

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

### Proposal Assessment

**Proposer:** The Kemnal Academies Trust

<b>Section</b>	<b>Comments</b>	<b>Score (0-12)</b>
A	<ul style="list-style-type: none"><li>• One of the largest MATs in south of England, with over 40 schools, established since 2010, indicating significant central capacity to manage and support the establishment of a new school.</li><li>• Attainment at Trust schools is broadly in line with the national average, although slightly favourable when assessed in terms of progress measures.</li><li>• A mixed picture in relation to the current Ofsted rating of the MAT's schools, with over a quarter of primary schools classified as RI.</li></ul>	7
B	<ul style="list-style-type: none"><li>• Considered growth strategy, based on measured expansion of its regional hub model, with a view to building local capacity, where required.</li><li>• Proposal to link the new school into the Crawley schools hub, with collaboration and mutual support at the heart of this model.</li><li>• Anticipated intake projected, in terms of EAL, Pupil Premium and SEN, based on the Trust's experiences in the neighbouring area.</li><li>• A 'community-based approach' is proposed as the core means of addressing the needs of the local community, whereby both the work of the school and the curriculum itself is interwoven with the operation of the local community.</li><li>• Detailed admissions policy information provided, which is entirely compliant with national standards.</li></ul>	8
C	<ul style="list-style-type: none"><li>• A robust general educational vision, which incorporates aspirational targets for learners, as well as placing the school at the heart of its local community.</li><li>• A clear and thorough plan for engaging with the local community and other relevant stakeholders, which covers the pre-opening and ongoing engagement phases.</li><li>• The vision does not make specific reference to the aspirations for pupils in receipt of the Pupil Premium, nor those with SEN.</li></ul>	8
D	<ul style="list-style-type: none"><li>• The proposed curriculum is broad and balanced and is presumed deliverable, on the basis that similar curriculum forms have been rolled-out across the MAT's significant number of schools.</li></ul>	8

	<ul style="list-style-type: none"> <li>• A community curriculum, with a focused outcome on improving, enhancing or contributing to the community within each unit of work.</li> <li>• A strong focus on teacher training and evident capacity in this regard in respect of the MAT's Teaching School Alliance.</li> <li>• No reference to how the curriculum would be tailored to the needs of the expected pupil intake, or for particular need types (SEN, Pupil Premium etc.).</li> <li>• No details provided with respect to potential enrichment activities.</li> <li>• Robust plans for measuring pupil performance inclusive of benchmarking against national performance measures, based on the use of the Target Tracker system.</li> <li>• Personal targets set for each pupil, within individual 'flight paths' and suitable arrangements proposed for parental involvement in this.</li> <li>• Ambitious 'whole school targets' of all groups of pupils attaining above the national average by the end of KS2, together with closing attainment gaps entirely. It would have been useful to understand the proposals for achieving this latter target.</li> <li>• Targets for attendance levels established, although not as ambitious as other bidders.</li> <li>• Limited information on how targets would be reviewed and fine-tuned, in accordance with progress.</li> <li>• Intelligent staffing structure that is well planned to grow in line with the needs of the school, as well as utilising the capacity of other local MAT schools to support early development.</li> <li>• Promotion of pupils' SMSC a distinct priority, as evidenced in the integration of distinct Psychology and Philosophy modules within the wider curriculum.</li> </ul>	
E	<ul style="list-style-type: none"> <li>• Comprehensive resource structure for the pre-opening phase of the project, inclusive of an identified pre-opening lead (the MAT's Senior Director of Primary Education) and a Project Board and Project Working Group that comprise the full range of requisite disciplines (e.g. Finance, HR, Governance, Estates etc.).</li> <li>• Proposal to appoint the Headteacher designate from the TKAT leadership pool.</li> <li>• Sound proposals for the incremental growth of governance arrangements, in line with the progress of the project and to seek to mix locally-recruited governors with experienced governance capacity extant within the Trust, to ensure an appropriate range of skills and, ultimately, good governance.</li> <li>• RSC supports MAT expansion.</li> </ul>	9
General	<ul style="list-style-type: none"> <li>• A competent bid, although it was felt that it lacked specificity, especially in relation to the expected intake and how their needs would be met.</li> <li>• A general sense that the bid could have been for "any school", although no significant doubts about TKAT's</li> </ul>	

	general capacity.	
		<b>Total (/60)</b> 40

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