

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 of the assessment framework will be used to shortlist the applications received.

PART B 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.

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 Cambridgeshire County Council's Children and Young People's committee and will be used 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).

**This form has been completed by: Hazel Belchamber on behalf of the Assessment Panel (details provided below)
on 15th September 2021**

APPLICANTS

1. Anglian Learning
2. CPET
3. United Learning

ASSESSMENT PANEL

Hazel Belchamber	Assistant Director: Education
Rosemarie Sadler	Head of Service; School Intervention
Sue Bowman	Improvement Adviser
Clare Buckingham	Strategic Education Place Planning Manager (Cambridgeshire and Peterborough)
Rob Lewis	Area Education Officer (City and South Cambs)
Paula Durrant	0-19 Places Planning and Sufficiency Officer
<u>CCC Members</u>	
Cllr Briony Goodlife	Chair and Committee Spokes, Children & Young People Committee (Labour Group)
Cllr Maria King	Vice Chair and Committee Spokes, Children & Young People Committee (Liberal Democrat Group)
Cllr Simon Bywater	Committee Spokes, Children & Young People Committee (Conservative Group)
Cllr Simone Taylor	Committee Spokes, Children & Young People Committee (Independent Group)

Cllr Anna Bradnam

Local Member for Waterbeach

SCORING CRITERIA

3	<p>The evidence and argument contained in the application is excellent. 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.</p>
2	<p>The evidence and argument contained in the application is 'good' 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.</p>
1	<p>The evidence and argument contained in the application is 'adequate'. 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.</p>
0	<p>The evidence and argument contained in the application is 'inadequate'. 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 response shows limited understanding and/ or omissions The evaluator believes that Potential Provider has failed to either answer the question or provide a relevant response.</p>

SCHOOL SPONSOR EVALUATION MATRIX (PART A)

SCHOOL SPONSOR EVALUATION MATRIX (PART A)									
Type		Assessment Criteria	Total Score (% in brackets)	Proposer Scores (0-3)					
				1	2	3	4	5	6
Written Application 30%	1	Applicant's Relevant Experience and Background including experience of establishing new schools.	4.5 (15%)						
	2	Applicant's Education Vision.	2.5 (8%)						
	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.	4.5 (15%)						

4	Applicant's understanding of the local context within which the school will operate.	3(10%)						
5	The plan for engaging with the local community, demonstrating the applicant's commitment that the school will be an integral part of the local community and will have an active long-term role in its development.	3(10%)						
6	Evidence of strong and effective school leadership and management including sound and effective governance structures.	4 (13%)						
7	Organisational capacity and evidence of sound financial management.	4 (13%)						
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.	4.5 (15%)						

		Total Score (PART A)	30				
<i>Please note that the total percentage scores add up to 99%</i>							

PART A EXPLANATION OF ASSESSMENT JUDGEMENT		
Name of Proposer	Anglian Learning	Shortlisted
Explanation of Scores		YES / NO
Finance		
Name of Proposer	CPET	Shortlisted
Explanation of Scores		YES / NO
Finance		
Name of Proposer	United Learning	Shortlisted

Explanation of Scores		YES / NO
Finance		

SCHOOL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)

SCHOOL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)									
Type		Assessment Questions	% of Total Score	Shortlisted Proposer Scores					
				1	2	3	4	5	6
Interview 70%	1	Response to scrutiny of the implementation plan for opening the new school.	16.25 (23.21)%						
	2	What differentiates the proposal from those of other proposers?	16.25 (23.21 %)						
	3	Plan for dealing with the transition from opening with one year group through to filling the school	16.25 (23.21%)						
	4	Capacity and capability in terms of governance, finance and resources	2.5 (3.57%)						
	5	Strategy/mechanisms proposed for championing the needs of vulnerable children and proposals for narrowing the attainment gap in Cambridgeshire	16.25 (23.21%)						
		Total Score (PART B)	70						

PART B EXPLANATION OF ASSESSMENT JUDGEMENT	
Name of Proposer	Anglian Learning
Explanation of Scores	.
Name of Proposer	CPET
Explanation of Scores	
Name of Proposer	United Learning
Explanation of Scores	

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

CPET	100%	
United Learning	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 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 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,</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>social and cultural development.</p> <p>A commitment to equal opportunities and ensure the proposal will provide access for all.</p>	
3	<h3>CAPACITY TO DELIVER SCHOOL IMPROVEMENT INCLUDING PROPOSALS THAT WILL IMPACT ON SCHOOL STANDARDS UNDERPINNED WITH PRACTICAL EXAMPLES</h3>	
	<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.

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 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.

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	ISSUES DECISION MAKERS SHOULD CONSIDER
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 uses 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	
	<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 sponsor has sufficient high-quality personnel to set up and manage another 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 A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<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>

DETAILED EVALUATION CRITERIA (PART B)	
SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
1	RESPONSE TO SCRUTINY OF THE IMPLEMENTATION PLAN FOR OPENING 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?
2	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?
3	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?
4	CAPACITY AND CAPABILITY IN TERMS OF GOVERNANCE, FINANCE AND RESOURCES

DETAILED EVALUATION CRITERIA (PART B)		
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<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>	<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</p>
5	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>

Contact:

Hazel Belchamber

Head of Service

0-19 Place Planning and Organisation Service

Cambridgeshire County Council
Shire Hall
Cambridge
CB3 0AP

(01223) 699775

Hazel.Belchamber@cambridgeshire.gov.uk