

ESTABLISHING A NEW SCHOOL

ASSESSMENT OF SPONSOR PROPOSALS – NORTH WEST CAMBRIDGE SECONDARY SCHOOL

INTRODUCTION

This framework will be used in conjunction with the Background Information document and the School Specification document, issued by the County Council, the Local Children's Services Authority (the Authority), to ensure all proposals received from potential sponsors are assessed fairly, consistently and equally, taking account of their individual merits.

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

PART B will be used to assess the performance of the shortlisted applicants at both the public meeting and 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) on2015.

ASSESSMENT PANEL

Hazel Belchamber	Head of 0-19 Place Planning and Organisation, Children, Families & Adults (Chair)
Cllr Peter Downes	CYP Committee Member
Cllr David Harty	CYP Committee Member
Cllr Mike Mason	Local Member for Cottenham, Histon & Impington
Cllr Lucy Nethsingha	Local Member for Newnham
Phil Garnham	Area Senior Adviser
Penelope Price	0 – 19 Area Education Officer
Alan Fitz	0 – 19 Place Planning and Sufficiency Officer

SCORING CRITERIA	
5	Comprehensive with clearly identified Added Value aspects 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.
4	Comprehensive but without any Added Value aspects The evaluator has a comprehensive understanding of how the requirement will be met in full based on relevant examples, qualitative and/or quantitative evidence.
3	Good The evaluator has a good understanding of how the requirement will be met. The response lacks the depth of information, examples, qualitative and quantitative evidence to score 4 or 5.
2	Satisfactory 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, qualitative and/or quantitative evidence and/or is consistent in some aspects to score 3 or higher.
1	Poor The potential sponsor's response has not addressed or provided evidence which demonstrates a clear understanding of the requirements and how these will be met.
0	Unable to Score The evaluator believes that potential sponsor has failed to either answer the question or provide a relevant response.

SCHOOL SPONSOR EVALUATION MATRIX (PART A)						
Type		Assessment Criteria	% of Total Score	Applicant Scores		
				CCC	CMAT	IVC
Written Application 20%	1	Applicant's Background and Experience. Evidence of achievements/successful outcomes.	2%			
	2	Applicant's Education Vision, approach to teaching and learning and curriculum delivery	5%			
	3	Evidence of understanding of the local context within which the school will operate, including the plan for engaging the local community, in particular parents/carers and neighbouring schools.	3%			
	4	Evidence of: - organisational capacity to deliver and sustain school improvement and high standards underpinned with practical, relevant examples - strong school leadership and management (including financial management) - robust and effective governance structures.	6%			
	5	Evidence of a comprehensive implementation and financial plan for opening the new school.	4%			
		Total Score (PART A)	20%			

PART A EXPLANATION OF ASSESSMENT JUDGEMENT		
CCC		Shortlisted
Explanation of Score		YES/NO
CMAT		Shortlisted
Explanation of Score		YES/NO
IVC		Shortlisted
Explanation of Score		YES/NO

SCHOOL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)						
Type		Assessment Questions	% of Total Score	Scores		
				CCC	CMAT	IVC
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 70%	3	Response to scrutiny of the implementation and financial plan for opening and growing the new school.	18%			
	4	Understanding of the local context, commitment to partnership working and school-to-school support.	10%			
	5	Capacity and capability in terms of leadership, governance, finance and resources. Anticipated/likely contribution to system leadership.	20%			
	6	Quality of teaching and learning including strategy/mechanisms for championing the needs of vulnerable children, provision for gifted and talented children and contribution to accelerating achievement and narrowing the attainment gap in Cambridgeshire.	22%			
		Total Score (PART B)	80%			

PART B EXPLANATION OF ASSESSMENT JUDGEMENT	
CCC	
Explanation of Scores	
CMAT	
Explanation of Scores	
IVC	
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)
	100%	
	100%	
	100%	

	100%	
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PANEL DECISION	
Name of Preferred Sponsor	

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>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, TEACHING AND LEARNING STRATEGY AND CURRICULUM DELIVERY PLAN	
	<p>Expectations around what every pupil and teacher can achieve and high standards for quality and performance in a safe and secure environment.</p> <p>Strategy and plan for:</p> <ul style="list-style-type: none"> - engaging and motivating pupils by fostering their curiosity and enthusiasm for learning and for enabling them to develop skills in reading, writing, communication and mathematics; - monitoring and evaluating the quality of teaching and other support provided for pupils with a range of aptitudes and needs, including those with disabilities and special 	<p>Is it sufficiently ambitious?</p> <p>How well articulated is it?</p> <p>Is it individual to this particular school and local context?</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>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<ul style="list-style-type: none"> educational needs, so that their learning improves; - analysis of pupils' performance data to monitor their progress and plan appropriate provision for individuals and groups - ensuring pupils understand how to improve their own learning as a result of teachers' feedback and assessment; - ensuring pupils develop the necessary skills to learn for themselves, including where appropriate setting appropriate homework to develop their understanding; - use of Information Communication Technology (ICT) in all areas of the curriculum. <p>Aims to continually improve teaching and learning, including through effective management of pupils' behaviour.</p> <p>-</p> <p>Curriculum offer</p> <p>Expectations around behaviour and pupils' spiritual, moral, social and cultural development.</p> <p>A commitment to strive to eliminate unlawful discrimination and harassment and to actively promote equality and access for in an inclusive teaching and learning environment.</p> <p>Commitment to abide by the Codes of Practice on Admissions and Admission Appeals, participate in the Authority's co-ordinated scheme for admissions and its 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.</p>	<p>Will a balanced and broadly-based curriculum be provided, as required in Section 78 of the Education Act 2002?</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
3	UNDERSTANDING OF THE LOCAL CONTEXT WITHIN WHICH THE SCHOOL WILL OPERATE, INCLUDING THE PLAN FOR ENGAGING THE LOCAL COMMUNITY, IN PARTICULAR PARENTS/CARERS AND NEIGHBORHOOD SCHOOLS	
	<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>Willingness and commitment to work collaboratively with other schools and 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.</p> <p>Where appropriate willingness and commitment to work in partnership with childcare providers to deliver early years services and out of school activities in a timely manner.</p> <p>A detailed and coherent plan for:</p> <ul style="list-style-type: none"> - 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; - long-term engagement with parents/carers in supporting their children's achievement, promoting good behaviour and ensuring their safety and their spiritual, moral, social and cultural development. 	<p>How will the new school cater for the specific needs of the community that it will serve?</p> <p>Can the applicant actually evidence understanding of other local schools and any existing partnerships based on discussions/engagement with those 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
4	EVIDENCE OF ORGANISATIONAL CAPACITY TO DELIVER AND SUSTAIN SCHOOL IMPROVEMENT AND HIGH STANDARDS AND OF STRONG SCHOOL LEADERSHIP AND MANAGEMENT	
	<p>Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements</p> <p>Proposed governance and management structure.</p> <p>Evidence that the sponsor has sufficient high quality personnel to set up and manage a new school.</p> <p>Evaluates the school's strengths and weaknesses and use their findings to promote improvement.</p>	<p>Evidence that the expectations of teaching and leadership team 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>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>
5	EVIDENCE OF A COMPREHENSIVE IMPLEMENTATION AND FINANCIAL PLAN FOR OPENING THE NEW SCHOOL	
	<p>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.</p> <p>Evidence of an understanding of what constitutes good financial management and of Cambridgeshire's comparative low level of funding.</p>	<p>Any obvious gaps?</p> <p>Has there been any engagement/discussion with the Authority with regard to the overall plan for implementation of the new school?</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 B)		
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
1	PUBLIC MEETING: ABILITY TO ENGAGE WITH THE PUBLIC AND EXPLAIN THE PROPOSAL	
	<p>The presentation should be aimed at the likely audience that would attend the public meeting</p> <p>A good explanation as to how will the new school will cater for the specific needs of the community that it will serve.</p>	<p>Has the applicant researched the local area?</p> <p>Does the applicant appear confident and enthusiastic when dealing with members of the public?</p> <p>How well did the applicant manage to explain their proposal in a language that everyone could understand?</p> <p>Did they manage to complete their presentation within the time allocated?</p>
2	PUBLIC MEETING: ABILITY TO RESPOND TO ANY PUBLIC CONCERNS AND QUESTIONS	
	<p>A detailed underlying knowledge of education principles, and of the operations of the academy being represented.</p> <p>A good explanation as to how the new school would cater for the specific needs of the community that it will serve.</p>	<p>How good is the applicant's grasp of current issues?</p> <p>Does the applicant appear confident and enthusiastic when dealing with members of the public?</p> <p>How well did the applicant manage to answer the questions posed in a language that everyone could understand?</p>
3	INTERVIEW: RESPONSE TO SCRUTINY OF THE IMPLEMENTATION PLAN FOR OPENING AND GROWING THE NEW SCHOOL	
	<p>The Applicant should be able to fully explain and justify the implantation and financial plan provided at the bid stage.</p>	<p>Does the applicant appear confident and can they fully explain and provide evidence of a well thought out and deliverable plan?</p>

DETAILED EVALUATION CRITERIA (PART B)		
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
4	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?
5	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 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>	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
6	INTERVIEW: CHAMPIONING THE NEEDS OF VULNERABLE CHILDREN AND PROPOSALS FOR NARROWING THE ATTAINMENT GAP IN CAMBRIDGESHIRE.	
	A detailed underlying knowledge of the narrowing the attainment gap agenda in Cambridgeshire.	How good is the applicant’s grasp of issues surrounding dealing with vulnerably children?

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	A good explanation as to how the new school will cater for the specific needs of the most vulnerable children.	Does the applicant appear confident and enthusiastic when answering questions on this topic?