater for the specific needs of the community that it will serve.

An understanding of the other local schools and any partnerships that exist between these schools.

**Has the applicant demonstrated that they have met the basic minimum standard for further consideration?**

**Has the Applicant provided any evidence of added value?**

#### THE PLAN FOR ENGAGING THE LOCAL COMMUNITY AND SUPPORT FOR PARTNERSHIP WORKING.

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.

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.

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.

**To abide by the Codes of Practice on Admissions and**

**Has the applicant demonstrated that they have met the basic minimum standard for further consideration?**

**Has the Applicant provided any evidence of added value?**

## DETAILED EVALUATION CRITERIA (PART A)

### SPECIFICATION REQUIREMENTS

**Admission Appeals, participate in the Council's co-ordinated scheme for admissions and its In Year Fair Access Protocol. In the case of a mainstream school: To serve children with special education needs in its catchment area for whom mainstream education is considered appropriate.**

### ISSUES DECISION MAKERS SHOULD CONSIDER

## EVIDENCE OF STRONG SCHOOL LEADERSHIP AND MANAGEMENT

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.

To strive to eliminate unlawful discrimination and harassment and to actively promote equality.

Aims to continually improve teaching and learning, including the management of pupils' behaviour.

Evaluates the school's strengths and weaknesses and uses their findings to promote improvement.

**Has the applicant demonstrated that they have met the basic minimum standard for further consideration?**

**Has the Applicant provided any evidence of added value?**

## APPLICANTS SHORTLISTED TO NEXT STAGE

Discovery Schools Academy Trust  
Eastern Learning Alliance  
Meridian Academies Trust  
United Learning Trust

## SCHOOL SPONSOR EVALUATION MATRIX (PART B – SCHOOL(S) VISIT) 33.33%

School Visit 33.33%		Overall findings from School Visit/Conversations with MAT reps	Shortlisted Proposer Scores				
			Total Score	Discovery Schools Academy Trust	Eastern Learning Alliance	Meridian Academies Trust	United Learning Trust
		Based on observations, how suitable would the applicant be to run <u>this particular school</u> ?	33.33				



DETAILED EVALUATION CRITERIA (PART B)		
1	SCHOOL VISIT	
	<p><u>Quality of education</u> The curriculum is engaging. It is planned and sequenced effectively to build on pupil's prior knowledge and understanding. Applicants are able to talk confidently about aspects which may be consistent across all schools within the Trust, and others which may be personalised to the cohort.</p> <p>The applicant can clearly articulate how teaching is adapted to meet the needs of all pupils, including those with Special Educational Needs and/or Disability or Pupil Premium children, and can draw on practical examples to illustrate this.</p> <p>The applicant can articulate how assessment is used at both a school and Trust level to inform practice and to identify priorities.</p> <p><u>Behaviour and attitudes</u> There is a good rapport between staff and pupils.</p> <p><u>Personal development</u> The applicant can evidence how the curriculum develops pupil resilience, confidence and independence.</p> <p>The applicant can demonstrate partnership working with parents/carers and has steps in place to target those who may be considered 'hard to reach'.</p> <p><u>Leadership and management</u> The applicant has a clear and ambitious vision for providing high-quality, inclusive education for all. This is realised through strong, shared values, policies and practice.</p>	<p><b>Does the applicant have a good understanding of individual schools? Can they draw upon similarities and/or differences they expect when compared to the new school?</b></p> <p><b>How does the applicant respond to pupil behaviour?</b></p> <p><b>Does the applicant have a good understanding of individual schools, and a clear vision for school improvement?</b></p> <p><b>Overall, is the applicant able to provide practical examples of statements made within their application?</b></p>

## APPLICANTS SHORTLISTED TO INTERVIEW

Discovery Schools Academy Trust  
Eastern Learning Alliance  
United Learning Trust

## PART C: ASSESSMENT PANEL (INTERVIEW)

### **Officers**

Fran Cox  
Carley Holliman  
Clare Buckingham  
Alan Fitz

Assistant Director (Education Capital and Place Planning)  
Assistant Director (School Improvement)  
Strategic Education Place Planning Manager (Cambridgeshire & Peterborough)  
Area Education Officer (City & South Cambridgeshire)

### **Members**

Cllr Bryony Goodliffe  
Cllr Simone Taylor  
Cllr Catherine Rae

Chair and Committee Spokes, Children & Young People Committee (Labour Group)  
Committee Spokes, Children & Young People Committee (Independent Group)  
Local Member (Labour Group)

### **DfE Representative/**

### **Observer**

Debbie Garbutt

Delivery Officer for Cambridgeshire, Peterborough, Fenland and East Cambs Priority Area Team, East of England Regions Group

### **Note Taker**

Alexander Brown

0-19 Place Planning & Sufficiency Officer

### **Observer**

Clare Cook

Area Education Officer (SEND)

SCHOOL SPONSOR EVALUATION MATRIX (PART C – INTERVIEW) 33.33%						
Type		Assessment Questions	Total Score	Shortlisted Proposer Scores		
				Discovery Schools Academy Trust	Meridian Academies Trust	United Learning Trust
Interview 33.33%	1	Response to scrutiny of the implementation plan for opening the new school.	8.33			
	2	Applicant's understanding of the local context.	8.33			
	3	Applicant's capacity to monitor and drive school improvement.	5.0			
	4	Applicant's approach to governance and organisational capacity.	3.33			
	5	Applicant's approach to financial management.	3.33			
	6	Applicant's approach to wider provision.	5			
		<b>Total Score (PART C)</b>	<b>33.33</b>			

SCHOOL SPONSOR EVALUATION MATRIX			
Name of Shortlisted Proposer	Part A Raw Score + Part B Raw Score + Part Raw C Score= Total Raw Score	Part A Weighted Total Score + Part B Weighted Score + Part C Weighted Score= Total Weighted Score	Total %
Discovery Schools Academy Trust			
Meridian Academies Trust			
United Learning Trust			

PANEL DECISION	
Name of Preferred Sponsor	
Reasons	

**Contact:**

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