Kent County Council
Proposer Application Template
Proposed New Paddock Wood Primary School

Proposer Details

Please complete the forms below using the boxes provided and return via email to the school.consultations@kent.gov.uk by no later than midnight on 19 October 2026 for the attention of Nick Abrahams Assistant Director Education (West Kent).
(Personal information will be treated in accordance with the Data Protection Act and GDPR)

Main contact for this application	
1	**Name:** [redacted]
2.	**Address:** [redacted]
3.	**Email address:** [redacted]
4.	**Telephone number:** [redacted]
About your organisation	
5.	**How would you describe your organisation or group?** Wandle Learning Trust is a charitable company limited by guarantee and an exempt charity operating as a multi-academy trust. It is a growing family of 11 schools, serving children and young people aged 2 to 19 across primary and secondary phases, supported by a central trust team and governed by a Trust Board, its committees and Local Academy Committees. Its registered office is Chesterton Primary School, Dagnall Street, London, SW11 5DT; company number 07655651; VAT number 495566044. The Trust provides education directly through its academies and supports the wider education system through Wandle Learning Partnership. This includes Department for Education-designated activity through the Wandle Teaching School Hub, Wandle English Hub and London South West Maths Hub, as well as Little Wandle Letters and Sounds Revised, its systematic synthetic phonics programme used by more than 5,500 schools in the UK and internationally. Together, these programmes give WLT substantial expertise in early reading, professional development and system leadership.

7.	**Tell us about schools you are currently working with:** **a) Please provide details of the schools you are currently running/sponsoring including the most recent OFSTED outcomes and the latest published assessment data.** WLT currently runs 11 schools across the primary and secondary phases. Wandle Learning Partnership, the Teaching School Hub, English Hub, Maths Hub and Little Wandle Letters and Sounds Revised support WLT's wider school-improvement and system-leadership work but are not schools operated by the Trust. A complete school-by-school table setting out the latest published Ofsted outcomes, headline attainment measures, disadvantaged-pupil information and attendance data is provided in the Supporting Information section under "Educational track record: Ofsted and headline accountability measures". **b) To what extent are you supporting and/or working with other schools in their school improvement and what impact has this had, or is having?** WLT provides school-improvement support both within the Trust and across the wider education system. Its approach combines accurate diagnosis, strengthened leadership and governance, curriculum and teaching review, executive mentoring, peer review, safeguarding and SEND assurance, attendance monitoring, data analysis, professional development and targeted intervention. Support is proportionate to each school's starting point, with clear improvement priorities, named leaders, milestones and regular review through school, executive and governance accountability. Paxton Academy Sports and Science provides strong evidence of the impact of this approach. Paxton transferred to WLT in 2019 while in special measures. At its November 2019 inspection, shortly after transfer, Ofsted judged the school Inadequate. Inspectors identified significant weaknesses in curriculum sequencing, teaching, early reading and phonics, mathematics, behaviour, SEND identification and support, and staff expectations. Ofsted nevertheless recognised that WLT leaders had a thorough understanding of what needed to improve, were acting with urgency, and were providing strong expertise and support to the interim executive headteacher. WLT implemented an intensive improvement programme. This included strengthened executive leadership and governance; an interim executive headteacher; clearer accountability and improvement planning; curriculum redesign and improved subject leadership; systematic improvement of phonics, early reading and the matching of books to pupils' reading stages; stronger mathematics teaching; staff training and coaching; consistent behaviour expectations and routines; improved identification and support for pupils with SEND; more reliable assessment; safeguarding and site-security improvements; strengthened financial control; pupil-recruitment work; and oversight of the school's move from temporary accommodation into its permanent building. Progress was tested through regular Trust review, governance challenge and Ofsted monitoring visits.

	The impact was substantial. In December 2022, Ofsted judged Paxton Good overall, with leadership and management Outstanding. Quality of education, behaviour and attitudes, personal development and early years were all judged Good. This improvement was achieved in a school serving a community with high levels of disadvantage and demonstrates WLT's ability to move rapidly from diagnosis to sustained improvement. Kensington Avenue Primary School provides a current example of targeted improvement following transfer. The school joined WLT on 1 August 2025 with a Requires Improvement judgement from its July 2023 inspection. That inspection judged the quality of education, behaviour and attitudes, leadership and management, and early years provision as Requires Improvement, while personal development was Good. WLT therefore began with a structured diagnostic review and a focused improvement plan rather than assuming that existing Trust systems alone would secure improvement. Current support includes executive and school-improvement oversight; strengthened leadership and governance; curriculum review and clearer sequencing; improved consistency in teaching; a sharper focus on early language, phonics and reading; accurate assessment and pupil-progress review; leadership coaching; staff professional development; safeguarding and SEND assurance; more precise use of disadvantaged-pupil funding; attendance and persistent-absence casework; and regular review of milestones through school leadership, the Local Academy Committee, Trust education leaders and the Standards Committee. Support will remain intensive until improvements in teaching, attendance and outcomes are secure. Wandle Learning Partnership extends WLT's improvement work beyond its own schools through Initial Teacher Training, Early Career Teacher support, National Professional Qualifications, evidence-informed professional development and Department for Education-designated Teaching School Hub, English Hub and Maths Hub activity. Little Wandle Letters and Sounds Revised also enables WLT's expertise in phonics, early reading, implementation and professional development to benefit more than 5,500 schools in the UK and internationally. The wider impact is visible through stronger governance and accountability, improved curriculum and reading systems, Trust-wide peer and curriculum review, leadership mentoring, safeguarding and SEND networks, and the sharing of specialist expertise between schools. Paddock Wood would benefit from this established improvement infrastructure from pre-opening rather than operating as a standalone new school.	
8.	**How many schools do you have DfE approval to open in the next 2 years?** We have no existing projects approved by the DfE to open in the next two years.	
9.	**Did you put together this application with support from another company or organisation?**	☐ **Yes**

		☒ **No**
10.	**If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:** Not applicable.	
11.	**Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g., financial, philosophical, or ideological) with any other organisations within the UK or overseas? These may include other Academy or Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.** ☒ **Yes** ☐ **No**	
12.	**If yes, please provide details.** WLT has formal educational, delivery and funding relationships with the Department for Education and partner organisations through Wandle Learning Partnership. This includes the Wandle Teaching School Hub, Wandle English Hub and London South West Maths Hub. Wandle Learning Partnership provides teacher training, professional development, National Professional Qualifications and school-improvement support, including delivery undertaken in partnership with organisations such as University College London. WLT also operates Little Wandle Letters and Sounds Revised, its systematic synthetic phonics and early reading programme used by more than 5,500 schools in the UK and internationally. Little Wandle currently operates within WLT's governance structure. The Trust is considering future structural options, including a potential wholly owned trading subsidiary, subject to the necessary Trust Board, legal, financial and Department for Education approvals. These relationships support WLT's charitable educational purposes. They do not represent a religious, political, ideological or philosophical affiliation. Related-party interests and commercial arrangements are managed through the Trust's declarations of interest, procurement, financial-control and governance arrangements.	
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.**	

	No. The proposed school would not be designated as having a religious character and would not have a faith ethos. It would be an inclusive, non-faith, mainstream primary academy serving the local community.

Section A: Essential Information

In this section, you should set out:

- **Confirmation that the proposed school will meet each of the requirements set out in the essential information section of the specification published by the local authority, or an explanation of any deviations from the essential information section of the specification.**

Wandle Learning Trust confirms that the proposed Paddock Wood Primary School will meet all the essential requirements set out in Kent County Council's specification. WLT does not propose any deviations from those requirements.

The Trust will work with Kent County Council and the Department for Education during pre-opening to ensure that the agreed requirements are reflected in the final design, funding arrangements, admissions, nursery and Specialist Resource Provision, and operational plans.

Section B: Vision

In this section, you should set out your vision for the school, and how it will support every child to achieve and thrive. This should link clearly to the plan for education in Section C and be consistent with the other sections of the proposal. This should be no more than 2,000 words.

As well as meeting the expectations for this section, as set out in the model criteria (Annex F), if you wish to provide additional background information – for example about the demand for a school with a particular religious character, or additional evidence about the value of a particular educational philosophy – this should be included in the 'supporting information' section at the end of the proposal.

Our vision is to establish Paddock Wood Primary School as a highly inclusive, ambitious and community-rooted school where every child receives an outstanding education and the best possible start in life. Wandle Learning Trust's vision is "an outstanding education for all – no excuses"; its mission is "Educating for Life"; and its shared values are equity, innovation, collaboration, ambition and nurture. The school would translate these principles into a warm, purposeful and high-expectation culture in which pupils are known, safe, challenged and included.

The school would be open to children of all backgrounds, abilities, cultures, languages and family circumstances. It would be designed to serve the local Paddock Wood community while also contributing positively to the wider family of Kent schools. WLT would begin community engagement during pre-opening through open events, accessible communications, meetings with early years providers, engagement with neighbouring schools, local authority services, community organisations and families. This would ensure that the school's offer reflects local need rather than being imposed as a generic model.

The school would be attractive to families because it would combine strong academic ambition with inclusion, nurture and practical wraparound support. Pupils would benefit from a broad knowledge-rich curriculum, high-quality early reading and phonics, strong mathematics teaching, personal development, enrichment, outdoor learning, arts, sport and opportunities to understand their local area and the wider world. Family engagement would be central: regular progress updates, parent workshops, accessible communications, structured transition events, parent voice and early support would help families feel confident and involved in school life.

The proposal responds to a clear local need. Paddock Wood has experienced sustained housing growth and the local pre-school population has increased as new families have moved into the area. Kent County Council's forecasting identifies a shortage of primary places from 2028–29, with reduced capacity in neighbouring planning groups. Without additional local provision, some children may need to travel approximately six miles to access a school place. WLT would therefore establish a locally rooted school that allows children to learn close to home, supports sustainable travel and strengthens community connections. The majority of responses to Kent County Council's early consultation recognised the need for additional school places, particularly among local residents and parents. WLT would build on that engagement through open events, family forums and active relationships with local schools, early years providers, community groups and services.

This vision is directly aligned with Wandle 2030, WLT's development plan for 2025–2030. The plan is organised around four connected pillars—People, Curriculum, School Improvement and Capacity—with inclusion as the guiding principle across every decision, relationship and aspect of school life. It commits WLT to removing barriers early, building belonging and ensuring that growth strengthens educational quality, staff development, operational resilience and community confidence. Paddock Wood would support WLT's ambition for managed, sustainable expansion from five to 20 schools, while demonstrating the principle of "one team, one mission": education, operations and governance working together around a shared purpose. The school would be locally distinctive within a strong professional family, aligned to WLT's shared mission and standards while responsive to the identity and needs of its own community.

The educational promise to families would be clear: every pupil will be taught an ambitious curriculum, learn to read fluently, develop secure mathematical understanding and acquire the knowledge, habits and confidence needed for the next stage of education. High expectations would apply to every child, including pupils with SEND, disadvantaged pupils, children learning English as an additional language, children known or previously known to social care and pupils who enter with gaps in learning or development. Inclusion would not mean lowering ambition. It would mean identifying barriers early, adapting teaching intelligently and providing the right support so that pupils can participate in the full curriculum and experience success.

A key strength would be direct access to the expertise behind Little Wandle Letters and Sounds Revised. WLT developed and operates this Department for Education-validated programme, now used by more than 5,500 schools in the UK and internationally. Paddock Wood would benefit not only from the programme materials, but also from the training, implementation knowledge and quality assurance that support them. From nursery onwards, staff would build language and phonological awareness systematically; pupils would be taught to read through a coherent approach; books would be closely matched to secure phonics knowledge; and pupils at risk of falling behind would receive prompt support. Reading would therefore be a defining strength of the school and the gateway to achievement across the curriculum.

The culture of the school would be deliberate from the first day. Adults would model calm, respectful and consistent behaviour. Pupils would understand routines, boundaries and the reasons behind them. Relationships would be warm but expectations would be high: pupils would be expected to attend regularly, arrive ready to learn, show consideration for others, take pride in their work and contribute to the life of the school. Recognition would focus on effort, improvement, scholarship, kindness, service and responsibility rather than compliance alone. Where behaviour falls short, staff would respond consistently, restore relationships and address the underlying need without compromising the safety or learning of others.

Pupils' experience would extend beyond the taught timetable. Every child would encounter high-quality literature, music, visual and performing arts, sport, outdoor learning, science and technology, visits and visitors, and opportunities to lead and serve. The local area would be used as a resource for learning, including its landscape, history, transport links, economy and community institutions. As pupils grow, they would develop the confidence to speak to an audience, debate respectfully, work in teams, solve unfamiliar problems and reflect on their own learning. These experiences would help pupils build cultural capital while remaining connected to the place in which they live.

The school's success would be judged through more than a single set of results. Within the first years, WLT would expect strong demand from local families, positive attendance habits, a safe and orderly culture, secure early reading and mathematics, a broad curriculum visible in pupils' work and speech, effective support for pupils with additional needs, and high confidence among pupils, parents and staff. Leaders and governors would examine differences between groups and act where any pupil is not benefiting fully. Financial and operational sustainability would also matter: the school must grow at a responsible pace, use public money well and maintain the staffing and infrastructure needed for educational quality.

The school would also contribute to pupils' health, wellbeing and safety. A carefully taught personal-development programme would help children understand relationships, emotions, physical health, nutrition, sleep, safety and responsible use of technology. Physical activity would be built across the week, not confined to formal lessons. Staff would notice changes in behaviour, attendance or engagement and respond early.

Pastoral, safeguarding and family support would be connected to learning rather than treated as a separate offer. Particular care would be taken to understand and respond to the needs of children known or previously known to social care, including through careful transition, appropriate information sharing, consistent trusted adults, multi-agency working and close oversight of attendance, participation and progress. Pupils would be taught that asking for help is a strength and would know the adults and routes available to them.

Section C translates this vision into a deliverable education plan through the proposed approaches to inclusion, curriculum and teaching, nursery and Specialist Resource Provision, performance measurement and staffing.

Over time, the aspiration is that Paddock Wood Primary School becomes known for excellent teaching, strong reading, thoughtful inclusion and dependable relationships with families. Pupils would leave as fluent readers, confident mathematicians and curious learners who understand their responsibilities to others. Families would experience a school that is accessible, responsive and rooted in the community. Staff would see it as a place where they can do their best work and develop professionally. For WLT, success would mean establishing a school that adds lasting educational capacity to Kent while remaining financially sound, locally distinctive and fully connected to the Trust's wider professional community.

Section C: Plan for Education

The plan for education must explain how the school will achieve your education vision. You should complete the following subsections:

Inclusivity

Proposals should demonstrate how the proposed school will be welcoming and inclusive of all pupils. Proposals should also show a clear plan for pupil integration and promoting community cohesion, with a view to ensuring all pupils can participate fully in life in modern Britain. This should be no more than 1,750 words.

The proposed school would welcome children of all backgrounds, abilities, cultures, languages and family circumstances. It would not have a religious character or faith ethos. Its approach would be grounded in WLT's values of equity, innovation, collaboration, ambition and nurture, and in the principle that inclusion means removing barriers without lowering expectations.

Integration would begin before opening through structured engagement with families, local early years providers, neighbouring schools, community organisations and Kent County Council services. Accessible communications, open events, transition visits, stay-and-play sessions and targeted planning for vulnerable pupils would help children and families feel known and confident from the outset. The school would join local headteacher, safeguarding, SEND and transition networks and seek constructive partnerships with

existing Paddock Wood schools so that it strengthens, rather than isolates itself from, the local education community.

Community cohesion and preparation for life in modern Britain would be taught explicitly through democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Pupils would practise these principles through discussion, pupil voice, leadership roles, community projects and relationships with local organisations. Curriculum content would represent varied cultures, histories, families and contributions accurately and age appropriately, while prejudice-based language, discriminatory behaviour and bullying would be addressed directly and analysed for patterns.

The school would prevent social or cultural isolation by ensuring that pupils learn, play and contribute together wherever appropriate. Pupils in the 14-place Specialist Resource Provision would be members of the mainstream school community, with access to classes, assemblies, enrichment, social times, leadership opportunities and community events in line with their individual needs and Education, Health and Care Plans. Mainstream and specialist staff would plan together, share training and review participation so that specialist support increases access rather than creating a separate school within the school.

A strong inclusion strategy would be drafted during pre-opening and reviewed as the school grows. It would set out evidence-informed universal provision for all pupils and targeted provision for those who need additional support, with clear responsibilities, referral routes, intended outcomes and review points. The strategy would bring together SEND, disadvantage, safeguarding, attendance, behaviour, mental health, language development and support for children known or previously known to social care. Delivery would use the graduated approach of assess, plan, do and review. Teachers would remain responsible for every pupil’s progress and participation, supported by the Special Educational Needs and Disabilities Coordinator, Specialist Resource Provision staff and external professionals. Needs would be identified through assessment, observation, family discussion and information from previous settings or agencies. Support plans would specify intended outcomes, reasonable adjustments, provision and review points, including adaptations to communication, sensory environment, routines, teaching and assessment. Pupil and parent views would be central, and provision would be evaluated for impact.

Children learning English as an additional language would have full access to the same ambitious curriculum. Leaders would assess proficiency in English alongside wider knowledge and ability, provide explicit vocabulary and language teaching, use visual and practical support where needed and value home languages as an asset. Interpreting or translated information would be used where required so that families can understand admissions, safeguarding, progress and school life and participate fully in decisions.

Disadvantaged pupils would benefit from excellent classroom teaching alongside precise use of additional funding. Leaders would identify academic, attendance, wellbeing,

language and enrichment barriers at pupil level and test whether action reduces them. No child would be excluded from trips, clubs, wraparound opportunities, music, sport, equipment or the wider Wandle Promise because of family income, disability or circumstance; practical assistance, subsidy or reasonable adjustment would be provided where needed. Participation and outcomes would be reviewed by pupil group, including representation in pupil leadership and enrichment.

Attendance would be treated as an educational and safeguarding priority. Expectations would be clear from admission, data reviewed daily and patterns examined by pupil group. Consistent first-day response and early family engagement would be combined with individual plans where absence reflects anxiety, health, transport, family difficulty or unmet need. Attendance, safeguarding, SEND, pastoral support and family engagement would operate as one coordinated response.

The equality duty would shape policy, curriculum, recruitment, accessibility and daily practice. Leaders would publish equality objectives, assess the impact of decisions and monitor pupils' experience in classrooms, communal areas, online spaces and journeys to school. Particular attention would be paid to pupils who communicate non-verbally, have additional needs, are young carers, are looked after or previously looked after, or may be less likely to disclose concerns.

Transition planning would protect continuity of care and learning. The school would gather information from families, previous settings, health professionals and the local authority, with enhanced planning for pupils with safeguarding, SEND, medical, language or attendance needs. Healthcare, intimate-care, allergy and medication arrangements would be agreed and relevant staff trained before admission.

WLT's safeguarding framework would apply from pre-opening. A Designated Safeguarding Lead and trained deputies would be appointed early enough to shape recruitment, admissions, induction and transition; safer recruitment, record keeping, referral and escalation processes would be tested before opening; and staff, governors, volunteers and contractors would receive role-appropriate training. The Headteacher and Designated Safeguarding Lead would review practice, the Local Academy Committee would hear pupil and parent voice and receive assurance, and WLT safeguarding leaders would provide audit, challenge and network support.

Curriculum and teaching

The proposal should set out a broad and balanced, deliverable curriculum plan for a high-quality core curriculum that is consistent with the vision and pupil intake, alongside a coherent approach to teaching. This should be no more than 3,500 words.

You should also include an indicative list of subjects to be offered for each key stage, including early years foundation stage (EYFS) where applicable, with the number of hours spent per week on each. This is not included in the word count.

A school-based nursery and Specialist Resource Provision is included as part of the school; therefore, you should include details of these provisions and how they will be integrated within the wider school. This should be no more than 1500 words.

The curriculum would be broad, balanced, ambitious and carefully sequenced from the Early Years Foundation Stage through to the end of Key Stage 2. The statutory EYFS framework and National Curriculum would form its core entitlement, but the school would deliberately go beyond that minimum through rich literature, sustained oracy, local studies, arts, sport, outdoor learning, visits, visitors, leadership and service. It would secure strong foundations in communication and language, reading, writing, mathematics, personal development and physical development while building systematic knowledge across science, humanities, the arts, computing, physical education, religious education and modern foreign languages.

Early reading would be a defining strength. Before opening, relevant staff would complete Little Wandle training and leaders would establish quality-assurance routines to secure faithful implementation. Pupils would receive daily systematic synthetic phonics, regular assessment, closely matched decodable books and immediate keep-up support. As pupils become secure in phonics, teaching would develop fluency, vocabulary and comprehension so that every child can read widely and access the full curriculum.

English would include daily reading, high-quality whole-class reading in Key Stage 2, a coherent writing curriculum built around carefully chosen texts, explicit vocabulary teaching and frequent speaking, listening and presentation. Oracy would be a deliberate thread from nursery to Year 6: pupils would be taught to articulate ideas, explain reasoning, listen actively, build on others' contributions, discuss texts, present to an audience and debate respectfully across subjects. Mathematics would be taught daily through a mastery approach that develops conceptual understanding, fluency, reasoning and problem solving. The school would engage strongly with the local Maths Hub, drawing on Teaching for Mastery professional development, specialist networks and evidence-informed practice, while using WLT's own mathematics expertise to assure implementation and impact.

Teaching would be based on high expectations, strong subject knowledge, clear modelling, regular checks for understanding, responsive questioning, deliberate practice and timely feedback. Adaptive teaching and inclusive design would enable pupils with SEND, disadvantaged pupils, children learning English as an additional language and pupils requiring additional challenge to access the full curriculum. Trust subject networks, coaching, collaborative learning reviews, school reviews, safeguarding audits and Wandle Learning Partnership professional development would support consistent quality without removing professional judgement.

Religious education would follow the Kent locally agreed syllabus unless an alternative statutory arrangement is agreed before opening. A modern foreign language would be taught throughout Key Stage 2, with the language selected during pre-opening to reflect

available expertise and continuity with local secondary provision. The Key Stage 2 physical education entitlement would include the statutory swimming and water-safety requirements, supported by safe transport, qualified instruction and targeted catch-up for pupils who have not met the required standard.

The school would open and grow in phases. Curriculum maps would therefore identify essential knowledge and progression for each year group even where cohorts are initially small. Staffing and timetabling would be reviewed against actual admissions. If mixed-age organisation were necessary in the early years, teachers would plan from separate year-group expectations, use carefully sequenced common themes only where educationally sound, protect age-appropriate reading and mathematics teaching, and assess pupils against the correct curriculum standards. Mixed-age classes would be an operational response to pupil numbers, not a reduction in curriculum entitlement.

The school day would protect daily English, mathematics and reading while securing sufficient time for every National Curriculum subject, religious education, statutory Relationships and Health Education, the wider personal, social, health and economic education framework, personal development and enrichment. Curriculum review would combine assessment, work scrutiny, lesson visits, pupil discussion and participation information to determine whether pupils know more, remember more and can apply their learning, including whether any group is experiencing a narrower curriculum.

Personal development would be planned through the curriculum, assemblies, leadership, clubs, visits, visitors and community projects. Pupils would learn about healthy relationships, online safety, wellbeing, citizenship, protected characteristics, diversity, anti-bullying, road safety and environmental responsibility, while developing adaptability, digital literacy, critical thinking, collaboration and problem solving.

Indicative weekly curriculum hours

The EYFS column covers both nursery and Reception. Nursery provision will be delivered through an integrated balance of adult-led teaching and continuous provision appropriate to children's age, development and funded attendance pattern. The indicative EYFS hours represent focused provision and curriculum emphasis rather than a formal nursery timetable; because communication, literacy, mathematics, physical development and understanding the world are integrated through continuous provision, the figures overlap and are not additive.

Subject or curriculum area	Early Years Foundation Stage	Key Stage 1	Key Stage 2
Communication, language, English and writing	Integrated daily through adult-led teaching, stories, talk, mark-making and continuous provision:	5 hours	5 hours

	approximately 5 hours of focused activity		
Phonics and reading	Daily systematic phonics, shared reading and story: approximately 2.5 hours of focused activity	2.5 hours	2.5 hours
Mathematics	Daily number, pattern, shape, space and measure through focused and child-initiated learning: approximately 5 hours	5 hours	5 hours
Science	Understanding the world through exploration and planned investigation: approximately 1.5 hours	1 hour	2 hours
History	Integrated within Understanding the World: approximately 0.5 hour	1 hour	1 hour
Geography	Integrated within Understanding the World: approximately 0.5 hour	1 hour	1 hour
Computing	Technology and digital understanding integrated across provision: approximately 0.5 hour	1 hour	1 hour
Religious education	Planned stories, celebrations and understanding of communities: approximately 0.5 hour	1 hour	1 hour
Art and design	Expressive arts and design integrated across the week: approximately 1 hour	1 hour	1 hour
Design and technology	Making, construction and problem solving integrated across provision: approximately 0.5 hour	0.5 hour	1 hour

Music	Singing, rhythm, listening and performance integrated across the week: approximately 1 hour	1 hour	1 hour
Physical education	Daily physical development, including outdoor provision: approximately 2.5 hours	2 hours	2 hours
Modern foreign languages	Not separately taught	Not separately taught	0.5 hour, increasing to 1 hour where appropriate in Key Stage 2
Personal, social, health and economic education, including statutory Relationships and Health Education	Personal, social and emotional development embedded daily: approximately 2 hours of focused activity	1 hour	1 hour
Assemblies, citizenship and wider personal development	Integrated through routines, stories and community experiences: approximately 1 hour	1 hour	1 hour
Enrichment, outdoor learning and curriculum flexibility	Integrated across continuous provision	1 hour	1 hour

Subject hours are indicative averages across a term and are not intended to imply that every subject will be taught in an identical weekly pattern. Some foundation subjects may be taught in carefully planned blocks, while the final timetable will protect daily reading, English and mathematics and secure the full statutory entitlement to every National Curriculum subject, religious education, Relationships and Health Education and wider personal development within the agreed school week.

Nursery and Specialist Resource Provision

The 26-place nursery would be an integral part of Paddock Wood Primary School rather than a separate bolt-on provision. Its opening pattern and session model would be agreed during pre-opening in response to local demand and funding, with curriculum, safeguarding, assessment, family engagement and transition planned jointly with Reception. Provision would prioritise communication and language, personal, social and

emotional development, physical development, early phonological awareness, early number, stories, talk, outdoor learning and positive routines.

Nursery staff would work closely with Reception colleagues so that children experience a coherent learning journey and needs are identified early. Families would be engaged through settling-in meetings, stay-and-play opportunities, regular communication and signposting to wider support. Nursery income, occupancy, staffing and expenditure would be separately identifiable within the financial model, and the Trust would not assume that nursery income could subsidise the mainstream school without evidence.

The 14-place Specialist Resource Provision would form part of the school's inclusive offer. The final designation, category of need, accommodation specification and opening profile would be agreed with Kent County Council. Admissions and placement decisions would remain with the local authority through the relevant statutory and commissioning processes. The provision would open or grow in line with commissioned places, confirmed pupil needs and safe staffing rather than carrying a full establishment before it is required.

The Specialist Resource Provision would have dedicated leadership, specialist staff, suitable space and access to relevant therapeutic or professional support. Staffing would scale with the number and complexity of commissioned places and the requirements in pupils' Education, Health and Care Plans. The Special Educational Needs and Disabilities Coordinator and Specialist Resource Provision Lead would work with families, Kent County Council, health professionals and external agencies to plan, review and assure provision.

Pupils placed in the Specialist Resource Provision would follow an ambitious, age-appropriate curriculum based on the same intended knowledge and outcomes as the mainstream curriculum, with specialist teaching, communication approaches, therapeutic provision and reasonable adjustments determined by individual need.

Pupils in the provision would be members of the whole school. Individual plans would determine the balance of specialist teaching and participation in mainstream classes, assemblies, enrichment, social times, leadership opportunities and community events. Mainstream and specialist staff would share planning, training and assessment so that pupils can participate meaningfully and barriers are removed. The effectiveness of integration would be tested through pupil progress, wellbeing, attendance, participation and pupil and family voice.

Specialist Resource Provision place funding, top-up income, staffing and expenditure would be separately identifiable and monitored against commissioned places. This would protect transparency and ensure that neither the specialist provision nor the mainstream school is assumed to subsidise the other without explicit agreement and evidence.

Measuring performance

Performance would be measured through a balanced framework covering opening readiness, educational outcomes, curriculum quality, attendance, behaviour, safeguarding, inclusion, participation, pupil and parent experience, staff development and financial sustainability. Targets would be finalised once the first intake and baseline information are known, but the following indicative measures would shape the pre-opening and early-years plan.

- all statutory, safeguarding, staffing, curriculum, SEND, premises, technology and governance readiness checks completed and assured before pupils are admitted;
- attendance at or above the relevant national benchmark, with persistent absence reducing term by term and timely casework in place for every pupil who needs it;
- strong progress from the Reception baseline, early identification of pupils needing additional help and expected or better progress from starting points for children joining the nursery;
- phonics outcomes at or above national standards as cohorts become eligible, alongside evidence that pupils receiving keep-up support catch up rapidly;
- secure age-appropriate attainment and progress in reading, writing and mathematics, with gaps for disadvantaged pupils and pupils with SEND reducing rather than widening;
- no material gap in access to the full curriculum, trips, clubs, leadership and enrichment for disadvantaged pupils, pupils with SEND or pupils in the Specialist Resource Provision; and
- positive and improving pupil, parent and staff confidence, tested through surveys, discussion and local-governance insight.

Assessment would be used to improve teaching rather than simply record outcomes. Teachers would use checks for understanding, pupil work, questioning, phonics assessment, low-stakes retrieval, standardised assessment where appropriate, pupil-progress meetings and curriculum reviews to identify gaps early. Interventions would be timely, targeted, reviewed for impact and designed to return pupils to the full curriculum wherever possible. The school would use the Trust's reading and writing assessment tools alongside its mathematics baseline materials.

Data would be disaggregated by pupil group and considered alongside curriculum review, participation, pupil voice and family experience. School leaders and Trust education leaders would review progress regularly; the Local Academy Committee and Trust Standards Committee would review the dashboard at least termly; and material safeguarding, educational, staffing or financial issues would be escalated through the

relevant executive and Board routes. Annual review would reset priorities and support where impact is weaker than intended.

Staffing

You should set out your strategy and plan for staffing the school. This should include an indicative staffing structure, using an organogram or similar diagram, which is accompanied by commentary explaining lines of accountability and how this matches the curriculum plan. This should be no more than 2,000 words.

Indicative accountability structure

Trust Board → Joint Chief Executive Officers → Founding Headteacher → school leadership and staff. The Trust Board retains ultimate accountability. The Joint Chief Executive Officers provide executive and educational oversight, and the Chief Operating Officer coordinates the pre-opening and central-service programme. The founding Headteacher is accountable through the Joint Chief Executive Officers to the Trust Board for education, safeguarding, culture, staffing and day-to-day operation. The Local Academy Committee sits alongside this executive line, providing local insight, support, challenge and assurance rather than acting as the Headteacher's employer or line manager. WLT central services provide professional support to the Headteacher and school team.

School leadership and line management. The founding Headteacher will directly line-manage the initial senior team, including the Early Years and Nursery Lead, the combined SENDCo and Specialist Resource Provision Lead, and the Office Manager. The Designated Safeguarding Lead role will be allocated before opening to the Headteacher or another suitably senior, trained leader, supported by trained deputies and with sufficient authority and protected time. The Early Years and Nursery Lead will initially lead Little Wandle and early reading, with quality assurance from WLT's reading expertise, and may retain a proportionate teaching commitment while the school is small. Class teachers will report to the Headteacher or designated senior leader. Teaching assistants, nursery practitioners and specialist staff will be deployed through the relevant Early Years, curriculum or SEND leadership route. Site and administrative staff will report to the Headteacher or delegated school leader, supported by WLT central teams.

Alignment with the curriculum plan. This structure secures leadership for Early Years, Little Wandle and early reading, safeguarding, SEND and the Specialist Resource Provision from opening. Additional senior, phase or subject leadership will be introduced only when pupil numbers, curriculum responsibilities and affordability justify it.

Opening-year establishment and staffing strategy

The indicative minimum opening structure, subject to confirmed admissions and commissioning, would comprise one founding Headteacher; one Early Years Foundation Stage and Nursery Lead, with a proportionate teaching commitment if appropriate; class teachers matched to the number and organisation of opening classes; one combined SENDCo and Specialist Resource Provision Lead; nursery practitioners and teaching assistants sufficient to meet statutory ratios and identified pupil need; one Office Manager; premises support; and additional Specialist Resource Provision staff matched to commissioned places and pupils' Education, Health and Care Plans.

Teacher numbers, class organisation and any mixed-age arrangements would be confirmed at agreed admissions checkpoints before recruitment commitments are made. The central, slower-growth and stress scenarios in the financial model would determine whether roles are appointed permanently, combined, phased or provided temporarily through the wider Trust. Safeguarding, statutory ratios, SEND duties and the core curriculum would not be compromised by lower-than-forecast admissions.

The SENDCo would be a qualified teacher and would hold, or complete within the statutory period, the required SENDCo qualification. Early Years and nursery staffing would meet the statutory qualification and adult-to-child ratio requirements. Appropriate paediatric first-aid cover would be available whenever required. The Designated Safeguarding Lead would have the training, authority, capacity and protected time needed to fulfil the role. Specialist Resource Provision staffing would meet local-authority commissioning requirements and the provision specified in pupils' Education, Health and Care Plans.

Recruitment would follow WLT's safer recruitment procedures and inclusive recruitment commitments. Appointments would be phased, supported by central HR capacity and followed by structured induction covering WLT values, safeguarding, equality, curriculum, role expectations and key systems. Professional development, coaching, subject networks and Trust-wide peer support would help a small opening team sustain curriculum breadth and develop leadership capacity.

Contingency planning would use WLT's existing school and central-team network. If recruitment proved difficult or a key appointee withdrew, WLT could deploy interim executive or school leadership, second experienced staff, use approved temporary capacity and intensify central support while completing a permanent appointment. If pupil numbers were below forecast, recruitment and non-statutory roles would be phased. If Specialist Resource Provision places filled faster or more slowly than expected, specialist staffing would be adjusted with Kent County Council against commissioned places and actual pupil need.

Indicative staffing structure

Role / function	Indicative timing	Line management / accountability
Founding Headteacher	Pre-opening	Accountable through the Joint Chief Executive Officers to the Trust Board for education, safeguarding, culture, staffing and operational readiness, with local support, challenge and assurance from the Local Academy Committee.
Early Years Foundation Stage / Nursery Lead	Pre-opening / Year 1	Reports to the Headteacher; leads nursery, Reception transition, early language, Little Wandle implementation, early-reading quality assurance and Early Years assessment, supported by WLT reading expertise. May retain a proportionate teaching commitment while pupil numbers are small.
Class teachers	Phased annually with pupil growth	Report to the Headteacher or designated senior leader; accountable for curriculum delivery, assessment, inclusion and pupil progress. Numbers and class organisation will be confirmed at admissions checkpoints and phased with pupil growth.
Special Educational Needs and Disabilities Coordinator and Specialist Resource Provision Lead	From opening, scaled as provision grows	A combined opening role reporting to the Headteacher. The SENDCo will be a qualified teacher and hold, or complete within the statutory period, the required qualification; accountable for SEND identification, EHCP provision, SRP commissioning requirements, specialist staffing, agency liaison and inclusive practice.
Teaching assistants, nursery practitioners and specialist support staff	Phased with pupil numbers and EHCP/SRP requirements	Deployed by senior leaders and teachers to support learning, care, communication, regulation and inclusion. Nursery staffing will meet statutory qualification and ratio requirements; support and SRP staffing will scale with pupil need, commissioned places and EHCP provision.
Office Manager / administrative staff	Pre-opening / Year 1	Reports to the Headteacher with support from WLT central services; responsible for admissions

		administration, pupil data, communications, finance administration and compliance records.
Site staff	Before opening	Report to the Headteacher with WLT estates support; responsible for premises, health and safety, statutory checks, security and site readiness.

Pre-opening support would also draw on named WLT central-service leads: the Chief Operating Officer for overall coordination; Finance Director and Head of Finance for financial readiness; Head of Governance for local governance and compliance; Head of HR for recruitment and onboarding; DPO / Trust Data Lead for data, MIS and data protection; Head of IT for infrastructure and cyber security; Director of Marketing and Communications for engagement and pupil recruitment; Head of Estates for site readiness; and Trust education, safeguarding and inclusion leaders for educational assurance.

Section D: Capacity and capability

Structures and personnel

In this section, you need to demonstrate that your organisation or group has the capability, capacity and expertise to set up and run the school being proposed, including in relation to finance and the provision of education, or that you have a plan to recruit people with the necessary capability, capacity and expertise.

Where your organisation or group has people with the relevant experience in place already, you should set out their role below and their anticipated time commitments to the proposed school during pre-opening. You should also set out your plans to fill any gaps that you have identified. In the supporting information section, you will need to include the roles, names, CVs and hometown/city of people who will provide the following expertise (this information on individual personnel will not be published):

- **Leadership;**
- **Project management;**
- **Marketing;**
- **Human resources;**
- **Safeguarding;**
- **Health and safety.**

In addition, you should set out details of the proposed governance arrangements for the new school, including a scheme of delegation.

Why WLT has the capacity to open and run Paddock Wood Primary School

- WLT combines Trust Board accountability with Joint CEO leadership and a COO-led delivery model. All central service heads report through the Chief Operating Officer, creating one route for coordination, escalation and assurance.
- Ten established service lines cover estates; legal and risk; Trust growth; data, MIS and data protection; finance; governance; HR; IT; marketing and communications; and school improvement. These services already support 11 schools and are designed to scale as the Trust grows.
- The Trust uses common systems and processes for financial reporting, procurement, HR, safer recruitment, onboarding, governance, risk, safeguarding, data, Arbor MIS, Microsoft 365, cyber security, estates compliance and school improvement. Paddock Wood would therefore join an operating platform, not require a new support infrastructure to be created.
- WLT has demonstrated delivery capacity through the simultaneous conversion or transfer of four schools and structured cross-functional due diligence and onboarding, including the recent Swaffield programme.
- WLT has direct experience of operating one-form-entry primary schools, including Hellingly Community Primary School and Fircroft Primary School. This gives the Trust practical understanding of the leadership, curriculum, staffing, financial and operational model needed for a smaller primary school and is directly relevant to Paddock Wood's planned one-form-entry opening.
- Paxton demonstrates WLT's ability to stabilise and recover a start-up school in significant educational and financial difficulty, oversee a new build, strengthen leadership and governance, and sustain improvement to a thriving Good school.
- Wandle 2030 provides an approved strategic framework for managed growth. Its Capacity pillar commits WLT to scalable specialist central services, sustainable financial modelling, aligned operational systems, clear responsibilities between schools and the centre, and structured onboarding that protects each school's context and identity.

Established central-services operating platform

WLT's capacity is embedded in an established central-services model covering school improvement, finance, governance, human resources, estates, legal and risk, Trust growth, data and data protection, information technology and cyber security, and marketing and communications. These services already support 11 schools. Paddock Wood would therefore join common arrangements for financial reporting, procurement, payroll and HR, safer recruitment, governance, safeguarding, SEND, risk, management

information systems, data protection, cyber security, estates compliance, communications and school improvement rather than requiring new infrastructure to be created.

The Joint Chief Executive Officers would act as executive sponsors. The Chief Operating Officer would be Senior Responsible Owner for the integrated pre-opening programme, with authority to coordinate workstreams, dependencies, resource and risk. Named leads would own delivery milestones and evidence of completion. The Trust Board would retain approval and assurance, supported by its committees, with material educational, safeguarding, financial, estates or delivery risks escalated through the appropriate route.

The programme would follow WLT's structured onboarding and readiness approach, with staged review from approval through opening and the first year. Before pupils are admitted, documented assurance would cover safeguarding, staffing, curriculum, SEND and the Specialist Resource Provision, admissions, governance, finance, estates, information technology, data protection, health and safety, communications and emergency planning. Capacity would be reviewed monthly against the critical path and risk register, with wider Trust resource or time-limited external advice added where required.

WLT has recent evidence of coordinated delivery through the simultaneous conversion or transfer of four schools and the structured due diligence and onboarding of Swaffield. Paxton provides a concise school-improvement proof point: WLT strengthened leadership, governance, financial control, curriculum and operational arrangements while supporting delivery of a permanent building, and the school subsequently moved from Inadequate to Good. The detailed educational impact is set out in Section 7(b).

The principal role not yet in place is the founding Headteacher. Recruitment would begin sufficiently early to secure an appointment and meaningful pre-opening leadership. If the appointment were delayed or a preferred candidate withdrew, the Director of Education would provide interim educational leadership, supported by experienced WLT school leaders, until a permanent appointment was made.

Governance, accountability and decision-making

Paddock Wood would operate under WLT's Scheme of Delegation, reviewed and adopted by the Trust Board in September 2026 and aligned with the Academy Trust Handbook 2026 and Academy Trust Governance Guide 2026. The Scheme of Delegation is available at: https://wandlelearningtrust.org.uk/about-us/key-documents/governance-2. The framework uses Responsible, Accountable, Consulted and Informed designations and keeps decision-making close to the point of impact while preserving the Trust Board's overall accountability.

Trust Board and committees. The Trust Board remains the accountable body and retains matters that cannot be delegated, including Trust vision and strategy, significant expansion and structural change, the governance structure, appointment and performance management of executive leaders, annual budget approval and delegated financial limits,

statutory policies, safeguarding practice, curriculum and assessment approach, risk management and statutory compliance. Its Standards, Finance and Resources, Audit and Risk, People and Pay, Governance and Nominations and other committees provide delegated scrutiny and recommendations.

Executive leaders and Headteacher. The Joint Chief Executive Officers and executive team are responsible for implementing Trust strategy, developing proposals, coordinating pre-opening delivery and providing assurance. The Accounting Officer retains personal responsibility for regularity, propriety, value for money and compliance. The Chief Operating Officer coordinates operational delivery and may delegate defined tasks to central-service leads. The founding Headteacher is responsible for day-to-day operation and local delivery of the curriculum, safeguarding, staffing, attendance, SEND, pupil data, culture and school improvement within Trust policies and delegated authority.

Local Academy Committee. The Local Academy Committee provides local insight, stakeholder voice and constructive support and challenge. Its advisory and assurance remit covers standards and quality of education, community voice, celebration and collaboration, SEND and inclusion, and safeguarding. It is consulted on the school improvement plan, local risks and relevant policy implementation, and has specific local responsibilities where the Scheme delegates them, including local appointments and academy-specific policies. The Trust Board may amend or withdraw delegations where significant concerns arise concerning safeguarding, finance, educational performance, governance or inspection outcomes.

Pre-opening capacity and delivery model

Workstream	WLT lead capacity	Assurance route
Education, curriculum and school improvement	Education leadership, curriculum networks, school improvement support, Wandle Learning Partnership and Little Wandle expertise	Executive review, Standards Committee and Local Academy Committee
Finance and value for money	Finance Director, Head of Finance and Finance Business Partner support	Finance and Resources Committee, COO and Trust Board budget approval
Governance and compliance	Head of Governance, Governance Charter, Scheme of Delegation and governor recruitment process	Governance and Nominations Committee, local governance reporting and Trust Board assurance

Safeguarding, SEND and inclusion	Trust safeguarding framework, DSL networks, SEND networks, safer recruitment and external agency liaison	Trust safeguarding oversight, local governance link reporting and executive escalation
Operations, estates, IT and data	COO, Head of Estates, Head of IT, Data Protection Officer / Trust Data Lead and central operations support	Operational readiness reviews, risk register, Finance and Resources Committee and executive reporting

Local governance and stakeholder voice
WLT would recruit local governors during the pre-opening phase. Recruitment would focus on skills, commitment, diversity, safeguarding awareness, SEND understanding, local knowledge and the ability to provide constructive support and challenge. Governors would receive induction and training through WLT's governance team and would be connected to Trust-wide link networks for safeguarding, SEND, equality, diversity and inclusion, parent voice, staff voice and community engagement. This governance model is strengthened through WLT's Handbook for Local Governance, Governance Charter and Scheme of Delegation. Local Academy Committees are supported by professional governance staff, skills audits, induction, link roles, link group meetings, a Chairs' Group, an annual Governance Community Forum and a governance intelligence cycle. Consistent with Wandle 2030, local governance would gather school-level insight into inclusion, SEND, safeguarding and equity, and ensure that pupil, parent, staff and community experience informs decisions. Paddock Wood would retain a strong local identity while operating within clear Trust accountability and escalation routes.

Educational track record

In the 'supporting information' section, you should set out a table with the latest Ofsted inspection outcomes and publicly available headline accountability measures, including on attendance and for disadvantaged pupils, for any schools that you already run. Accompanying this should be a brief explanation for any schools that are not performing well, along with your plan to improve these schools. This supporting information will not be published.

Educational track record: summary of evidence

- WLT operates across primary and secondary phases, with expertise from nursery through to sixth form.

- The Trust's primary portfolio includes one-form-entry schools such as Hellingly Community Primary School and Fircroft Primary School, providing directly relevant experience of sustaining educational breadth, leadership capacity, inclusion and financial viability in a smaller-school model.
- The Trust leads significant system-facing education work through Wandle Learning Partnership, including hub activity and Little Wandle Letters and Sounds Revised.
- School improvement is delivered through diagnosis, peer review, curriculum review, safeguarding assurance, SEND review, data analysis, leadership mentoring and targeted intervention.
- The Paddock Wood school would be supported as part of a wider professional family, not as a standalone start-up.

School improvement approach

WLT's improvement approach reflects Wandle 2030: high standards and inclusion are mutually reinforcing. Support begins with a diagnostic review of leadership, curriculum, safeguarding, SEND, behaviour, data and stakeholder voice, followed by a proportionate support pathway and named improvement partner. Curriculum review, mentoring, peer review, safeguarding and SEND assurance, attendance and data analysis, professional development and targeted intervention would be brought into one improvement plan. Actions would be tracked to outcomes, shared through Trust networks and reviewed regularly so that support can reduce, continue or intensify according to evidence.

This model would be applied to Paddock Wood from the outset. The school would not be treated as a standalone start-up: it would be part of a wider professional family with access to experienced school leaders, curriculum expertise, early reading expertise, finance, HR, estates, governance, IT and safeguarding support. This would reduce risk in the early years and help the founding headteacher focus on building a strong culture, high-quality teaching and excellent relationships with families.

Evidence from recent onboarding and due diligence

WLT has recent evidence of managing school onboarding and due diligence at pace. The simultaneous conversion or transfer of four schools required coordinated work across education, safeguarding, governance, HR, finance, estates, IT, data, health and safety and communications, with executive oversight, named workstream accountability and risk escalation.

Swaffield provides a current example of structured due diligence and integration, including cross-functional review, regular readiness meetings, Head of Service support, financial and operational monitoring and early escalation of emerging risks. Paddock Wood would use the same disciplined approach, adapted for a new school, with an integrated project plan, named leads, a risk register, executive reporting and trustee assurance.

Case study: Paxton Academy Sports and Science

Paxton provides directly relevant evidence of WLT's ability to stabilise a start-up school in educational and financial difficulty while coordinating leadership, governance, finance, estates and school improvement. WLT strengthened these arrangements and supported delivery of the permanent school building. Paxton was judged Good by Ofsted in December 2022 after being judged Inadequate in November 2019. Detailed improvement actions and impact are set out in Section 7(b).

Section E: Finance

Different types of school and proposer groups or organisations will have different financial arrangements. Nonetheless, it is important that all new schools should be financially viable. You should set out a financial summary that explains how it will be ensured that the school will be financially viable once it opens, and the plan to achieve good value for money and ensure that financial decision-making is prudent. This should be no more than 1,500 words.

The financial model will be based on the known capacity and opening profile: a September 2028 opening; an initial one-form-entry intake of up to 30 pupils in each year group as the school fills; capacity for future expansion to two forms of entry and 420 primary places; a 26-place nursery; and a 14-place Specialist Resource Provision. Income and expenditure for the nursery and Specialist Resource Provision will be modelled separately so that neither is assumed to subsidise the mainstream school without clear evidence and agreement.

The model will show, for each year from pre-opening to steady state:

- pupil-number and funding assumptions;
- class organisation and the staffing establishment;
- leadership, teaching, support, nursery, Specialist Resource Provision, administration and premises costs;
- pre-opening and start-up funding;
- premises, utilities, information technology, curriculum, catering and central-service costs;
- nursery occupancy and income assumptions;
- Specialist Resource Provision place funding and top-up assumptions;
- contingency, reserve support and cash-flow requirements; and
- the point at which annual income is expected to cover the school's recurring costs.

Three scenarios will be maintained: the agreed central forecast, a slower-growth scenario and a stress scenario. No recurring staffing commitment will be made solely on the basis of the most optimistic pupil forecast. The Finance Director and Head of Finance will update the model at agreed decision points, and the Finance and Resources Committee will scrutinise affordability, downside exposure, reserve implications and corrective action before the Trust Board approves the final budget.

WLT would ensure the proposed school is financially viable through prudent planning, transparent governance and close alignment between educational ambition and available resources. The financial model would be developed using the planned pupil number trajectory, staffing requirements, nursery and Specialist Resource Provision assumptions, revenue funding, pre-opening funding arrangements, start-up costs, premises costs, central support costs and realistic contingency planning.

The principal financial risks in the early years are predictable: pupil recruitment, timing of funding, staffing affordability, premises running costs, Specialist Resource Provision assumptions, nursery demand, inflation and the need to provide sufficient leadership capacity before the school reaches full roll. In line with Wandle 2030, the financial model would test different pupil-growth and cost scenarios, identify reserve and contingency requirements, benchmark costs and ensure central capacity grows in step with the Trust's commitments. Assumptions would be reviewed regularly so that staffing and expenditure can be adjusted before pressures become structural.

Financial oversight would sit within WLT's existing governance framework. The Finance and Resources Committee scrutinises financial planning, resource management, estates and digital infrastructure, while the Trust Board approves budgets and retains overall accountability. The school's budget would be reviewed alongside curriculum planning so that staffing, class structure, intervention, specialist provision and leadership capacity remain affordable and educationally effective as the school grows.

Value for money would be secured through WLT's established procurement, contract management and financial control processes. The Trust would use compliant procurement routes, compare whole-life cost and educational impact, manage conflicts of interest and use central expertise to secure good-quality services. Wandle 2030 also requires operational processes to be simplified before automation, with standard procedures, shared templates and aligned systems used to reduce duplication and workload. Paddock Wood would benefit from Trust-wide contracts and platforms where these provide clear value, while local flexibility would be retained where justified.

WLT would not rely on speculative income to make the school viable. Any community lettings, wraparound care, nursery income or other income would be treated prudently and reviewed once demand and costs are known. The Trust's aim would be to protect educational quality, maintain financial discipline and avoid commitments that are not affordable over the medium term.

WLT's finance arrangements provide further assurance. The Trust operates a central finance model led by the Finance Director, supported by Head of Finance and Finance Business Partners, with regular reporting through the COO, Co-Chief Executive Officers, Finance and Resources Committee and Trust Board. Recent committee scrutiny has focused on realistic budgets, medium-term financial planning, reserves, deficit recovery, integrated curriculum and financial planning, procurement thresholds and value for money. This means the proposed school would be planned within a Trust that already tests affordability, sustainability and educational impact through established governance routes.

Operationally, WLT has evidence of delivering efficiency and estates improvement at scale. Recent work includes selection of Anago budget-planning software, the creation of School Deficit Recovery and Budget Planning and Restructuring Groups, a programme of LED lighting works involving more than 3,500 fittings across six sites, and a negotiated 40% saving on a health and safety support contract while retaining Trust-wide assurance. These examples show that WLT can convert strategy into practical delivery, manage risk and secure value for money across multiple schools.

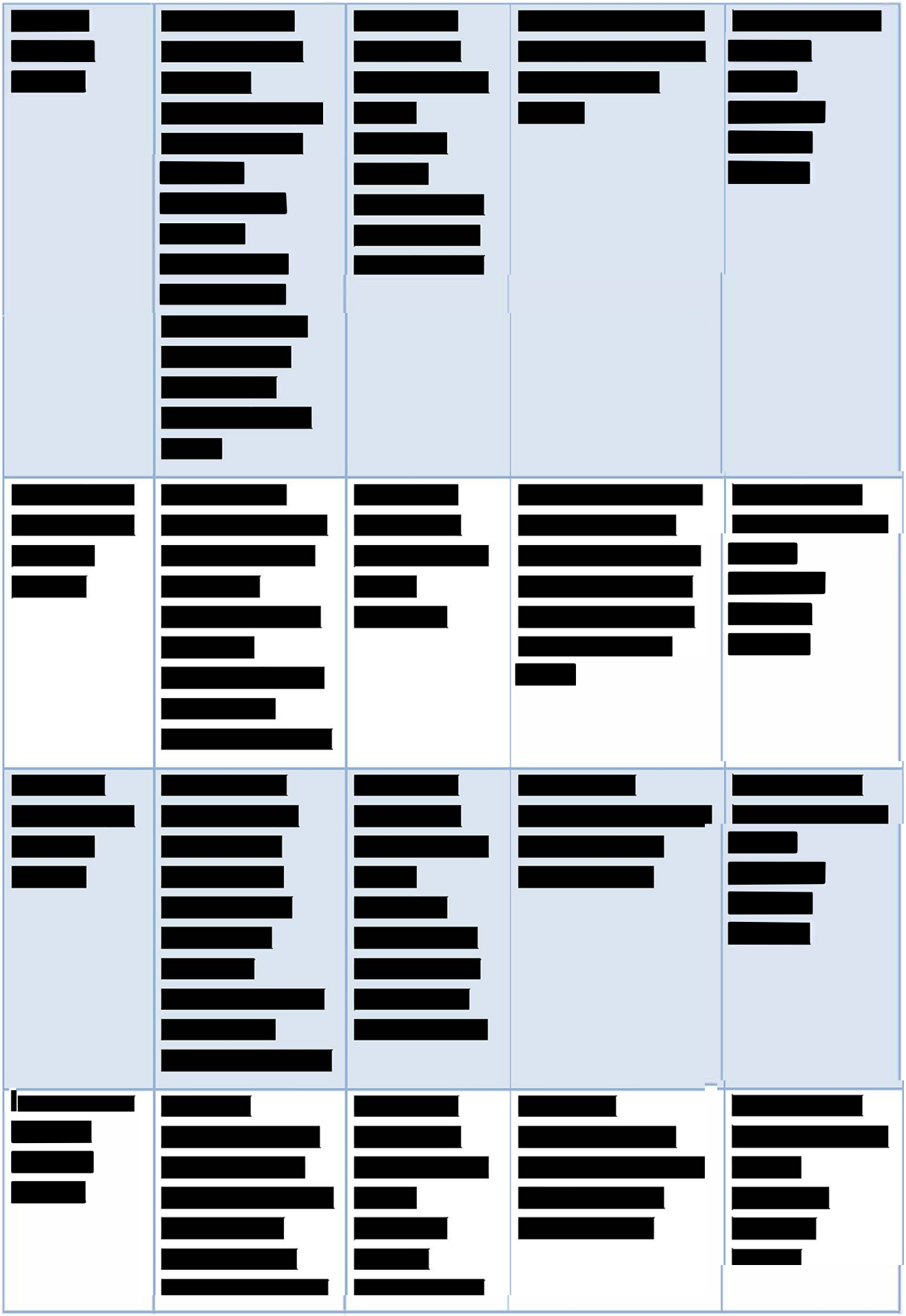
Decision and assurance points. Before opening, the Trust Board will require assurance that pupil-growth assumptions are evidence based; the staffing structure remains affordable under the central and slower-growth scenarios; pre-opening and start-up costs are adequately funded; nursery and Specialist Resource Provision funding assumptions have been confirmed with the relevant parties; minimum cash and contingency requirements are clear; and any planned use of Trust reserves is explicit, time limited and accompanied by a clear route to financial sustainability. After opening, monthly monitoring will compare actual pupil numbers, income, staffing and expenditure with the approved model. Material variances will prompt timely action, which may include revising recruitment plans, deferring non-essential expenditure or adjusting the staffing profile, without compromising safeguarding, statutory requirements or delivery of the core curriculum.

Supporting information

Please include here any supporting information, as referenced in the main application form. This information will not be published.

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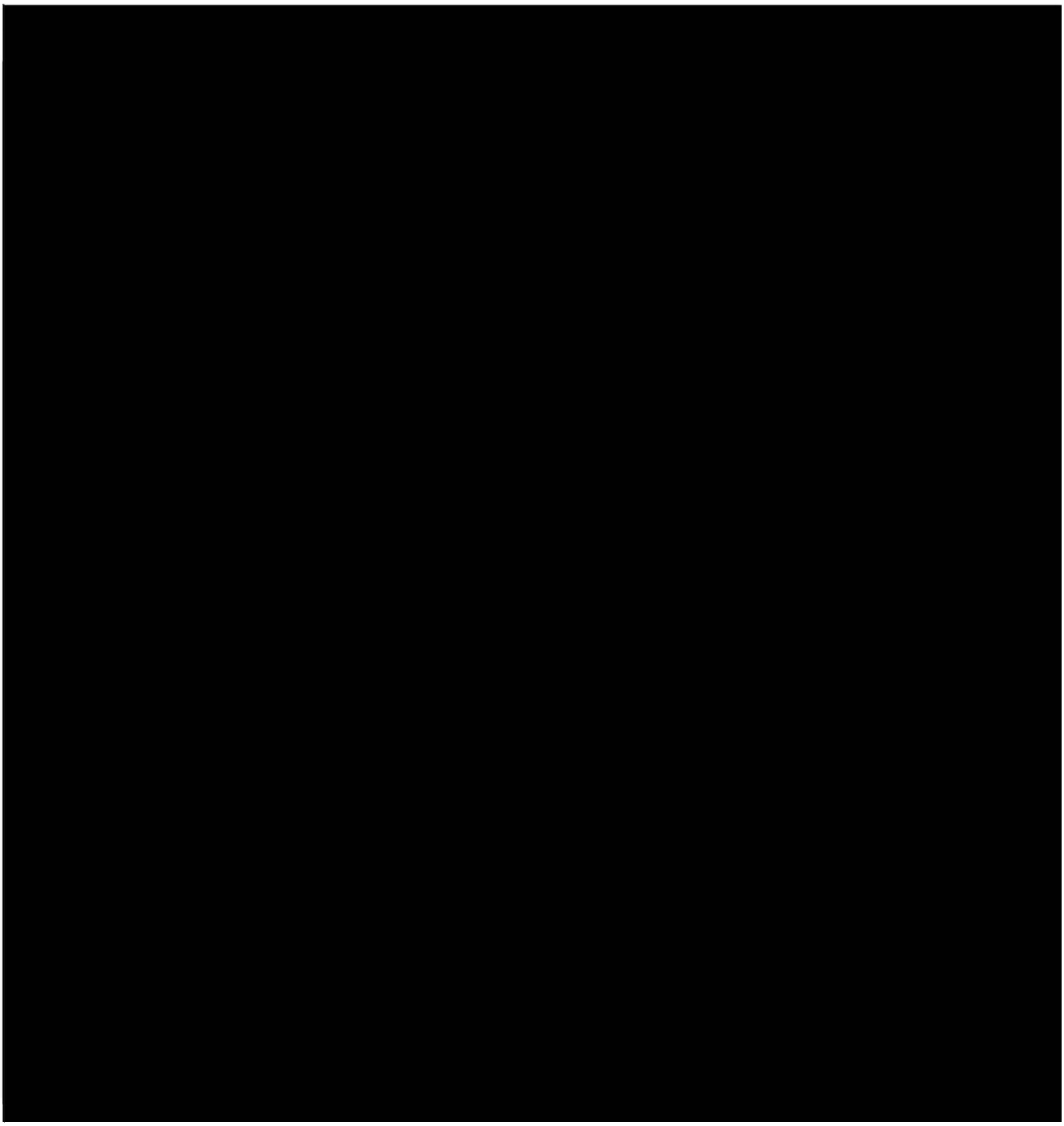
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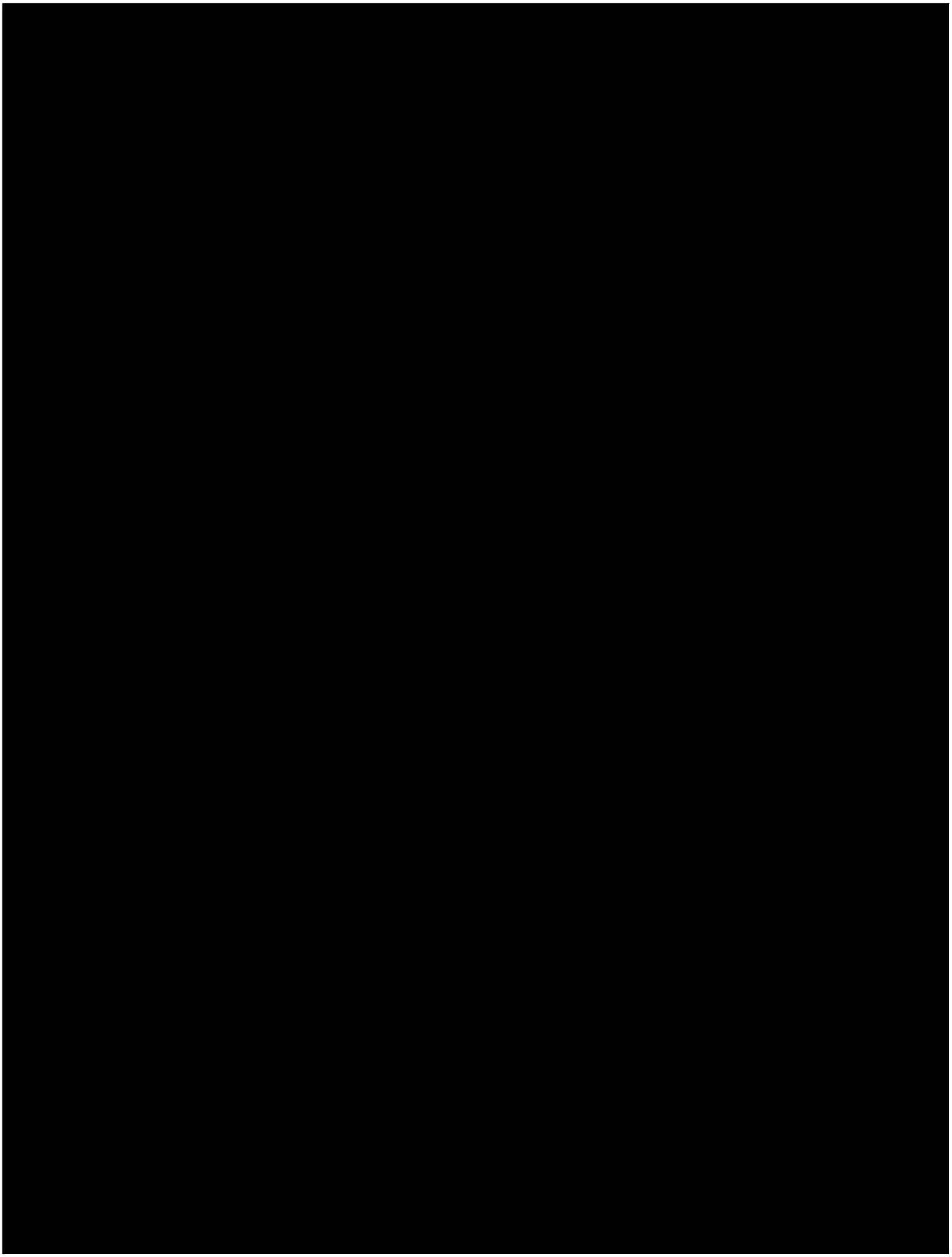
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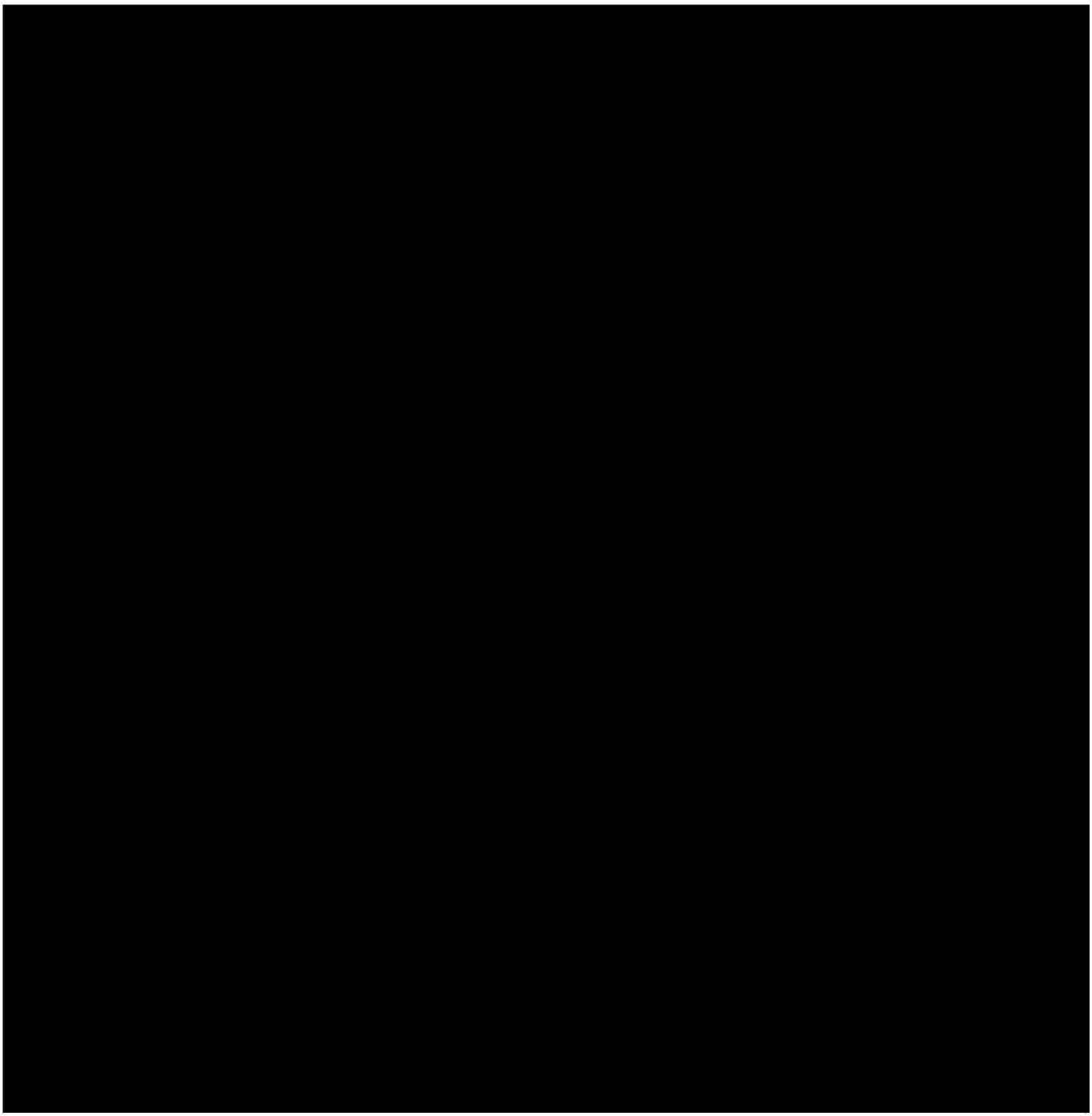












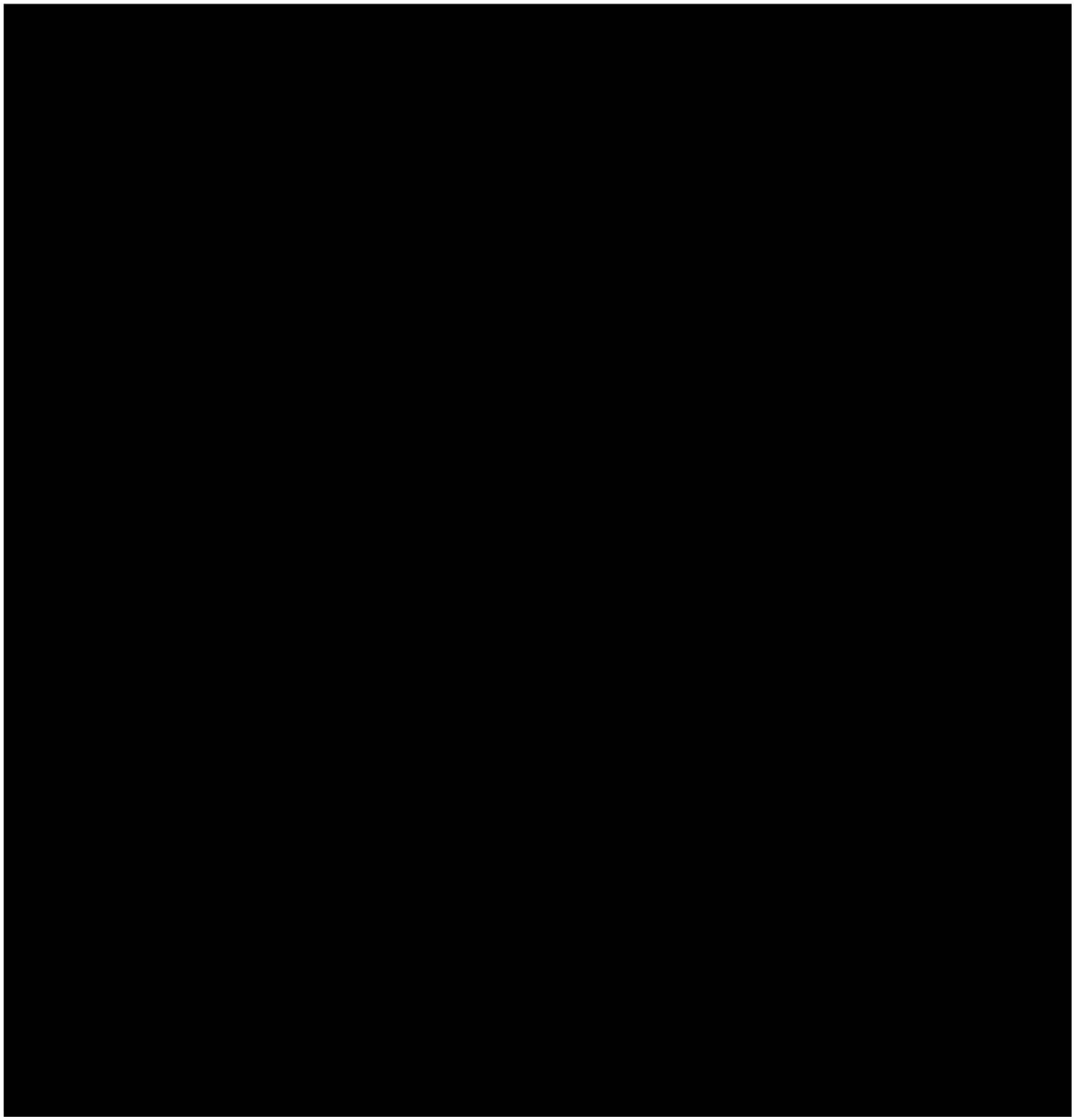














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