

Competition to operate the new 2FE Primary School in North West Horley

Proposal Assessment

Proposer: The Collegiate Trust

Section	Comments	Score (0-12)
A	<ul style="list-style-type: none">• A small trust, running two schools at present, in Croydon and West Sussex, with a further two schools in the pipeline and an additional one having been bid for.• Support of the RSC to expand the Trust by five schools over the next three years.• The Trust's schools have Ofsted inspection ratings of 'Outstanding' and 'Requires Improvement', although the latter may be a legacy issue.	8
B	<ul style="list-style-type: none">• Statement provided regarding the capacity to deliver for a range of need types (e.g. SEND, EAL etc.).• Two existing schools in relative proximity, although not local; no reference made to support between schools.• Admissions criteria provided are acceptable and entirely in line with standard Surrey practice.	6
C	<ul style="list-style-type: none">• Suitably aspirational educational vision that blends the acquisition of core skills with the development of wider skills and qualities.• A clear focus on educational excellence, built around a strong curriculum, which has been developed in partnership with expert professionals.• Clear plans for the development of complimentary enrichment activities to the core curriculum.• A commitment to engaging with the local community, inclusive of the potential for developing onsite nursery provision. More detail could be provided with respect to the exact engagement / consultation activities that would be conducted pre-opening and on an ongoing basis.• A measured MAT expansion strategy that balances the need to build capacity against a desire to closely nurture the effectiveness of the MAT's schools.• Evidence of <i>some</i> understanding of the local profile, in terms of EAL, SEND, disadvantage etc., as well as an outline of how these needs might be met, with a focus on confidence and language fluency. However, more information on the precise ambitions for these pupils could be provided.	8
D	<ul style="list-style-type: none">• A broad and balanced curriculum presented that has the development of language and communication skills at its core. Tuition in French and Latin would provide a solid grounding for the acquisition of deep language	10

	<p>and communication skills.</p> <ul style="list-style-type: none"> • Approach to curriculum delivery split between Discovery Approach (in EYFS and KS1), based on Project Based Learning, and Mastery Approach (in KS2), emphasising pupils engagement in the learning dialogue and directing their own learning. • A learning profile created for each child, allowing the curriculum to be tailored for individual pupils. This would be supported by pupil assessment at the start of each academic year, to identify a learning plan for the coming year. • Utilisation of these assessments would be used to formulate intervention plans, if appropriate. • ‘Learning Coaches’ in place of Teaching Assistants; required to have (or train to achieve) a Level 3 qualification. • Location of family engagement at the core of the school’s work, inclusive of the ‘family sharing learning’ approach to pupil-reported progress. • Clear and rigorous plans for addressing the needs of pupils in receipt of Pupil Premium funding, inclusive of individualised learning and emotional support, coaching and data-based planning. • A considered balancing of the demands of inclusivity and promoting British Values. • Robust and thoroughgoing proposals for measuring performance, at both a whole school and individual pupil level, benchmarked against national and personal standards and indicators. Whole school targets are suitably aspirational. • All assessment data also used within the performance management process for teachers. • Proposed methods of assessment both varied in terms of proposed methodologies and broad in terms of the subject matter (e.g. from expected levels in reading to public speaking). • A flexible staffing model that grows in line with the needs of the school and borrows usefully from centralised functions (e.g. Finance), so as to promote efficient use of resources. • A detailed programme of work for the staff team, both pre- and post-opening. • A clear and costed model for managing the staffing structure inna flexible fashion, should anticipated numbers not materialise. • Proposal to appoint Principal Designate from January 2020. 	
E	<ul style="list-style-type: none"> • TCT’s CEO would be the pre-opening and would also act as the Executive Principal post-opening, ensuring strong transition and continuity of vision. • Identified gap in the pre-opening lead’s expertise in relation to primary and suitable additional arrangements have been identified to “bridge” this, with support from an established primary head of a top performing 	10

	<p>primary in Croydon.</p> <ul style="list-style-type: none"> • Thoroughgoing audit of skills within the Trust, showing clear capacity in all relevant respects, e.g. Finance, HR, Safeguarding etc. • Robust Governance arrangements in place that ensure accountability, supported by a regime of external 'Responsible Officer' audits, that should ensure that arrangements remain fit-for-purpose. 	
General	<ul style="list-style-type: none"> • A strong bid, although somewhat let down by a lack of detail in Section B ('The School'). • The educational model was well presented and would present an interesting new 'offer' to Horley parents, if TCT were selected. • Some concern that the bid had not fully grasped the expected intake of the new school, as a simple average of the area had been taken, within which there is a wide degree of variance. • Overall, the Panel was assured of TCT's capacity to deliver a new school, if selected. 	
	Total (/60)	42

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