

**NEW SECONDARY SCHOOL IN NORTH WEST CAMBRIDGE**

**NEW SCHOOL SPECIFICATION  
AND  
ACADEMY / FREE SCHOOL SPONSOR REQUIREMENTS**

**June 2015**

## 1. BACKGROUND

Cambridgeshire County Council, the local Children's Services Authority (the Council), has a statutory duty to provide a school place for every child living in its area of responsibility who is of school age and whose parents want their child educated in the state funded sector. To achieve this, the Council has to keep the number of school places under review and to take the appropriate steps to manage the position where necessary. The Education and Inspections Act 2006 also requires local authorities to adopt a strategic role, with a duty to promote choice, diversity and fair access to school provision.

In 2006, the Council undertook a district-wide review of secondary school provision in Cambridge City in response to demographic changes and housing growth proposed by the City and South Cambridgeshire District Council's in their local planning policies. The main finding and conclusion of the review, endorsed by the Council's Cabinet, was that a new secondary school was needed to serve the planned new developments in the North West of the city.

The secondary school needs to open in September 2020 if the Council is to meet the needs of the new communities and avoid a shortfall in provision in the local area.

## 2. DETAILS OF EDUCATION CAMPUS

**Address:** The secondary school site is allocated in the Darwin Green 2 new development between Histon Road and Huntingdon Road (Grid reference = approximately TL435609) in the North West of the city. It adjoins the Darwin Green 1 site and will be to open in September 2020.

**Single site/split site:** Single site

**Area/community to be served:** The secondary school catchment area will be the new developments of North West Cambridge and Darwin Green.

Its catchment area primary schools will be the University of Cambridge Primary School on the North West Cambridge development which is planned to open in September 2015 and the two primary schools which will serve Darwin Green.

**Age Range:** The school will cater for pupils between the ages of 11 and 16.

**Gender of pupils:** Female and male

**Opening Date:** 1 September 2020

### **Admission Criteria:**

The school will admit up to 90 year 7 pupils in September 2020. Thereafter, annual admissions will be dependent on numbers coming forward from the two developments up to a maximum of 180 pupils each year into year 7. The school will increase in size through the addition of a new year 7 intake annually until the school is providing for all 5 year groups. It is intended that the school will eventually provide 180 places in Year 7 and a total of 900 places (6 Forms of Entry (FE)).

All sponsors are required to abide by the Codes of Practice on Admissions and Admission Appeals, participate in the Council's co-ordinated scheme for admissions and its Fair Access Protocol. In recognition of the fact that the school is required to serve the identified need for secondary school places in Cambridge City, the Council expects sponsors to adopt the same admission criteria used to determine priority for places as the neighbouring secondary schools as follows:

*Children who have a statement of special educational needs that names the school will be admitted. NB, those children with a statement of special educational needs that does not name the school will be referred to [the Council's] STAR Team to determine an appropriate place.*

- 1. Children in Care, also known as Looked After Children (LAC), and children who were looked after but ceased to be so by reason of adoption, a resident order or special guardianship order.*
- 2. Children living in the catchment area with a sibling at the school at the time of admission.*
- 3. Children living in the catchment area.*
- 4. Children living outside the catchment area who have a sibling at the school at the time of admission.*
- 5. Children living outside the catchment area who have been unable to gain a place at their catchment area school because of oversubscription.*
- 6. Children who live outside the catchment area, but nearest the school as measured by a straight line.*

*In cases of equal merit in each set of criteria, priority will go to children living nearest the school as measured by a straight line.*

**Equality and Diversity:** All potential sponsors are required to demonstrate their commitment to inclusion, to promoting equality and diversity and to eliminating unlawful discrimination and harassment.

### **Home to School Transport:**

Access to the school will be along safe walking and cycling routes. Home to school transport will only be provided, therefore, in line with the Council's Home to School/College Transport policy i.e. when it is stipulated within a child's statement of Special Educational Need, or a child has an identified and independently assessed medical need which prevents them walking or cycling to school and/or the distance from the child's home to the school is beyond the statutory walking distance of 3 miles measured by straight line distance where it is the child's designated school. It is expected that most pupils will walk or cycle to school.

**Capital Funding Arrangements:** The Council is meeting all the capital costs associated with the establishment of the new secondary school utilising S106 contributions from the associated developments.

**Education Campus Design:** The Council will lead the process to procure and build the school. Sponsors will have the opportunity for detailed involvement in its design.

The school will provide the main indoor sports centre for the Darwin Green community as well as hosting an all-weather pitch. This accommodation will include the school's sports provision as well as a fitness studio and dance/aerobic studios. The successful sponsor will be expected to make access to this accommodation available for community use in line with the

expectations of Cambridge City and South Cambridgeshire District Councils; terms are to be negotiated separately through a Community Access Agreement.

### **3. LEADERSHIP, MANAGEMENT AND GOVERNANCE**

All potential sponsors need to provide details of their proposed leadership, management and governance structures and:

- **demonstrate an ambitious vision for the school and high expectations for what every pupil and teacher can achieve, and set high standards for quality and performance;**
- **monitor and evaluate the quality of teaching and other support provided for pupils with a range of aptitudes and needs, those who have special educational needs and/or disabilities (SEN/D) and those for whom the Pupil Premium and Pupil Premium Plus provides support, so that their learning and progress is accelerated, i.e. improves at a faster rate than their peers;**
- to provide a curriculum that is creative, stimulating and fun, and supports the children to make expected levels of progress. To enable children to integrate and contribute to society;
- demonstrate their commitment to continually improve teaching and learning, including the management of pupils' behaviour;
- accurately evaluate the school's strengths and weaknesses and use their findings to promote rapid improvement;
- develop capacity for sustaining improvement by developing leadership capacity and high professional standards among all staff;
- establish arrangements to ensure the safety and wellbeing of all pupils; and
- ensure that young people receive high quality careers guidance and independent information, advice and guidance to prepare them well for the next stage of their lives, whether that involves education, traineeships, apprenticeships or employment.

### **4. TEACHING AND LEARNING**

All potential sponsors need to provide details of their approach to teaching and learning, and demonstrate their plans and arrangements for:

- **engaging and motivating pupils to learn and foster their curiosity and enthusiasm for learning;**
- **enabling pupils to develop skills in literacy and numeracy;**
- **developing and delivering 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 make progress in their learning;**
- **promoting good behaviour and securing pupils' safety;**

- **promoting the spiritual, moral, social and cultural development of pupils;**
- ensuring 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;
- facilitating well-judged teaching strategies, including setting challenging tasks matched to pupils' learning needs and abilities which successfully engage all pupils in their learning;
- ensuring pupils understand how to improve their learning as a result of frequent, detailed and accurate feedback from teachers following assessment of their learning;
- measuring the progress of children and young people with special educational needs, by ensuring their age and prior attainment are taken into account;
- promoting learning through teachers' questioning and use of discussion;
- maximising the pace and depth of learning through teachers' monitoring of learning during lessons and any consequent actions in response to pupils' feedback;
- developing pupils' knowledge, skills and understanding across a range of subjects and areas of learning;
- enabling pupils to develop the skills to learn independently, where appropriate, including setting appropriate homework to develop their understanding;
- making 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.

## **5. PARTNERSHIP WORKING AND COLLABORATION**

All potential sponsors need to demonstrate their willingness and commitment to work in collaboration with the head teachers, staff, governors and trusts of neighbouring schools. The school is expected to be an active member of the Cambridge City Secondary Heads group and the CB4 Aspire group.

In addition, it is vital that potential sponsors demonstrate their commitment to engage fully with the new world of system leadership 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.

The expectation is that school staff will actively collaborate and work in partnerships with families, schools, children and young people, services and other professionals, to find creative and innovative ways to meet need.

Sponsors are required to indicate how they will secure and co-ordinate collaborative service provision for children and young people and their families within the locality including Health, Social Care, therapeutic support and the contributions of the voluntary sector.

A commitment to work with and assist the Council in its planning function by the provision of timely and accurate statistical information is required.

## **6. PARENTAL, COMMUNITY AND EMPLOYER ENGAGEMENT**

All potential sponsors need to demonstrate their plans and arrangements for:

- engaging all parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development;
- participation and feedback to children, young people and parents of pupils with SEN/D to ensure a best practice, person-centred approach, and compliance with the Aiming High National Core Offer Standards;
- ensuring that SEN/D children, young people and their families are routinely involved and supported in making informed decisions about their treatment, care and support, and in shaping services;
- supporting parents to have a collaborative voice in how the school supports their children;
- providing access to and use of the school's accommodation for activities outside of school hours;
- working with local employers to secure appropriate work-based learning experiences and apprenticeship opportunities; and
- working with post-16 and further education providers to support and facilitate students' transition into new teaching and learning environments and experiences.

## **7. APPLICATION AND CONTACT DETAILS**

The Application Form and Background Document are available at:

[http://www.cambridgeshire.gov.uk/info/20059/schools\\_and\\_learning/347/school\\_changes\\_and\\_consultations/12](http://www.cambridgeshire.gov.uk/info/20059/schools_and_learning/347/school_changes_and_consultations/12)

Please send both an electronic copy and a hard copy together with a two-side executive summary of your proposals to Alan Fitz by **5pm on 31 August 2015**.

If you would like any further information, or would like to discuss your application in detail, please contact Alan Fitz at:

0-19 Place Planning & Organisation Service  
Cambridgeshire County Council, Box OCT1213  
Shire Hall  
CAMBRIDGE  
CB3 OAP  
Tel: 01223 715307  
Email: alan.fitz@cambridgeshire.gov.uk

**Completed Application Forms must be submitted by: 31 August 2015.**