

APPENDIX 3

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).

APPLICANTS

1. ACES Academies Trust
2. Cambridge Meridian Academies Trust (CMAT)
3. Diamond Learning Partnership Trust (DLPT)
4. Discovery Schools Academies Trust
5. Hampton Academies Trust (HAT)

SCORING CRITERIA

3	<p>The evidence and argument contained in the application is excellent.</p> <p>The Potential Provider'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 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'.</p> <p>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'.</p> <p>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</p>

The evaluator believes that Potential Provider has failed to either answer the question or provide a relevant response.

PART A: ASSESSMENT PANEL (SHORTLISTING)

Hazel Belchamber	Assistant Director: Education / Head of Service, Place Planning & Organisation
Emma Fuller	Acting Head of School Improvement & Senior Advisor for Teaching and Learning
Sue Bowman	School Improvement Adviser
Clare Buckingham	Strategic Education Place Planning Manager (Cambridgeshire and Peterborough)
Penny Price	Area Education Officer (Huntingdonshire)
Emma Dean	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), Local member for Sawtry
Cllr Simone Taylor	Committee Spokes, Children & Young People Committee (Independent Group)

SCHOOL SPONSOR EVALUATION MATRIX (PART A)

Type		Assessment Criteria	Total Score	Proposer Scores (0-3)				
				ACES Academies Trust	Cambridge Meridian Academies Trust	Diamond Learning Partnership Trust	Discovery Schools Academies Trust	Hampton Academies Trust
Written Application 30%	1	Applicant's relevant experience and background including experience of establishing new schools.	4.5					
	2	Applicant's Education Vision.	2.5					
	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					
	4	Applicant's understanding of the local context within which the school will operate.	3					
	5	The plan for engaging with the local community, demonstrating the applicant's commitment to working in	3					
	6	Evidence of strong and effective school leadership and management including sound and effective governance structures.	4					

	7	Organisational capacity and evidence of sound financial management.	4					
	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					
		Total Score (PART A)	30					

PART A: EXPLANATION OF ASSESSMENT JUDGEMENT		
Name of Proposer	ACES Academies Trust	Shortlisted
Explanation of Scores		Yes/No
Name of Proposer	Cambridge Meridian Academies Trust	Shortlisted
Explanation of Scores		Yes/No
Name of Proposer	Diamond Learning Partnership Trust	Shortlisted

Explanation of Scores		Yes/No
Name of Proposer	Discovery Schools Academies Trust	Shortlisted
Explanation of Scores		Yes/No
Name of Proposer	Hampton Academies Trust	Shortlisted
Explanation of Scores		Yes/No

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	

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<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, social and cultural development.</p> <p>A commitment to equal opportunities and ensure the proposal will provide access for all.</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>
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</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>

DETAILED EVALUATION CRITERIA (PART A)

	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>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>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>	<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>
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>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>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>	
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>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 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>

APPLICANTS SHORTLISTED FOR INTERVIEW

1. ACES Academies Trust
2. Cambridge Meridian Academies Trust (CMAT)
3. Discovery Schools Academies Trust

PART B: ASSESSMENT PANEL (INTERVIEW)

CCC Officers

Jonathan Lewis
(Chair of Panel)

Director of Education (Cambridgeshire & Peterborough)

Clare Buckingham

Strategic Education Place Planning Manager (Cambridgeshire & Peterborough)

Emma Fuller

Acting Head of School Improvement & Senior Advisor for Teaching and Learning

Apologies

Hazel Belchamber

Assistant Director: Education Capital & Place Planning

Penny Price

Area Education Officer (Huntingdonshire)

Members

Cllr Bryony Goodliffe

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

Cllr Simone Taylor

Committee Spokes, Children & Young People Committee (Independent Group)

Cllr Simon Bywater

Local Member for Sawtry

Apologies

Cllr Maria King

Vice Chair and Committee Spokes, Children & Young People Committee (Liberal Democrat Group)

Cllr Samantha Hoy

Committee Spokes, Children & Young People Committee (Conservative Group)

**DfE Representative/
Observer**

Simran Panesar

Delivery Lead, Cambridgeshire & Peterborough Team, Regional Schools Commissioner for East of England and NE London

Note Taker

Emma Dean	0-19 Place Planning & Sufficiency Officer
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SCHOOL SPONSOR EVALUATION MATRIX (PART B - SHORTLISTED PROPOSALS)						
Type		Assessment Questions	Total Score	Shortlisted Proposer Scores		
				ACES Academies Trust	Cambridge Meridian Academies Trust	Discovery Schools Academies Trust
Interview 70%	1	Response to scrutiny of the implementation plan for opening the new school.	16.25			
	2	Curriculum, pupil outcomes, school improvement, safeguarding	16.25			
	3	Strategy/mechanisms proposed for championing the needs of vulnerable children and proposals for narrowing the attainment gap in Cambridgeshire	16.25			
	4	Wider on-site provision	2.5			
	5	Capacity and capability in terms of governance, finance and resources	16.25			
	6	What, if anything differentiates the proposal from those of other proposers?	2.5			

		Total Score (PART B)	70			
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PART B EXPLANATION OF ASSESSMENT JUDGEMENT	
Name of Proposer	ACES Academies Trust
Explanation of Scores	
Name of Proposer	Cambridge Meridian Academies Trust
Explanation of Scores	
Name of Proposer	Discovery Schools Academies Trust
Explanation of Scores	

	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.	

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	<p>The Applicant should be able to fully explain and justify the implementation plan provided at the bid stage.</p> <p>A good understanding of the issues around opening a new school from small numbers in each cohort and growing it to capacity</p>	<p>Does the applicant appear confident, and can they fully explain and provide evidence of a well thought out and deliverable plan?</p> <p>Does the applicant understand the challenges?</p>
2	CURRICULUM, PUPIL OUTCOMES, SCHOOL IMPROVEMENT, SAFEGUARDING	
	<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, social and cultural development.</p> <p>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>A commitment to equal opportunities and ensure the proposal will provide access for all.</p>	<p>How would the proposal contribute to raising the standard of educational provision in the area?</p> <p>Has the Applicant provided any evidence of added value?</p>

	DETAILED EVALUATION CRITERIA (PART B)	
	SPECIFICATION REQUIREMENTS	ISSUES DECISION MAKERS SHOULD CONSIDER
	Aims to continually improve teaching and learning, including the management of pupils' behaviour.	
3	STRATEGY/MECHANISMS PROPOSED FOR 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>
4	WIDER PROVISION (EY, WRAP AROUND CARE)	
	<p>A commitment to the importance of the EY experience and the need for a sound educational basis from which to develop their future pupils.</p> <p>Links between EY setting and EYFS of the school</p> <p>Fostering and developing working relationship and professional collaboration with an external provider if the tender is awarded to an organisation outside the Trust</p>	Has the applicant demonstrated how the school will respond to the wider needs of the children, their families and the community within which it will operate?
5	CAPACITY AND CAPABILITY IN TERMS OF GOVERNANCE, FINANCE AND RESOURCES	
	Details of the proposed organisation of the academy sponsor and how the new school will fit into the overall arrangements.	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>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>	
6	WHAT, IF ANYTHING, DIFFERENTIATES THE PROPOSAL FROM THOSE OF OTHER PROPOSERS?	
	<p>An understanding of the challenges and 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>What evidence is given of added value that the applicant can bring to the new school?</p>

SCHOOL SPONSOR EVALUATION MATRIX			
Name of Shortlisted Proposer	Part A Raw Score + Part B Raw Score= Total Raw Score	Part A Weighted Total Score + Part B Weighted Score = Total Weighted Score	Total %
ACES Academies Trust			
Cambridge Meridian Academies Trust			
Discovery Schools Academies Trust			

PANEL DECISION	
Name of Preferred Sponsor	
Reasons	

Contact:

Clare Buckingham

Strategic Education Place Planning Manager (CCC and PCC)

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