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

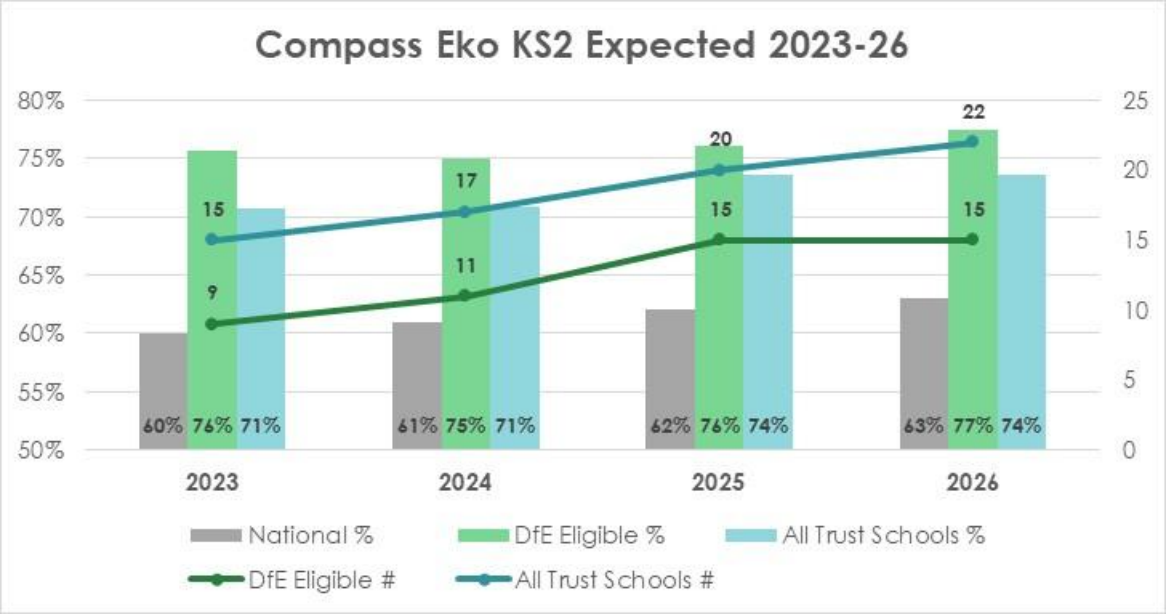
Proposer Details

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?** Compass Eko Trust is a high-performing MAT of 24 primary schools and 4 all-through special schools across seven different Local Authorities in London, the South and East of England. The Trust was formed on April 1st,2026 through the merger of The Compass Partnership of Schools (15 schools) and Eko Trust (13 schools). Both Trusts were well-regarded by the Department of Education, which gave its full support and approval for the merger. The Trust was awarded **"Most Inclusive Trust"** in the TES 2026 awards with judges recognising the strength of our model, particularly our deep collaboration with families and communities, and our commitment to ensuring that no child or young person is invisible in assessment. During the summer term 2026 Trust and school leaders, Trustees and Governors have been involved in shaping the merged Trust's vision, values and principles summarised in the mission **'All achieving, Without Exception'** This vision threads throughout our application to open and run the new primary school for Paddock Wood. Central to the Trust is the enabling Headteachers to lead schools that are locally rooted, academically ambitious and inclusive by design, with early years, family partnership and SEND expertise built in from the outset. The Trust is organised into a matrix structure of school performance groups that are non-geographic and geographic hubs. This Trust leadership structure based upon the

	principle of holacracy, which is a way of organising the Trust and schools so that decision-making sits with clearly defined roles and teams rather than a traditional hierarchy, enabling distributed leadership and faster, more responsive delivery. *(Please see schedule 4)* So, each Trust, executive school leaders and Headteachers has a portfolio of roles and lead responsibilities e.g. an executive principal could be responsible for a school performance group, a workstream and a regional hub and a Headteacher could be part of a regional hub team and a workstream team. The Trust has plans to grow to 50+ school over the next 3 years. Alongside expansion of existing hubs in East London, South-East London, East of England and the South Coast, an important route is to develop new hubs where there is both strategic fit and proximity. As one (1) form entry school with 14 place resource provision for ASC and an on-site nursery, New Paddock Wood Primary School will be very similar to the Trust's Alderwood Primary School and is only 40 minutes travel time away. We see Kent County Council's commitment to inclusivity as aligned to our mission and would seek to develop a Kent hub with New Paddock Wood Primary School as the foundation. Therefore, this application is both mission-led and strategically sound for Compass Eko Trust.
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.** <u>7a Ofsted</u> All 28 Trust schools have been judged at least Good or its equivalent in their last inspection. Full tables are included in *Supporting Information/Schedules 1.1-1.3* but to highlight; • All 15 Ofsted inspections of schools after they joined their respective Trusts have had judgements of at least Good and six (6) leading to Outstanding. • The two inspections under the new framework led to 2/3rd of judgements being Strong Standard and a minimum of Expected Standard. <u>7b Pupil Outcomes</u> Compass Eko Trust is a high-performing primary MAT evidenced by the chart below which shows the Trust's weighted average for the % of KS2 pupils achieving Expected attainment in Reading, Writing & Maths combined. Full tables are included as schedule 2.

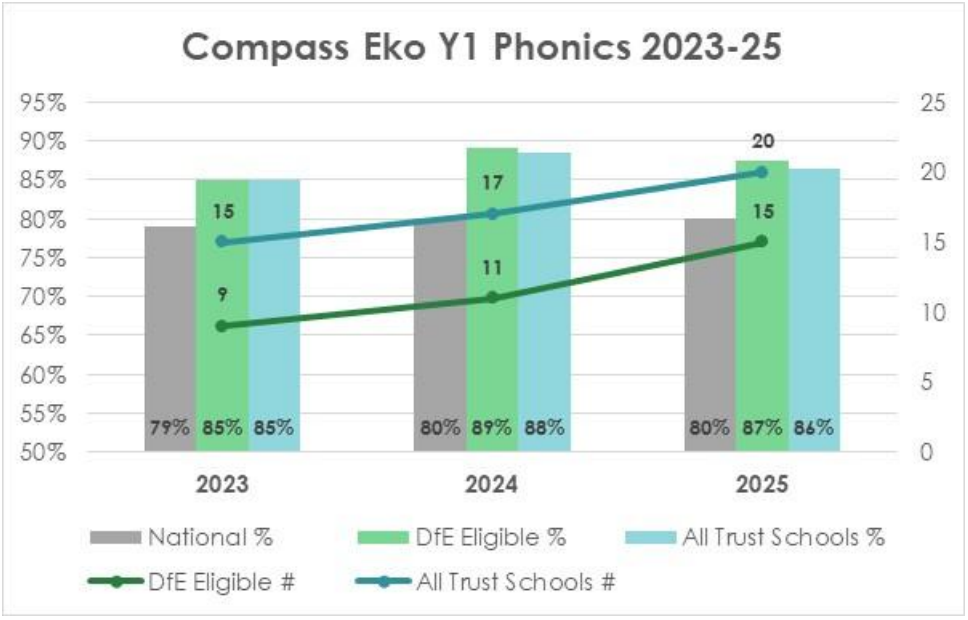


During the period 2023-26 the Trust has out-performed national averages, both for all schools in the Trust and for those included by the DfE in their analysis of MAT Performance (after 3 academic years since joining a Trust). The narrow gap between all Trust schools and DfE eligible schools highlights that this performance has been maintained while the Trust has grown, demonstrating sustained school improvement.

Looking at validated, publicly available data for 2025, the Key Stage 2 RWM Expected weighted average for the 15 eligible primary schools and 800+pupils, was 76% against the national average of 62% and Kent average of 62%. This ranked Compass Eko 27th out of 630+ MATs. Only 6 MATs of comparable size had a higher weighted average.

When the same data for DISADVANTAGED pupils is assessed the same high-performance is evidenced. In 2025 Eko Trust 63% of disadvantaged pupils (33% of cohort) achieved Key Stage 2 RWM Expected, which matched the national average for all pupils.

Year 1 Phonics outcomes across the Trust continue to be above national average with no schools below in 2025**.**



	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? Prior to merger on April 1st, 2026 both predecessor Trusts had strong track records of supporting other schools with school improvement. However, as both Trusts were going through a period of significant growth from 19 schools in January 2023 to 28 in February 2026 the focus of the Trust's school improvement was on those joining schools The positive impact of that school improvement on joining schools is evidence .	
8.	**How many schools do you have DfE approval to open in the next 2 years?** None.	
9.	**Did you put together this application with support from another company or organisation?**	☐ **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:** N/A	
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.** ☐ **No**	
12.	**If yes, please provide details.** N/A	
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.** No	

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.

A. DELIVERING KENT'S VISION FOR NEW PADDOCK WOOD

A1. A Shared Ambition for Children and Communities

Compass Eko Trust welcomes the opportunity to establish New Paddock Wood Primary School and shares Kent County Council's ambition to create a school that is ambitious, inclusive and community-focused.

Our proposal has been designed directly in response to Kent's vision for a school where every child is known, valued and supported to achieve their potential. Rooted in our mission of **All Achieving, Without Exception**, the school will combine academic excellence, strong relationships and inclusive practice to ensure that every child can thrive.

The Trust has plans to grow to 50+ schools over the next 3 years and one route is to develop new hubs where there is both strategic fit and proximity.

As one (1) form entry school with 14 place resource provision for ASC and an on-site nursery, New Paddock Wood Primary School will be very similar to the Trust's Alderwood Primary School and is only 40 minutes travel time away.

We see Kent County Council's commitment to inclusivity as aligned to our mission and we want to develop a Kent hub of high-performing, inclusive primary and special schools with New Paddock Wood Primary School as the foundation.

Therefore, this application is both mission-led and strategically sound for Compass Eko Trust.

The proposal draws together the strongest features of Compass Eko Trust's educational model:

- excellent pupil outcomes;
- nationally recognised inclusive practice;
- expertise across mainstream and specialist education;
- strong partnerships with families;
- sustainable school leadership and governance;
- a proven curriculum and assessment framework;
- successful experience of opening and growing new schools.

A key part of the proposal is that New Paddock Wood Primary School will be twinned with Alderwood Primary School under the executive leadership of David Guy, currently Headteacher of Alderwood Primary School.

This proposal meets every aspect of Kent County Council's specification, including the provision of a 1FE primary school, 26-place nursery, integrated 14-place Specialist

Resource Provision, wraparound care, strong community engagement and plans for future growth as Paddock Wood expands.

A2. Excellence Without Exception

Compass Eko Trust has demonstrated that excellence and inclusion can be achieved together.

Across our primary schools, outcomes have consistently exceeded national averages. In 2026, pupils achieved 74% Reading, Writing and Mathematics Combined at the end of Key Stage 2 compared with a national average of 63%. Disadvantaged pupils achieved outcomes equivalent to the national average for all pupils. Year 1 phonics outcomes are consistently above national averages across the Trust.

This track record gives us confidence in making the following commitments for New Paddock Wood:

By the end of Year 5 of operation, we will aim to achieve:

Measure	Target	National Average
Good Level of Development (GLD)	>78%	63%
Year 1 Phonics Screening Check	>88%	82%
Year 4 Multiplication Tables Check	>92% (23/25)	85.2 (21.6/25)
Key Stage 2 Reading	>80%	74%
Key Stage 2 Mathematics	>80%	73%
Key Stage 2 Reading, Writing and Mathematics Combined	>78%	63%
Disadvantaged pupil outcomes	>70%	49%
Attendance	>96.5%	94.7%
Persistent absence	<10%	13.9%

Our ambition is not merely to meet national expectations but to establish New Paddock Wood Primary School as one of the highest-performing and most inclusive schools in Kent.

A3. Inclusion as a Strength

Kent's vision places inclusion at the heart of the new school. Compass Eko's proposal has been explicitly designed around that ambition.

The school will be inclusive by design, drawing upon expertise from our mainstream schools, specialist settings, specialist resource provisions and Trust-wide inclusion blueprint. The Specialist Resource Provision will provide high-quality support for pupils with speech, language and communication needs whilst remaining fully integrated into school life.

Rather than asking children to fit the system, we will adapt the system to meet children's needs whilst maintaining high expectations and ambitious outcomes.

A4. A School at the Heart of its Community

New Paddock Wood Primary School will not simply serve the community; it will help shape it.

As a new school within a growing town, it will become a focal point for families and an anchor institution within the new development. Nursery provision, family learning, community partnerships, enrichment opportunities and wraparound care will support children and families from their earliest years onwards.

The school will work proactively with local schools, early years providers, SEND services, health professionals and the Community of Schools to strengthen inclusion and support successful transitions.

A5. Capacity, Sustainability and Deliverability

Compass Eko brings the capacity, expertise and infrastructure required to open and grow the school successfully.

The curriculum, assessment framework, staffing model, governance arrangements and financial plans included within this application have been developed as an integrated model. The Trust's reserves, educational expertise and successful experience of opening new schools provide confidence that the proposal can be delivered successfully from day one.

A6. Summary

New Paddock Wood Primary School will be locally rooted, academically ambitious and inclusive by design.

Through excellent teaching, strong pastoral support, integrated specialist provision and meaningful community partnership, the school will deliver Kent County Council's vision whilst embodying Compass Eko Trust's commitment to **All Achieving, Without Exception.**

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. Limit 2,000 words. Word count 1,900

B. Vision for New Paddock Wood Primary School

B1. Our Vision

New Paddock Wood Primary School will be a school where every child belongs, participates and achieves.

Rooted in Compass Eko Trust's mission of **All Achieving, Without Exception**, the school will combine academic excellence, strong relationships and inclusive practice to ensure that every child can thrive. We believe that education has the power to transform lives and that current circumstances should never limit future possibilities. Our ambition is therefore simple: every child who attends the school will experience an exceptional education that prepares them to flourish in secondary school, contribute positively to society and pursue an ambitious future.

The school has been designed specifically in response to the needs of a growing Paddock Wood community. As new families move into the area, the school will provide a welcoming, inclusive and aspirational environment where children feel safe, valued and supported. We want children to look forward to coming to school each day, families to view the school as a trusted partner and the wider community to see the school as a source of pride and opportunity.

High expectations will define every aspect of school life. We believe that all children can achieve highly when they experience excellent teaching, a rich curriculum, strong pastoral support and meaningful opportunities to develop their talents and interests. Academic success and personal development are equally important. Children will leave the school as confident readers, capable mathematicians, effective communicators, responsible citizens and resilient learners.

<u>Our promise to New Paddock Wood children and families</u>

- Every child will be known, valued and supported to succeed.
- High expectations and strong relationships will underpin school life.

- Children will experience both achievement and belonging.
- Academic excellence and personal development will be equally important.
- Families will join a school community built on trust, aspiration and inclusion.
- Children will leave primary education confident, capable and ready for the next stage of their journey.

B2. Understanding the Community We Will Serve

Paddock Wood is a growing and changing community. Significant housing development is bringing new families into the area and creating demand for high-quality primary education that reflects both current and future community needs.

Our vision has been shaped by this context. The school will combine the strength of a proven Compass Eko educational model with a deep understanding of the locality it serves. Children will develop a strong sense of identity, belonging and connection to their community whilst gaining the knowledge, experiences and aspirations needed to engage confidently with the wider world.

The school will welcome pupils from a wide range of backgrounds and with a wide range of needs. We recognise that children will arrive with differing experiences, levels of prior attainment and personal circumstances. Our responsibility is to ensure that every child receives the support, challenge and opportunities required to succeed.

From the outset, the school will work closely with local early years providers, schools, community organisations and support services to build a coherent educational pathway for children and families. Collaboration rather than competition will underpin our approach.

The school will actively participate in the Tunbridge Wells and Paddock Wood Community of Schools and will play a full role in district-based collaboration to strengthen inclusion, attendance, transitions and outcomes.

<u>Our promise to New Paddock Wood children and families</u>

- The school will be designed around the needs of a growing and changing community.
- Families moving into the area will have access to a high-quality local school from the outset.
- Children from different backgrounds and starting points will be welcomed and supported.
- Strong partnerships with local providers and community organisations will create a seamless educational journey.
- The school will grow alongside the community it serves.
- All families will feel represented, welcomed and included.

B3. Our Educational Offer

The school will provide a broad, ambitious and knowledge-rich curriculum built around the Compass Curriculum Framework.

Learning will be carefully sequenced so that children develop secure knowledge, understanding and skills over time. Reading, language and communication will sit at the heart of the curriculum because we recognise that these provide the foundations for success across all areas of learning.

Our curriculum is built around the principles of **Place, Voice and Future**.

Place helps children understand the communities, environments and histories that shape their lives.

Voice develops language, communication, confidence and self-expression.

Future prepares children for the opportunities and responsibilities of modern life.

These principles ensure that pupils develop a strong understanding of themselves and their community whilst gaining the knowledge and confidence needed to thrive in an increasingly interconnected world.

The curriculum will be enriched through educational visits, outdoor learning, performances, sporting activities, leadership opportunities and partnerships with local organisations. We believe enrichment is a matter of entitlement rather than privilege, and every child should have access to experiences that broaden horizons, build confidence and raise aspirations.

The school's 26-place nursery will form the first stage of children's educational journey and will provide strong foundations in communication, language, personal development and school readiness.

<u>Our promise to New Paddock Wood children and families</u>

- Every child will access a broad, ambitious and knowledge-rich curriculum.
- Reading, communication and mathematics will provide strong foundations for future success.
- Learning will connect children to their local community whilst broadening their understanding of the wider world.
- Educational visits, enrichment and wider experiences will be available to all pupils.
- Children will develop confidence, curiosity and a lifelong love of learning.
- Pupils will leave Year 6 fully prepared for secondary education and future success.

B4. Our Commitment to Inclusion

Inclusion will be at the heart of the school's culture and practice.

We believe children should never have to choose between achievement and belonging. Every child deserves both.

The school will be designed around the principle that all pupils should be able to participate fully in school life, access ambitious learning and receive the support they need to thrive. Through adaptive teaching, strong pastoral systems and specialist expertise, barriers to learning will be identified and addressed at the earliest opportunity.

The Specialist Resource Provision will form an integral part of the school community and provide specialist support for pupils with speech, language and communication needs. Pupils attending the provision will remain full members of the school community, accessing mainstream learning wherever appropriate whilst benefiting from specialist support tailored to their individual needs.

Importantly, the expertise developed through the Specialist Resource Provision will strengthen inclusive practice across the whole school. All pupils will benefit from a culture that values diversity, promotes understanding and celebrates achievement in all its forms.

Particular attention will be given to Children in Care and Previously Looked After Children through enhanced transition arrangements, designated leadership, close multi-agency working and personalised support to ensure they achieve strongly and participate fully in school life

Our promise to New Paddock Wood children and families

- Every child will have access to an ambitious curriculum and high-quality teaching.
- Additional needs will be identified early and supported effectively.
- Inclusion will be embedded in everyday school life rather than treated as a separate provision.
- Children attending the Specialist Resource Provision will be fully included within the school community.
- Specialist expertise will strengthen support for all learners.
- Families will know that achievement and belonging are equally important priorities.

B5. Partnership with Families and the Community

We believe that the strongest schools are built in partnership with families. Parents and carers are children's first educators and play a vital role in supporting achievement, wellbeing and attendance. Establishing positive relationships with families from the outset will therefore be a central priority for New Paddock Wood Primary School.

The school will be developed with families, not simply for families. During the pre-opening phase, Compass Eko Trust will actively engage with prospective parents, local residents, early years providers and community organisations to ensure that the school reflects the

aspirations and needs of the community it serves. This engagement will help establish a strong sense of ownership, trust and belonging before the school opens.

Once operational, parents and carers will be active partners in school life. Through regular communication, family learning opportunities, consultation events, workshops, celebrations of learning and opportunities to contribute to school improvement, families will be encouraged to engage fully in their children's education.

The school will also play an important role within the wider community. We will work closely with local schools, nurseries, health professionals, community groups and local organisations to strengthen opportunities for children and families and to contribute positively to the life of Paddock Wood.

School facilities will be made available, where appropriate, for community activities, family learning, meetings and wider engagement opportunities beyond the school day.

As a school serving a compact community, we will promote active travel through a School Travel Plan developed with Kent County Council and families. Walking, cycling and sustainable travel will be encouraged wherever possible.

As a growing school serving a new and expanding community, we have a unique opportunity to establish a culture of partnership from day one. Our aim is that families not only choose the school but feel a strong sense of belonging within it.

This is covered in more detail in section D6. *Building the School Community: Pre-Opening Engagement and Marketing.*

<u>What this means for New Paddock Wood children and families</u>

- Families will help shape the school's culture from the outset.
- Parents will be active partners in children's learning.
- Strong relationships will support attendance, wellbeing and achievement.
- Families moving into the area will quickly feel connected to the school community.
- The school will become a valued part of community life.

B6. Our Promise to Children and Families

Our ambition is that every child who joins New Paddock Wood Primary School will experience an education that enables them to succeed academically, develop personally and flourish socially.

By the time the school reaches maturity, we aspire to achieve:

Measure	Target	National Average
Good Level of Development (GLD)	>78%	63%
Year 1 Phonics Screening Check	>88%	82%
Year 4 Multiplication Tables Check	>92% (23/25)	85.2 (21.6/25)
Key Stage 2 Reading	>80%	74%
Key Stage 2 Mathematics	>80%	73%
Key Stage 2 Reading, Writing and Mathematics Combined	>78%	63%
Disadvantaged pupil outcomes	>70%	49%
Attendance	>96.5%	94.7%
Persistent absence	<10%	13.9%

However, success will be defined by more than performance measures alone.

Children will leave the school as confident readers, articulate communicators, capable mathematicians and thoughtful citizens. They will understand how to work collaboratively, demonstrate resilience when faced with challenge and show respect for themselves and others. They will have a strong sense of belonging to their school and community and the confidence to pursue ambitious goals for their future.

Our promise to New Paddock Wood children and families

- Children will achieve outcomes that exceed national expectations.
- Disadvantaged pupils and pupils with SEND will achieve strongly from their starting points.
- Attendance, wellbeing and achievement will be promoted together.
- Children will be encouraged to develop confidence, resilience and independence.
- Families will receive clear communication, strong support and meaningful opportunities to engage with school life.
- Success will be measured not only by academic outcomes, but by the character, aspirations and life chances that children develop during their time at school.

B7. Summary

New Paddock Wood Primary School will be a school that combines educational excellence with genuine inclusion.

Built on Compass Eko Trust's mission of **All Achieving, Without Exception**, it will provide an ambitious curriculum, exceptional teaching, strong pastoral support and meaningful opportunities for personal development. It will be a school where every child is known,

valued and supported to succeed; where families are active partners; and where inclusion, belonging and achievement go hand in hand.

By responding directly to the needs of a growing community and drawing upon the expertise and capacity of Compass Eko Trust, the school will provide children and families with a high-quality educational experience from the moment it opens and for generations to come.

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:

C1. 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 Max 1,750 words. Word count 1,740

C1.1 Our vision for New Paddock Wood

Every child who attends New Paddock Wood Primary School will belong, participate and achieve. From the day the school opens, children and families will experience a genuinely inclusive community, where specialist expertise and excellent mainstream practice work together. Children with SEND will learn alongside their peers wherever possible, supported by highly skilled staff, adaptive teaching and early intervention. All pupils will access a rich and ambitious curriculum, reflecting our belief, shared by educationalist Mary Myatt, that inclusion is achieved not through lowering expectations but through opening the doors to powerful knowledge and meaningful learning for every child. Families will benefit from strong partnerships, integrated support and a school committed to helping every child thrive within their local community. Inclusion at New Paddock Wood will extend beyond SEND to encompass disadvantage, attendance, wellbeing, language development and any barrier that prevents a child from fully participating in school life.

Compass Eko Trust will bring together expertise from high-performing mainstream schools, specialist settings, specialist resource provisions and nationally recognised inclusion practice to make this vision a reality. Through integrated SEND support, inclusive curriculum design, adaptive teaching, strong partnerships with families and a commitment to early intervention, the school will ensure that every child can access the right support at the right time whilst remaining fully connected to their school community.

C1.2 Inclusion is the Foundation of the School

At Compass Eko, inclusion is not an initiative or a specialist strand of work; it is the foundation upon which our schools are built. Our "Inclusive by Design" approach shapes every aspect of our organisation, from curriculum development and assessment to leadership, workforce development and school improvement. This commitment has been recognised nationally through our award as TES Inclusive Trust of the Year 2026, with judges recognising our ability to combine mainstream and specialist expertise whilst ensuring that every child is supported, challenged and able to thrive. The proposed school will therefore be built upon an already established and nationally recognised model of inclusion.

What this means for New Paddock Wood children and families

- Every child will belong from day one, regardless of need, background or starting point.
- Inclusion will be built into the design of the school, rather than added later through interventions.
- Families can be confident that high expectations and strong support will go hand in hand.
- Children with SEND will learn as valued members of the school community, not on its margins.

C1.3 Every Child Should Thrive in Their Local Community

Compass Eko Trust shares Kent's ambition that children should be educated within their local communities wherever possible. We believe children flourish when they can remain connected to local friendships, family networks and community relationships whilst accessing the expertise they need. Through our inclusive mainstream model, specialist expertise and outreach support, we have demonstrated how schools can successfully meet a broad range of needs without children having to leave their community to receive support.

The new school will be founded on the principle that local children deserve access to excellent education, specialist expertise and ambitious opportunities within their own community. The school will actively participate in the Tunbridge Wells and Paddock Wood Community of Schools and will play a full role in district-based collaboration to strengthen inclusion, attendance, transitions and outcomes.

What this means for New Paddock Wood children and families

- More children will be able to attend a high-quality local school close to home.
- Children will remain connected to their friendships, community networks and local services.
- Families will have greater confidence that support can be provided locally wherever possible.
- The school will contribute to Kent's ambition for children to learn and thrive in their own community.

C1.4 Specialist and Mainstream Expertise Working as One System

One of Compass Eko Trust's greatest strengths is the way specialist and mainstream education operate as a single integrated system. Across the trust, specialist teachers, therapists and leaders work directly alongside mainstream colleagues, sharing expertise and strengthening inclusive practice. This ensures that children can access specialist knowledge whilst remaining fully connected to their mainstream school community. Rather than expecting children to move settings to access expertise, we have created systems that bring expertise to children. This approach has been recognised nationally and has enabled

us to build capacity across schools while improving outcomes for learners with SEND and other vulnerabilities.

What this means for New Paddock Wood children and families

- Specialist expertise will be available when needed without children feeling separated from their peers.
- Teachers will have direct access to specialist colleagues, therapists and SEND expertise.
- Support can be delivered quickly and effectively in everyday school life.
- More children will succeed in mainstream education because expertise will move to the child rather than the child having to move elsewhere.

C1.5 A Fully Integrated Specialist Resource Provision

Compass Eko Trust believes that specialist provision should strengthen inclusion rather than create separation. The proposed Specialist Resource Provision will therefore be fully integrated within the school community, enabling pupils to access specialist teaching and personalised support whilst remaining active participants in the life of the school. Through flexible pathways, children will experience a balance of specialist provision and mainstream learning opportunities that supports both achievement and belonging. Drawing upon expertise across our specialist and mainstream schools, we will create a provision where pupils develop confidence, independence, friendships and positive outcomes without losing their connection to their peers or community.

The school will draw on expertise from Alderwood Primary School's established ASD Resource Provision and Compass Eko Trust's four specialist schools, providing immediate access to proven practice in autism, communication and specialist curriculum pathways.

What this means for New Paddock Wood children and families

- Children within the SRP will experience both specialist support and full membership of the wider school community.
- Friendships, playtimes, enrichment and shared learning experiences will be protected and promoted.
- Families will not have to choose between specialist expertise and a sense of belonging.
- The SRP will strengthen inclusion across the whole school rather than operate as a separate provision.

C1.6 Inclusive and Adaptive Teaching

Compass Eko Trust views high-quality teaching as the cornerstone of effective inclusion. Through extensive professional learning, coaching and specialist support, teachers across the trust develop the skills and confidence required to remove barriers to learning while

maintaining ambitious expectations for every pupil. Inclusive classroom practice is viewed as the responsibility of every teacher and not solely the domain of specialists. This ensures high-quality support is embedded within everyday teaching, creating sustainable and equitable learning experiences that benefit all pupils, whilst meeting a wide range of additional needs.

What this means for New Paddock Wood children and families

- Every classroom will be equipped to meet a wide range of learning needs.
- Barriers to learning will be addressed through excellent teaching rather than reliance on withdrawal from lessons.
- Children will receive support early, consistently, and as part of everyday classroom practice.
- High expectations will apply to every learner.

C1.7 An Ambitious Curriculum for Every Learner

Compass Eko Trust has developed a distinctive curriculum model that successfully bridges specialist and mainstream expertise. Drawing on the considerable knowledge developed within our specialist settings, we have created curriculum pathways and assessment frameworks that enable children with complex needs to access ambitious and meaningful learning whilst remaining connected to their peers and the wider curriculum. We reject the notion that children with additional needs require a narrowed curriculum. Instead, we ensure pupils engage with rich subject content, shared experiences and challenging learning opportunities, whilst pursuing personalised outcomes that recognise their individual journey.

Our approach reflects the growing national consensus that inclusion and curriculum ambition are inseparable. As educationalist Mary Myatt argues, every child should have access to a rich curriculum rather than a reduced one. We share that belief wholeheartedly.

For us, inclusion is not about lowering expectations; it is about opening the doors to powerful knowledge, meaningful experiences and deep learning for every child.

Central to this work has been the development of a small-steps assessment framework and curriculum guidance that helps teachers answer three critical questions: *Why this? Why now? What's next?* These approaches support meaningful progression whilst ensuring that learners with complex needs remain connected to the same themes, experiences and curriculum entitlement as their peers.

This work represents a genuine point of difference for Compass Eko Trust. We are not adapting mainstream practice retrospectively; we have already demonstrated how specialist curriculum expertise can be successfully transferred into mainstream classrooms at scale. The result is a model that promotes achievement, belonging and participation simultaneously and equips schools to meet the needs of a broader range of learners with confidence.

What this means for New Paddock Wood children and families

- Every pupil will access a rich, broad and ambitious curriculum.
- Children with SEND will remain connected to the same curriculum entitlement and experiences as their peers.
- Learning will be adapted without reducing ambition.
- Pupils will experience success, belonging and achievement together, regardless of starting point.

C1.8 Assessment That Makes Every Child Visible

Compass Eko Trust has developed assessment systems that ensure every learner's progress, achievements and needs are visible. This commitment was specifically recognised by TES judges, who highlighted the trust's determination to ensure that no child becomes invisible within the assessment process. Through a combination of trust-wide assessment systems and specialist frameworks, staff can identify need early, monitor progress carefully and respond rapidly when barriers emerge. Assessment is used not simply to measure attainment but to drive meaningful provision and improve outcomes for all learners.

What this means for New Paddock Wood children and families

- Every child's progress will be recognised and celebrated.
- Assessment will help staff identify needs early and respond quickly.
- Success will be measured from individual starting points as well as against national expectations.
- No child will become invisible because their pathway differs from others.

C1.9 Building Inclusive Expertise in Every Classroom

Compass Eko Trust recognises that sustainable inclusion depends upon skilled and confident staff. Through trust-wide professional development, specialist coaching, collaborative networks and leadership development programmes, we have built a workforce capable of meeting an increasingly diverse range of needs.

As set out in the SEND Code of Practice, every teacher will be a teacher of SEND and every leader a leader of SDEND

Staff benefit from direct access to specialist teachers, therapists and experienced inclusion leaders, enabling expertise to be shared across schools. This approach has contributed to strong outcomes, positive staff retention, and nationally recognised inclusive practice.

What this means for New Paddock Wood children and families

- Staff will continually develop their expertise in meeting diverse needs.
- Teachers will have access to specialist coaching and support.

- Families will see consistent, high-quality practice across the school.
- The school will retain and grow a workforce capable of meeting increasingly complex needs.

C1.10 Early Intervention, Outreach and a Graduated Response

Compass Eko Trust has extensive experience of delivering early intervention and graduated support through universal, targeted, and specialist provision. Alongside our work within trust schools, we actively contribute to wider inclusion efforts through outreach support to local specialist provisions, helping other schools build capacity and strengthen inclusive practice. This system leadership role demonstrates our commitment not only to improving outcomes for Compass pupils but to supporting inclusive education across the wider sector. The proposed school will benefit from these established systems, ensuring that children's needs are identified early, addressed effectively, and supported through evidence-informed approaches.

What this means for New Paddock Wood children and families

- Emerging needs will be identified and addressed early.
- Children will receive the right support at the right time and in the right place.
- Families will not have to wait for needs to escalate before receiving help.
- The school will work collaboratively with external partners to secure the best outcomes for children.

C1.11 Co-production with Families and Community Partnership

Strong partnerships with families sit at the heart of Compass Eko Trust's inclusive approach. Parents and carers are recognised as experts in their children and are actively involved in decision-making, planning and evaluation. The strength of these relationships was recognised by the DfE's Inclusion in Practice project, which spotlighted our deep collaboration with families and communities as a defining feature of its success. The new school will build upon this established practice, creating a culture of trust, transparency and shared responsibility whilst acting as a community hub that supports children and families to thrive.

Particular attention will be given to Children in Care and Previously Looked After Children through enhanced transition arrangements, designated leadership, close multi-agency working and personalised support to ensure they achieve strongly and participate fully in school life.

What this means for New Paddock Wood children and families

- Families will be genuine partners in decision-making.
- Parents and carers will be listened to, informed, and involved.
- The school will become a hub for the growing Paddock Wood community.

- Children will benefit from consistent support between home, school and wider services.

C1.12 Summary

For Compass Eko Trust, inclusion is not a separate strategy; it is the organising principle of the school. Through ambitious teaching, integrated specialist support, strong family partnerships and early intervention, New Paddock Wood Primary School will be a place where every child is known, valued and supported to achieve. In doing so, the school will help realise Kent's vision that children can access excellent education, support and opportunity within their own community.

C2. 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

Total Word Count 3,500 words

C2. CURRICULUM & TEACHING

C2.1 Our Vision for Curriculum and Learning

At New Paddock Wood Primary School, we believe education is a powerful vehicle for social mobility, personal fulfilment, and community transformation. Our curriculum has therefore been designed to ensure that every child, regardless of background, starting point or circumstance, develops the knowledge, skills, character and confidence needed to thrive in secondary education and beyond.

Rooted in Compass Eko Trust's mission of All Achieving, Without Exception, the curriculum reflects our conviction that current barriers should never limit future possibilities. Knowledge is a right, not a privilege, and every child deserves ambitious learning, rich experiences and high expectations that broaden horizons and raise aspirations.

The school will adopt the Compass Eko Curriculum Framework, developed and refined across our family of schools, combining the benefits of a proven model with meaningful adaptation to the context of New Paddock Wood. It ensures children become confident readers, capable mathematicians, articulate communicators, thoughtful citizens and resilient learners.

Our ambition extends beyond statutory outcomes. We want pupils to develop a lifelong love of learning, a strong sense of identity and belonging, and the confidence to pursue ambitious futures, leaving New Paddock Wood Primary School fully prepared for secondary education and beyond.

<u>What this means for New Paddock Wood children and families</u>

- Every child will access a rich and ambitious curriculum.
- Learning will build systematically from Nursery to Year 6.
- High expectations will apply to all pupils.
- Academic excellence and personal development will be given equal importance.

- Children will leave primary school ready to thrive in the next stage of their education and future lives.

C2.2 The Compass Eko Curriculum: Place, Voice and Future

The Compass Eko Curriculum is built around three interconnected concepts: Place, Voice and Future.

Place helps children understand themselves, their communities and the world around them, developing a strong sense of identity, belonging and responsibility. Pupils learn about the history, geography and culture of their local area alongside wider national and global contexts.

Voice reflects our commitment to language, communication and self-expression. The ability to communicate clearly, think critically, and express ideas confidently, opens doors throughout life, so reading, vocabulary, discussion, debate, performance and writing are woven throughout the curriculum.

Future prepares pupils for the opportunities and challenges of the modern world. Sustainability, citizenship, digital literacy, creativity, enterprise and problem-solving are embedded across the curriculum, ensuring children understand both their potential and their responsibilities as future members of society.

Together, these principles create a curriculum that is academically ambitious whilst remaining relevant, engaging and meaningful for the children we serve.

<u>What this means for New Paddock Wood children and families</u>

- Children will develop a strong sense of identity and belonging.
- Communication and language development will be prioritised.
- Pupils will understand their role within both local and global communities.
- Learning will prepare children for future education, employment and citizenship.

C2.3 A Knowledge-Rich Curriculum for All

The Compass Eko Curriculum is founded on the principle that knowledge matters: it provides the foundation for future learning and enables children to engage meaningfully with the world. The curriculum is designed so that pupils know more, remember more, and apply their learning with increasing confidence and sophistication.

Learning is carefully sequenced so that important concepts, knowledge and vocabulary are introduced progressively and revisited over time. Through retrieval practice, meaningful application and purposeful connections between subjects, children strengthen prior learning and secure knowledge within long-term memory.

The curriculum combines substantive knowledge, what pupils need to know, with disciplinary knowledge, how experts think, investigate and create within different subjects. Children therefore learn not only historical facts, scientific concepts or mathematical procedures, but

also how historians, scientists, mathematicians, artists, and geographers generate and evaluate knowledge.

This approach is essential to equity. By making essential knowledge explicit and accessible to all learners, we remove barriers to achievement and ensure that ambition is not determined by circumstance.

The allocation of the 25 hours timetabled teaching will be broadly as set out in the table below.

Subject	KS1 hours per week	KS2 hours per week
English *(Reading and Writing then Phonics in KS1 and Spelling, Grammar & Punctuation in KS2)*	9.5	9.5
Maths	5	5
Science	2	2
Computing	1	1
PSHE	1	1
Computing	1	1
PE	2	2
Music	1	1
Religious Education	1	1
History/Geography *(Rotate termly)*	1	1
Art, Design & Technology *(Rotate termly)*	1	1
Modern Foreign Language	0.5	0.5

The EYFS curriculum will broadly follow this pattern

- Daily phonics (15-30 mins)
- Daily maths (15-30 mins)
- Continuous provision for 2-3 hours across the day
- Daily story and language sessions
- 1-2 PE sessions per week
- Outdoor learning every day
- Wider curriculum experiences woven through provision rather than taught as separate lessons.

What this means for New Paddock Wood children and families

- Knowledge and understanding will build systematically over time from the EYFS to Y6.
- Learning will be planned to be remembered and applied.
- Vocabulary development will be prioritised across all subjects.
- Every child will have access to powerful knowledge and ambitious learning.

C2.4 How Learning Builds Over Time

The Compass Eko Curriculum is designed as a coherent learning journey from Nursery to Year 6. Progression is carefully planned within every subject so that knowledge, vocabulary, concepts and disciplinary understanding become increasingly sophisticated over time.

The examples below illustrate how the curriculum develops from foundational understanding towards deeper analysis, reasoning and independent application.

Mathematics

Year 1	Year 4	Year 6
Pupils develop secure understanding of place value within 100 and solve simple addition and subtraction problems.	Pupils apply place value within 10,000, use all four operations fluently and explain their mathematical reasoning.	Pupils work confidently with numbers to 10 million, fractions, ratio and algebraic thinking, solving complex multi-step problems and justifying solutions.

English

Year 1	Year 4	Year 6
Pupils decode fluently, compose simple coherent sentences, and discuss stories using increasingly precise vocabulary.	Pupils read increasingly complex texts, write for a range of purposes, and begin manipulating language consciously for effect.	Pupils analyse sophisticated texts, write with authority for different audiences and purposes and select language and structure independently and effectively.

Science

Year 1	Year 4	Year 6
Pupils observe and classify plants, animals and	Pupils explain scientific phenomena, make	Pupils evaluate investigations, analyse evidence critically, and

materials through first-hand experiences.	predictions and carry out fair tests.	apply scientific knowledge across different areas of study.

History

Year 1	Year 4	Year 6
Pupils understand chronology through living memory and significant people and events.	Pupils study developments across British and world history, and use evidence to answer historical questions.	Pupils evaluate sources critically, explore causation and consequence and construct informed historical arguments.

These examples are illustrative only. Detailed progression frameworks exist for every curriculum subject, ensuring that learning builds systematically from Nursery through to Year 6 and that pupils are increasingly able to think deeply, reason critically, and apply knowledge independently.

What this means for New Paddock Wood children and families

- Learning is planned as a coherent educational journey.
- Knowledge and skills build progressively over time.
- Pupils develop increasing independence and depth of understanding.
- Children leave primary school exceptionally well prepared for secondary education.

C2.5 Designed Around the Needs of New Paddock Wood Pupils

Paddock Wood is a growing community experiencing significant housing development and demographic change. The school will serve both established and newly arriving families from a broad range of backgrounds and starting points.

Our curriculum therefore reflects Compass Eko's commitment to equity, inclusion and social justice. All children deserve the same ambitious curriculum, regardless of circumstance, so it deliberately broadens horizons, develops cultural capital, and provides experiences that help pupils see beyond their immediate surroundings whilst valuing the community in which they live.

Through local studies, environmental projects, community engagement, and exploration of Paddock Wood's history, geography and economic development, pupils will develop a strong sense of place and belonging, while wider national and global themes help them understand their role in an interconnected world.

What this means for New Paddock Wood children and families

- Learning will reflect both local identity and global citizenship.
- Every child will access ambitious learning regardless of background.

- The curriculum will broaden horizons and raise aspirations.
- Children will develop pride in their community and confidence in their future.

C2.6 Reading, Language and Communication at the Heart of Learning

Reading is the gateway to all learning and sits at the heart of the curriculum.

From the earliest stages of education, pupils will experience a systematic and highly effective approach to reading. Through Little Wandle Letters and Sounds Revised, carefully matched reading practice and high-quality teaching, children will develop the decoding, fluency and comprehension skills required for future success.

Reading extends beyond phonics. Pupils will engage with a rich and diverse range of high-quality texts that build knowledge, broaden vocabulary and stimulate curiosity, and reading for pleasure will be promoted through classroom libraries, shared reading, author studies and carefully curated literature.

Language development is equally important. Vocabulary instruction, structured discussion, storytelling, presentation and debate will be embedded across the curriculum. These opportunities help pupils become articulate communicators who can explain, reason and express themselves confidently.

We recognise that strong language skills underpin success in every curriculum area. Developing oracy, communication and vocabulary is therefore a responsibility shared by all staff and all subjects.

<u>What this means for New Paddock Wood children and families</u>

- Children will learn to read quickly and confidently.
- Reading will unlock success across the curriculum.
- Vocabulary and communication skills will develop systematically.
- A culture of reading for pleasure will be established across the school.

C2.7 Excellence in Mathematics

Mathematics will be taught through a mastery approach consistent with Compass Eko Trust practice.

Our aim is for every pupil to develop deep conceptual understanding, procedural fluency and the ability to apply mathematical knowledge in a wide range of contexts. Learning is carefully sequenced to secure understanding before moving towards greater complexity.

Teachers will use concrete, pictorial and abstract representations, to support understanding and ensure all pupils can access ambitious mathematical content. Reasoning and problem-solving are integrated throughout learning, enabling children to explain, justify and refine their thinking.

High expectations will apply to all pupils. Additional support will be provided where required, whilst pupils ready for greater challenge will be encouraged to think more deeply and apply learning in increasingly sophisticated ways.

What this means for New Paddock Wood children and families

- Children will become confident and capable mathematicians.
- Understanding will be prioritised alongside fluency.
- Pupils will learn to reason, explain and solve problems.
- All learners will be challenged appropriately.

C2.8 Delivering the Curriculum Successfully

A carefully designed curriculum alone does not guarantee success. The quality of implementation is critical.

Unlike a stand-alone school, New Paddock Wood Primary School will open with immediate access to Compass Eko Trust's established curriculum expertise, subject leadership networks, assessment systems, progression frameworks and professional development programmes.

Teachers will benefit from high-quality induction, ongoing training, instructional coaching and collaborative planning. Subject leaders across the Trust work together to review curriculum content, evaluate outcomes, moderate standards and share best practice, so that innovations developed in one school benefit pupils across the Trust.

Implementation will be routinely evaluated through lesson visits, work scrutiny, pupil voice, assessment information and curriculum reviews, ensuring curriculum intentions translate consistently into high-quality classroom practice.

What this means for New Paddock Wood children and families

- Children will benefit from a proven curriculum from day one.
- Teaching quality will be consistently high.
- Staff will have access to extensive Trust expertise and support.
- Curriculum quality will remain strong as the school grows.

C2.9 Specialist Resource Provision and Inclusive Practice

As outlined in Section C1.5, inclusion is fundamental to how we educate, not an addition to it. The Specialist Resource Provision (SRP) will operate as an integral part of the school community rather than as a separate provision.

The SRP will provide specialist support for pupils with speech, language and communication needs (supporting pupils with a diagnosis of ASD) whilst maintaining high aspirations and full participation in school life. Pupils attending the provision will be valued members of their

year groups and mainstream classes, accessing the Compass Curriculum alongside their peers wherever appropriate.

The curriculum, staffing model, and physical environment have been designed from the outset to support inclusion. Specialist interventions, targeted teaching and therapeutic support will be planned around curriculum learning, so that pupils remain connected to their classmates and wider school community.

Each child will receive a personalised blend of specialist provision and mainstream experience that evolves as they develop confidence, communication skills, independence and readiness for greater participation in mainstream learning.

Specialist expertise will not be confined to the provision itself. Mainstream and specialist staff will plan together, share expertise and remove barriers to participation, building a school-wide culture in which all staff understand how to support communication, language development and diverse learning needs.

Expertise in speech, language and communication, adaptive teaching and sensory regulation will strengthen teaching across the whole school, creating an environment that celebrates difference, promotes understanding, and enables success for all pupils.

What this means for New Paddock Wood children and families

- Pupils attending the SRP will be fully included within school life.
- Specialist support will enhance rather than replace access to an ambitious curriculum.
- Children will learn alongside peers whenever appropriate.
- Expertise developed through the SRP will benefit the whole school community.
- Every child will experience both achievement and belonging.
- Families will be confident that inclusion and excellence are pursued together

C2.10 Pastoral Care, Inclusion and Readiness to Learn

Children achieve best when they feel safe, valued and connected. Academic success and personal wellbeing are inseparable.

Our pastoral approach treats attendance, wellbeing, behaviour, safeguarding and inclusion collectively as essential foundations for learning, so that every child develops the confidence, resilience and sense of belonging needed to achieve their potential.

Pastoral support will be proactive rather than reactive. Staff will work closely with children and families to identify barriers early and provide timely support, while strong relationships, clear expectations and consistent routines create a calm, purposeful and inclusive environment.

Pastoral care will integrate safeguarding, attendance, wellbeing and family support, with particular attention to vulnerable and disadvantaged pupils and to families facing challenges that may affect education, attendance or engagement.

We recognise that families are children's first educators and essential partners in school life. Strong, trusting relationships with parents and carers will therefore be central to our work.

What this means for New Paddock Wood children and families

- Every child will be known, valued and supported.
- Barriers to learning will be identified and addressed early.
- Attendance, wellbeing and achievement will be promoted together.
- Families will be active partners in their children's education.
- Children will develop confidence, resilience and positive learning behaviours.

C2.11 Safeguarding and Creating a Safe Culture for Learning

At New Paddock Wood Primary School, safeguarding is fundamental to everything we do. Children learn best when they feel safe, valued, respected and protected, so creating a culture of safety, trust and belonging is a prerequisite for learning and essential to our vision of *All Achieving, Without Exception*.

Safeguarding will be embedded throughout school life rather than viewed as a standalone responsibility. Every member of staff will understand their role in protecting children and creating an environment where pupils feel confident to speak and seek help.

Our approach combines rigorous safeguarding systems with strong relationships and a proactive culture of care. Staff will work closely with pupils, families, external agencies and Trust safeguarding professionals to identify concerns early, ensuring that pupils facing additional vulnerabilities remain visible and receive timely support.

Safeguarding education will be woven throughout the curriculum. Age-appropriate learning will develop pupils' understanding of personal safety, healthy relationships, consent, online safety, mental wellbeing and how to seek help, building the knowledge and confidence to navigate an increasingly complex world safely and responsibly.

Pastoral, attendance, and family support structures, will work alongside safeguarding arrangements, and strong relationships and clear communication with families will ensure safeguarding is a shared responsibility across the wider school community.

We believe that safeguarding is not simply about protecting children from harm. It is about creating an environment in which children feel secure enough to take risks in their learning, develop positive relationships and realise their full potential.

What this means for New Paddock Wood children and families

- Children will learn in a safe, nurturing and supportive environment.

- Every child will be known, valued and listened to.
- Staff will identify concerns early and respond quickly.
- Pupils will develop the knowledge and confidence to keep themselves safe.
- Families will benefit from strong partnerships and early support when needed.
- Safeguarding will be embedded in everyday school life and culture.

C2.12 Promoting British Values, Citizenship and Community

At New Paddock Wood Primary School, we want children to become active, responsible and informed members of society who understand the rights, responsibilities and opportunities that come with citizenship in modern Britain.

British Values are woven throughout the curriculum, wider school life and daily interactions rather than taught as a discrete subject. Pupils will develop an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths, beliefs and backgrounds.

These values align closely with Compass Eko Trust's commitment to inclusion, belonging and social responsibility. Through discussion, debate, collaborative learning and participation in democratic processes, pupils will learn that diversity is a strength and how to express their views confidently whilst respecting the perspectives of others.

Pupil leadership, decision-making and community engagement will be embedded throughout school life. School councils, leadership groups, fundraising, environmental projects and community partnerships will give children authentic opportunities to take responsibility and contribute meaningfully.

Through history, geography, religious education, literature, current affairs and personal development learning, children will encounter a wide range of cultures, perspectives and experiences, developing empathy, critical thinking and an appreciation of the diversity of modern Britain.

Reflecting our principles of Place, Voice and Future, promoting British Values is about more than understanding democratic institutions; it develops the pride, confidence and ethical understanding children need to participate positively in society and shape their future.

<u>What this means for New Paddock Wood children and families</u>

- Children will develop respect for themselves and others.
- Pupils will understand their rights and responsibilities as citizens.
- Diversity, inclusion and mutual respect will be celebrated.
- Children will have meaningful opportunities to lead and contribute.
- Pupils will be prepared to participate positively in modern Britain.

- Families will be part of a school community built on shared values, respect and belonging.

C2.13 Personal Development, Enrichment and Wider Opportunities

We want children to leave New Paddock Wood Primary School with more than strong academic outcomes. They should also leave with confidence, character, interests and aspirations.

Enrichment is a matter of equity rather than advantage: every child, regardless of background, should access the experiences that build confidence, cultural capital and aspiration.

Enrichment is therefore an integral part of the curriculum, not an optional addition. Educational visits, outdoor learning, visiting experts, performances, sport, community projects and leadership experiences, will deepen learning and broaden horizons.

The school will offer a growing programme of clubs and activities reflecting pupil interests and community need. Opportunities in sport, music, the arts, STEM, environmental education and pupil leadership will help children discover talents and interests whilst developing teamwork, perseverance and responsibility.

<u>What this means for New Paddock Wood children and families</u>

- Children will enjoy a rich range of experiences.
- Wider opportunities will help build confidence and aspiration.
- Personal development will be given equal importance to academic achievement.
- Pupils will develop the knowledge, skills and values needed to contribute positively to society.

C2.14 Delivering A Broad, Balanced and Deliverable Curriculum

The curriculum fulfils all National Curriculum requirements whilst providing a rich and balanced educational experience.

Subjects taught will include English, Mathematics, Science, Computing, History, Geography, Religious Education, Art and Design, Design Technology, Music, Physical Education, PSHE, Relationships Education and Modern Foreign Languages in Key Stage 2.

The curriculum is ambitious but fully deliverable. As part of Compass Eko Trust, the school will have immediate access to high-quality resources, subject expertise, assessment frameworks, curriculum leadership and professional learning, ensuring ambition is matched by capacity from the outset.

C2.15 Indicative School Day

The school day has been designed to maximise learning time, support pupil wellbeing and protect time for reading, writing and mathematics alongside science, humanities, the arts, sport, personal development and enrichment.

Consistent routines and carefully planned transitions will support readiness to learn and a calm, purposeful environment, while breakfast provision, enrichment activities and wraparound care will support working families.

Indicative School Day

Time	Activity
8:00am	Breakfast Club opens
8:45am	School gates open
8:55am	Registration and morning welcome
9:00am	Core curriculum teaching and learning
10:30am	Morning break
10:45am	Core curriculum teaching and learning
12:00pm	Lunch
1:00pm	Afternoon wider curriculum learning
2:45pm	Assembly / Personal Development / Reading
3:15pm	End of school day
3:15pm-6:00pm	Clubs and wraparound provision

The school will provide a teaching week exceeding the minimum expectation for maintained primary schools and academies, ensuring pupils receive a rich educational entitlement alongside opportunities for wider development.

What this means for New Paddock Wood children and families

- Children will benefit from a well-structured school day that maximises learning.
- Sufficient curriculum time will be protected for all subjects.
- Consistent routines will support behaviour, wellbeing and readiness to learn.
- Wraparound provision will support working families.
- Pupils will be able to access a wide range of enrichment opportunities beyond the core curriculum.

C2.16 Summary

The curriculum at New Paddock Wood Primary School will combine the strength of a proven Compass Eko framework with the flexibility to respond to local need. It will be ambitious without being exclusive, inclusive without compromising standards, and innovative whilst remaining firmly grounded in evidence.

Through exceptional teaching, strong pastoral support, rich curriculum experiences and a relentless focus on knowledge, language and opportunity, every child will be supported to achieve highly and develop a genuine sense of belonging, leaving as a successful learner, confident individual and responsible citizen.

In this way, New Paddock Wood Primary School will deliver Compass Eko Trust's commitment to All Achieving, Without Exception, ensuring every child is equipped to flourish academically, contribute positively to society and pursue an ambitious future.

C3. Measuring performance

The proposal should set out plans for how key metrics will be determined, assessed and communicated. Max 2,000 words. Word count 1,986

C3. Measuring Progress

C3.1 Our Vision for Measuring Progress

At New Paddock Wood Primary School, assessment will exist for one purpose: improving outcomes for children. We believe that effective assessment is inseparable from excellent teaching and should help teachers understand what pupils know, what they remember and what needs to happen next. Assessment is not an end in itself; it is a tool that enables ambitious teaching, timely intervention, and continuous curriculum improvement.

Our ambition is that every pupil leaves New Paddock Wood Primary School genuinely secondary ready. This means pupils will develop strong communication skills, both orally and in writing, engage deeply with high-quality literature and apply mathematical reasoning confidently to solve increasingly complex problems. Assessment will help ensure that every child acquires the knowledge, skills and learning behaviours needed to flourish in the next stage of their education.

We are committed to ensuring that every pupil, regardless of starting point, background or need, makes strong progress through a broad, knowledge-rich curriculum and achieves highly. To achieve this, we will combine day-to-day formative assessment, robust summative assessment, national benchmarking and rigorous moderation to create a complete and reliable picture of pupil achievement.

Assessment will support high expectations for all. It will help identify pupils who require additional support, ensure that pupils capable of greater depth are stretched appropriately and provide leaders with the information required to evaluate the impact of teaching, intervention and curriculum design.

Measure	Target	National Average
Good Level of Development (GLD)	>78%	63%
Year 1 Phonics Screening Check	>88%	82%
Year 4 Multiplication Tables Check	>92% (23/25)	85.2 (21.6/25)
Key Stage 2 Reading	>80%	74%
Key Stage 2 Mathematics	>80%	73%
Key Stage 2 Reading, Writing and Mathematics Combined	>78%	63%
Disadvantaged pupil outcomes	>70%	49%
Attendance	>96.5%	94.7%
Persistent absence	<10%	13.9%

What this means for New Paddock Wood children and families

- Every child will be known as an individual learner.
- Assessment will support learning rather than simply measure it.
- Teachers will identify barriers early and respond quickly.
- Parents will receive clear and meaningful information about achievement and progress.
- High expectations will be maintained for all pupils, including disadvantaged pupils and those with SEND.

C3.2 A Curriculum-Led Approach to Assessment

Compass Eko Trust believes that the curriculum is the progression model. Pupils are assessed against what has been taught because the curriculum defines what should be learned and the sequence in which learning should be secured. We do not assess pupils against arbitrary predictions or performance measures. Instead, assessment focuses on the knowledge, skills and concepts pupils have encountered and whether that learning has been retained and can be applied independently.

This approach is particularly important in a new school where cohorts will grow rapidly and pupil mobility may occur. Focusing on curriculum progression, rather than attainment measures alone, gives teachers an accurate understanding of what pupils know, where misconceptions exist, and what support is required.

Through carefully sequenced curriculum frameworks and common trust assessment processes, leaders are able to evaluate progress consistently from Nursery through to Year 6 whilst maintaining a strong focus on individual starting points.

What this means for New Paddock Wood children and families

- Assessment will be directly linked to what children have been taught.
- Progress will be measured fairly and accurately.
- Learning gaps will be identified before they become barriers.
- The curriculum will remain ambitious whilst responding to pupils' needs.

C3.3 Understanding Starting Points

From entry into Nursery and Reception, and whenever pupils join the school at other points, baseline assessment will be used to establish an accurate picture of pupils' prior knowledge, skills, understanding and needs.

Alongside the statutory Reception Baseline Assessment, teachers will gather information from families, previous settings, and direct assessment activities, to develop a comprehensive understanding of each child. These starting points will enable staff to identify strengths, anticipate barriers, and plan provision that meets pupils' needs from the outset.

Baseline information will provide a clear reference point from which progress can be measured over time and will support benchmarking against outcomes achieved across Compass Eko Trust schools.

What this means for New Paddock Wood children and families

- Children will receive the right support from their first days in school.
- Strengths and barriers to learning will be identified quickly.
- Progress will be measured fairly against individual starting points.
- Families will be recognised as important partners in understanding their child's needs.

C3.4 Assessment for Learning: Responsive Teaching Every Day

The most important assessment in the school will take place during lessons. Teachers will use skilled questioning, retrieval practice, observation, discussion, live feedback and low-stakes assessment activities to understand learning in real time and adapt teaching accordingly.

Assessment information will be used to shape adaptive teaching, personalised support and informed adjustments to curriculum delivery. Teachers will continually evaluate what pupils know, understand and remember, adapting explanations, resources and levels of challenge to ensure all pupils can access learning successfully.

Formative assessment will be an integral element of lesson design rather than a separate process, and teachers will be trained accordingly.

Children will understand what successful learning looks like through clear learning objectives, success criteria and regular feedback. As they progress through the school, pupils will increasingly reflect on their own learning, evaluate their strengths, and identify the next steps needed to improve. This will help them become confident, independent and resilient learners.

What this means for New Paddock Wood children and families

- Difficulties will be identified and addressed immediately.
- Learning will be adapted quickly when pupils need additional support.
- Pupils will understand what success looks like and how to improve.
- Teachers will spend more time responding to learning and less time collecting unnecessary data.

C3.5 Measuring Success Against National Standards

Alongside day-to-day assessment, the school will implement Compass Eko Trust's established assessment cycle. Three trust-wide assessment points each year will provide structured opportunities for reviewing attainment, evaluating progress and identifying pupils requiring additional challenge or intervention.

The school will participate fully in all statutory assessment arrangements, including:

- Reception Baseline Assessment.
- Early Years Foundation Stage Profile and Good Level of Development.
- Year 1 Phonics Screening Check.
- Year 4 Multiplication Tables Check.
- Key Stage 2 National Curriculum Assessments.
- Statutory teacher assessment requirements.

Teacher assessments will be supported by nationally standardised assessments and external benchmarking tools that enable leaders to evaluate performance against national expectations.

The school will evaluate success using both internal and external measures. These will include pupil attainment and progress across the curriculum, statutory assessment outcomes, attendance, persistent absence, inclusion measures and the outcomes of disadvantaged pupils and pupils with SEND.

Compass Eko Trust's expectation is that outcomes at New Paddock Wood Primary School will exceed national averages across statutory measures whilst maintaining a relentless focus on inclusion, equity and achievement for all groups of pupils.

What this means for New Paddock Wood children and families

- Success will be measured against recognised national benchmarks.
- Parents can be confident that achievement is evaluated accurately.
- Performance information will be transparent and accountable.
- All groups of pupils will remain visible within school improvement planning.

C3.6 Measuring Progress for Every Learner

Compass Eko Trust is committed to ensuring every learner remains visible within the assessment process. While statutory assessments provide important information, success cannot be reduced to a single score or test outcome.

For pupils working below age-related expectations, assessment will focus on the knowledge and skills most important for future progress. Pupils with SEND will have progress tracked through personalised assessment pathways and, where appropriate, EHCP outcomes and specialist assessment tools. Pupils attending the Specialist Resource Provision will be assessed in ways that recognise both curriculum achievement and individual developmental progress.

Disadvantaged pupils will be monitored carefully to ensure barriers to learning are identified and addressed. Higher attaining pupils will also be tracked closely so that challenge remains appropriate and opportunities for deeper learning are secured.

Assessment information will be analysed systematically to identify strengths, emerging gaps and trends for individual pupils, classes and key groups. Leaders will use this information to deploy resources effectively, plan interventions, and evaluate the impact of teaching and curriculum implementation.

Pupil progress meetings will focus on understanding individual pupils, identifying barriers and agreeing actions that improve outcomes.

What this means for New Paddock Wood children and families

- Every child's achievements will be recognised and valued.
- Pupils with SEND will have meaningful measures of success.
- Disadvantaged pupils will be monitored carefully to prevent gaps emerging.
- More able pupils will receive appropriate challenge.
- Decisions about support and intervention will be based on evidence.

C3.7 Setting Ambitious Targets

We will establish a culture of ambition from the moment the school opens. Targets will be informed by baseline information, cohort characteristics, national expectations and Compass Eko Trust's track record of high performance.

Rather than relying on arbitrary predictions, leaders will use assessment information diagnostically to identify what pupils need to learn next and what support may be required to accelerate progress. Individual, class and whole-school targets will therefore focus on both attainment and curriculum progression.

Targets will reflect the trust’s record of high achievement whilst recognising the context of a growing new school, ensuring ambition remains high for individuals, groups and cohorts regardless of starting points.

Progress towards key outcomes will be monitored regularly, including:

- Good Level of Development.
- Phonics Screening outcomes.
- Multiplication Tables Check outcomes.
- Expected standard and greater depth attainment.
- Key Stage 2 outcomes.
- Attendance and persistent absence.
- Outcomes for disadvantaged pupils.
- Outcomes for pupils with SEND.
- Closing identified attainment gaps.

Because Compass Eko operates a common assessment framework across its schools, leaders will be able to benchmark performance internally and rapidly identify effective practice that can be replicated across the school.

What this means for New Paddock Wood children and families

- Targets will be ambitious, realistic and evidence-based.
- Progress will be reviewed regularly rather than retrospectively.
- Support will be provided quickly when progress slows.
- Proven trust-wide practice will benefit pupils from the school's opening.

C3.8 Professional Accountability, Moderation and Quality Assurance

The reliability of assessment is critically important. Trust-wide moderation, common assessment descriptors, shared assessment systems, standardised assessments and professional collaboration ensure that assessment judgements are accurate, consistent and reliable.

Teachers will participate in regular moderation activities both within the school and across the trust. Writing moderation, curriculum reviews and collaborative professional development will strengthen assessment expertise and promote consistency.

Leaders will triangulate teacher assessment with classroom evidence, pupils' work, curriculum monitoring and standardised assessment outcomes. This provides a robust evidence base for evaluating progress and school performance.

Following each assessment cycle, leaders and teachers will participate in pupil progress meetings focused on understanding the story behind the data, identifying barriers and agreeing precise actions to improve outcomes. Assessment information will therefore directly influence intervention, curriculum refinement and professional development.

Feedback will be timely, precise and actionable, keeping assessment closely connected to improving learning rather than simply recording performance.

What this means for New Paddock Wood children and families

- Assessment judgements will be accurate and trustworthy.
- Decisions will be based on a wide range of evidence rather than test scores alone.
- Staff will work collaboratively to support every learner.
- Assessment information will always result in purposeful action.

C3.9 Working in Partnership with Parents

Parents are essential partners in their children's education. The school will ensure that assessment information is communicated clearly, regularly and accessibly.

Families will receive information about attainment, progress and next steps through consultation meetings, written reports, and ongoing communication. We will avoid unnecessary technical language and instead focus on helping parents understand how well their child is doing, what they are learning next and how they can support learning at home.

Reports will meet all statutory requirements whilst reflecting the school's commitment to meaningful communication rather than data alone.

What this means for New Paddock Wood children and families

- Parents will understand how well their child is progressing.
- Communication will focus on learning and development rather than labels.
- Families will know how they can support achievement at home.
- School and home will work together to help every child succeed.

Summary

For Compass Eko Trust, effective assessment is not about collecting data; it is about improving learning. Through curriculum-led assessment, responsive teaching, robust moderation, national benchmarking, ambitious target-setting and strong partnerships with families, New Paddock Wood Primary School will ensure that every child's progress is visible, understood and acted upon. The result will be a school where high expectations, accurate assessment and timely support combine to deliver exceptional outcomes for all children, without exception.

C4. 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. Word Count 1,680

C4.1 Our Vision for Staffing, Leadership and Professional Growth

Within Compass Eko Trust, we recognise that great schools are built by great people. The quality of education that children receive is determined by the expertise, commitment and collaboration of the adults who teach, support and lead them. Our staffing model has therefore been designed around a simple principle: to secure the highest possible outcomes for pupils through excellent teaching, strong leadership and sustainable deployment of resources. This reflects Compass Eko Trust's belief that investing in colleagues is inseparable from improving outcomes for children and that when our people grow, our children thrive.

The proposed staffing structure has been carefully developed to deliver the full planned curriculum, meet the needs of an expanding school community and remain financially sustainable within anticipated funding levels. As the school grows, staffing will be introduced in a phased and deliberate manner, ensuring capacity is aligned to pupil numbers whilst

protecting the quality of teaching, leadership and inclusion from the outset. This creates a model that is both educationally ambitious and financially responsible.

Consistent with the Compass Eko Trust strategy, we believe that every member of staff should feel that they belong, are valued, and are able to thrive professionally. Our workforce will be part of both the New Paddock Wood school community and the wider Compass Eko family, benefiting from the collective expertise, professional development opportunities and support structures available across one of the country's leading primary and SEND trusts. This enables us to attract, develop, and retain talented staff whilst ensuring that no school operates in isolation.

High-quality teaching will be secured through rigorous recruitment, a strong induction programme, evidence-informed professional development, and a culture of collaboration and continuous improvement. Teachers will have access to high-quality trust-wide curriculum resources, shared professional learning and subject expertise, reducing unnecessary workload and allowing them to focus on what matters most: delivering exceptional learning experiences for children. The school will benefit from the Trust's commitment to making collective expertise the norm through shared curriculum development, professional networks, and collaborative practice across schools.

Performance management will be developmental, evidence-based and firmly focused on improving outcomes for pupils. All colleagues will receive regular professional feedback, coaching and support, alongside clear expectations aligned to the school's priorities and Compass Eko's values of excellence, inclusion, kindness and integrity. Professional growth will not be confined to annual appraisal processes; it will be embedded through ongoing coaching, instructional development, peer collaboration and leadership development pathways. We will foster a culture where colleagues are supported to reflect honestly on their practice, celebrate progress, and continually refine their expertise.

In line with the Trust's five-year strategy, particular emphasis will be placed on staff wellbeing, workload management and career development. We believe that sustainable workloads, professional trust and meaningful opportunities for progression are essential to retaining high-quality staff and ensuring long-term school success. Staff will benefit from clear development pathways, access to Trust-wide CPD, leadership programmes and specialist expertise, enabling them to build rewarding careers within Compass Eko Trust. Our aim is to create a school where exceptional people choose to join, are proud to belong and are able to remain and grow throughout their careers.

Our staffing model also reflects the Trust's commitment to equity and inclusion. Expertise and resources will be deployed where they have the greatest impact on pupils, particularly for disadvantaged children, pupils with SEND and those facing barriers to learning. The school's leadership team will work closely with Trust specialists to ensure that high-quality inclusive practice is embedded from the outset and that every child receives the support and opportunity they need to succeed.

What this means for New Paddock Wood children and families

- Children will be taught by highly skilled staff who benefit from the expertise of a large and successful trust.
- The staffing structure will grow sustainably as the school expands, ensuring resources remain focused on pupils.
- Teachers and support staff will receive high-quality professional development, coaching and leadership support.
- Staff wellbeing and workload will be prioritised, helping us attract and retain talented colleagues.
- Performance management will focus on continual improvement and improved outcomes for children.
- Specialist expertise will be available to support inclusive practice and meet the needs of all learners.
- Families can be confident that the school will combine educational excellence with strong financial stewardship and long-term sustainability.

Together, these approaches will ensure that New Paddock Wood Primary School develops a highly skilled, motivated and stable workforce capable of delivering Compass Eko Trust's ambition of **all achieving, without exception**.

C4.2 Staff Planning

Staff planning has been carefully phased to ensure:

- Front-loaded leadership capacity and expertise to run a high-performing school from Day 1
- EYFS middle leadership established from day 1 to lead and develop main-scale teacher and teaching support staff
- KS1 and KS2 middle leadership appointed to lead of those stages.
- SRP leadership appointed in Year 3 to establish SRP and then leads its growth
- Appropriate number of adults in EYFS, KS1 and the SRP
- Front-loaded business & operations capacity and expertise to enable school leaders to focus on quality of educational provision and sustainable school growth

C4.3 Leadership

The Headteacher of Alderwood Primary School will be appointed as **Executive Headteacher** of New Paddock Primary School, drawing upon their expertise of running a high-performing, inclusive primary school that operates an ASD resource provision that is fully integrated within the school. They will commence their role from the date that the Trust is commissioned to run the school and set aside 0.4FTE.

They will appoint the **Head of School** through the Trust's robust recruitment processes, who will start no later than January 2028. The two leaders will then recruit and appoint the remaining staff shown in the Year 1 staffing structure shown below. The aim would be to appoint an individual with strong expertise in both KS1 and KS2.

The Head of School will not be timetabled to teach but they will be able to provide PPA and CPD cover as needed.

The Executive Headteacher will be supported by one of the three (3) Trust Directors of Schools.

C4.4 Middle leadership

A **EYFS lead** will be appointed to establish the Nursery and Reception from day 1 and lead the induction and development of the teachers and teaching support staff. They will be upper pay scale with demonstrable EYFS expertise and track record of high-quality provision.

In advance of Year 3 when the SRP is due to open for 4 pupils, an **SRP lead** will be appointed, with a track record of leading SEN provision for pupils with ASD and/or SLCN.

In advance of Year 5, when there will be three (3) KS2 classes including, a **KS2 lead** will be appointed to teach the mixed Year 5/6 class where some pupils will be taking the national statutory tests.

Initially, the **SENCO** will be seconded from one of the Trust's other schools working closely with the Head of School for 0.2 FTE. The capacity will be increased to 0.5FTE in Year 2 to manage the transition of the first pupils with ASD/SLCN into the SRP in Year 3. This is likely to be an internal appointment to cover two schools.

C4.5 Teachers

It is important that **teachers** have sufficient experience, confidence to work in a new school where they will have responsibility to develop schemes of work, curriculum resources and lesson plans. They will be able to draw upon the Trust's other teachers and teaching, learning and curriculum resources. Their enthusiasm and commitment to school will be important in engaging parents choosing a new school. So, it is unlikely that ECTs will appropriate during the first few years and budgets have been based on M3 upwards.

As the school increases by one class each year, further teachers will be appointed.

C4.6 Teaching support staff

Two Higher Level Teaching Assistants **(HLTAs)** will be appointed for September 2028, having a good track record of having worked in EYFS/KS1. Working together they will lead the EYFS **TAs** and have responsibility for teaching parts of the timetable.

There will be four (4) adults at all times in the Nursery to maintain the ratio of 7 pupils per adults, Similarly, there will be two (2) adults in both the Reception and KS1 class at all times.

As the school expands into KS2 further HLTAs will be recruited to provide targeted support for identified pupils.

The SRP will also need HLTAs and TAs to achieve a ratio of 2 adults per 7 pupils in addition to the SRP lead.

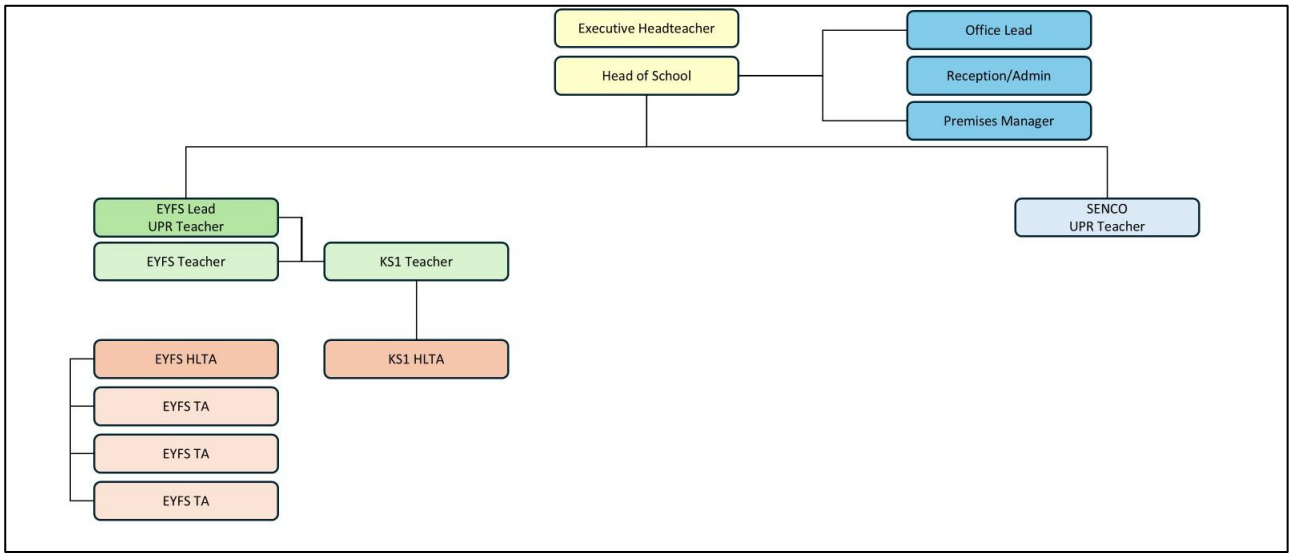
This teaching support will be managed very much as a single, integrated team, with planned moves between classes and SRP combined with strong CPD to deliver consistent, effective inclusion throughout the school.

C4.6 Business & operations staff

Three key roles, **Office Lead, Receptionist/Administrator** and **Premises Manager** will be appointed for day 1, each having the appropriate experience, track record and skills to shape and guide the establishment of a new school. The Office Lead will be 0.5FTE and shared with another school.

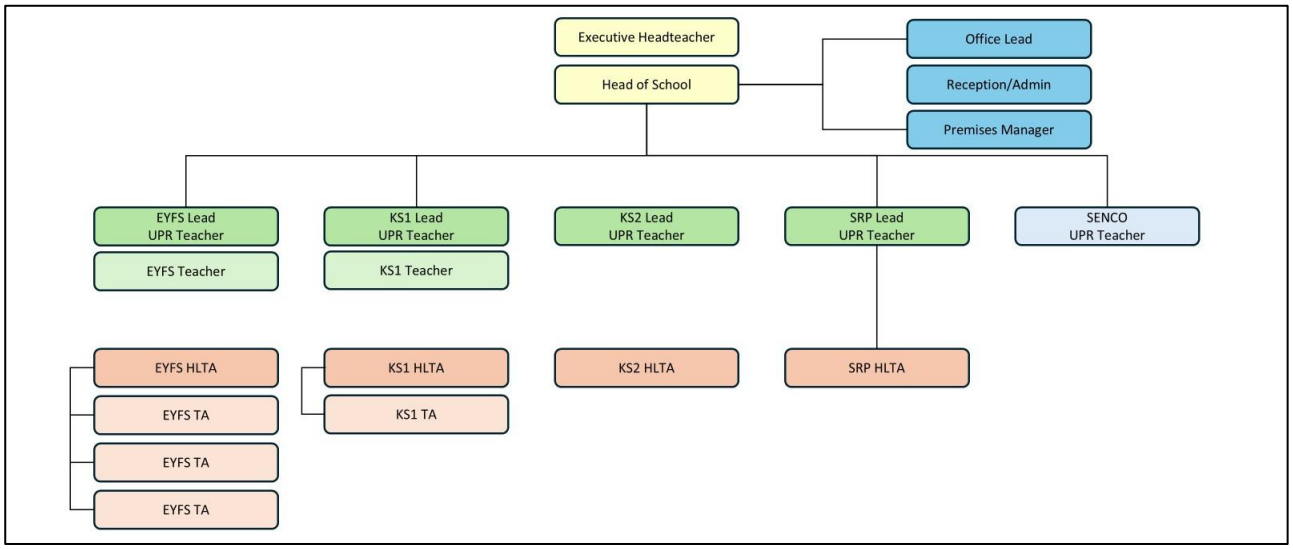
The Trust's centralised finance, technology, estates, operations functions and high-quality and value for money contracted services will be put in place for the school, reducing the workload of business and operations staff.

C4.7 Year 1 staffing structure & headcount



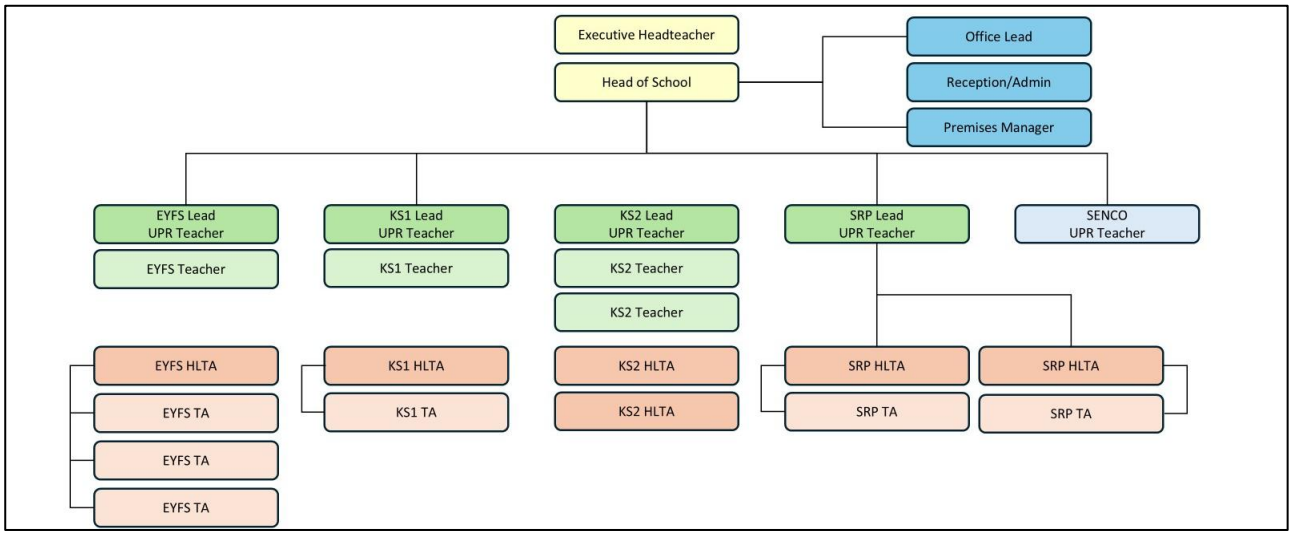
	2028-29	
	2: R & 1/2	
Role	**FTE**	**£**
Executive Headteacher (L16)	0.40	£ 39,025
Head of School (L12)	1.0	£ 88,267
EYFS UPR	1.0	£ 66,362
EYFS M3	1.0	£ 48,231
KS1 M6	1.0	£ 58,958
SENCO	0.2	£ 14,702
KS1 HLTA Scale 4 (TTO)	1.0	£ 31,384
EYFS HLTA Scale 4 (TTO)	1.0	£ 31,384
EYFS TA Scale 3	3.0	£ 92,675
Reception/Admin Scale 3 (TTO)	1.0	£ 30,892
Premises Manager Scale 7(52wks)	1.0	£ 41,679
Midday Supervisors	3.0	£ 19,341
School Office Lead Scale 9 (TTO)	0.5	£ 25,910

C4.8 Year 3 staffing structure and headcount



	2030-31	
	4: R, 1, 2 & 3/4	
Role	**FTE**	**£**
Executive Headteacher (L16)	0.40	£ 39,025
Head of School (L12)	1.0	£ 88,267
EYFS UPR	1.0	£ 66,362
EYFS M3	1.0	£ 48,231
KS1 M6	1.0	£ 58,958
KS1 UPR	1.0	£ 66,362
SRP UPR	1.0	£ 66,362
KS2 UPR	1.0	£ 66,362
SENCO	0.5	£ 36,754
KS1 HLTA Scale 4 (TTO)	1.0	£ 31,384
KS1 TA Scale 3 (TTO)	1.0	£ 30,892
EYFS HLTA Scale 4 (TTO)	1.0	£ 31,384
EYFS TA Scale 3	3.0	£ 92,675
KS2 HLTA Scale 4 (TTO)	1.0	£ 31,384
SRP TA Scale 4	1.0	£ 31,384
Reception/Admin Scale 3 (TTO)	1.0	£ 30,892
Premises Manager Scale 7(52wks)	1.0	£ 41,679
Midday Supervisors	6.0	£ 38,682
School Office Lead Scale 9 (TTO)	1.0	£ 51,821

C4.9 Year 5 staffing structure & headcount



	2032-33	
	6: R-4 & 5/6	
Role	**FTE**	**£**
Executive Headteacher (L16)	0.40	£ 39,025
Head of School (L12)	1.0	£ 88,267
EYFS UPR	1.0	£ 66,362
EYFS M3	1.0	£ 48,231
KS1 M6	1.0	£ 58,958
KS1 UPR	1.0	£ 66,362
SRP UPR	1.0	£ 66,362
KS2 UPR	1.0	£ 66,362
SENCO	0.5	£ 36,754
KS1 HLTA Scale 4 (TTO)	1.0	£ 31,384
KS1 TA Scale 3 (TTO)	1.0	£ 30,892
EYFS HLTA Scale 4 (TTO)	1.0	£ 31,384
EYFS TA Scale 3	3.0	£ 92,675
KS2 HLTA Scale 4 (TTO)	2.0	£ 62,768
SRP TA Scale 4	2.0	£ 62,768
Reception/Admin Scale 3 (TTO)	1.0	£ 30,892
Premises Manager Scale 7(52wks)	1.0	£ 41,679
Midday Supervisors	6.0	£ 38,682
School Office Lead Scale 9 (TTO)	0.5	£ 25,910

C4.10 Professional development, recruitment and retention

To maintain this high standard, the schools will offer a **robust professional development program**. This program, built on an integrated learning framework, will provide ongoing opportunities for staff to develop their skills through workshops, seminars, and collaborative learning. It will emphasise effective teaching methods and assessment practices. Additionally, leadership development programs will be offered to staff aspiring to leadership positions. These programs will be complemented by mentorship opportunities and regular

coaching sessions focused on individual growth. Finally, bi-annual performance reviews incorporating feedback from various stakeholders will ensure continuous improvement.

It is also important that the trust and school continue to look outside of its own schools when recruiting, particularly to key positions within the school. This enables a ‘fresh pair of eyes’ to help further develop our schools.

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.

D1. Introduction

Compass Eko Trust has a proven track record of setting up and managing new schools that quickly offer an excellent education that meets the particular needs of the pupils they serve and play a key role within the communities they are part of.

When this expertise is combined with the Trust's effective systems for onboarding joining schools and the Trust's robust frameworks for leadership and governance, Compass Eko Trust is confident that school will be well-prepared on its opening date to start the journey to becoming an excellent school.

D2. The starting point: effective Trust governance

Compass Eko Trust is committed to ensuring the best outcomes for all children and young people, with equality and inclusion at the core of our vision. The Trustees and governors understand that the work done is for the benefit of education; all Eko Trustees and governors adhere to the Seven Principles of Public Life and the DfE Governance Handbook.

The structure consists of Members, the Board of Trustees, Trust committees and Local School Committees (LSCs) for each school. We currently have 5 Members and 15 Trustees.

Within the governance structure, the Trustees are the decision makers and the strategic thinkers. They are responsible for the oversight of Trust operations on behalf of the

members. They set KPIs for the executive team and monitor the curriculum, pupil data and progress, staff performance, site issues and the budget. In addition, they ensure the quality of the educational provision, challenge and monitor the performance of the Trust schools, exercise skill and care in carrying out their duties, and ensure the Trust complies with charity and company laws.

The Trustees manage several sub committees that inform the Board about specialist matters. These further cements the Boards expertise and effective oversight.

The Trust's governance is reviewed regularly by external advisors and in 2023 was part of an DfE SRMA review that noted that many areas were examples of best practice in the sector. The Trustees also carry out regular skills audits.

The Trustees set the scheme of delegation for the LSCs. They appoint chairs to the LSCs and have the power to overrule decisions made by the sub-committees of the Board of Trustees and those made by the LSCs. The other committee responsible to the Trustees is the Standards Committee, which is concerned with the LSC s and general education policy and is accountable to the Board of Trustees.

The school will have its own LSC. This will ensure the school is overseen by an experienced group of governors that know the area, have connections with the local community and are passionate about the school's success. The Trust COO and Governance Manager will support the school leadership with recruiting governors and establishing the LSC as an effective oversight body.

D3. Trust leadership

Central to the Trust is the enabling **Headteachers & Heads of School** to lead schools that **are locally rooted, academically ambitious** and **inclusive by design**, with early years, family partnership and SEND expertise built in from the outset.

The Trust is organised into a **matrix structure** of **school performance groups** that are non-geographic and **geographic hubs**. This Trust leadership structure based upon the principle of **holacracy**, which is a way of organising the Trust and schools so that decision-making sits with clearly defined roles and teams rather than a traditional hierarchy, enabling distributed leadership and faster, more responsive delivery.

So, each Trust and executive school leaders and Headteachers & Heads of Schools has a portfolio of roles and lead responsibilities e.g. an executive principal could be responsible for a school performance group, a workstream and a regional hub and a Headteacher could be part of a regional hub team and a workstream team.

The Trust leadership team each has expertise and a track record of achievement in key areas of Trust leadership and management. This team provides a blend of strategic leadership, organisation management and operational delivery of Trust strategies and plans.

There is considerable investment in coaching and professional development for the leadership team collectively and individually. Amongst the members, the team has three

NPQs in Executive Leadership, a DfE recognised post-graduate diploma in School Financial and Operational Leadership (CIPFA/ISBL) as well as National College accredited courses in safeguarding and governance. Two of the executive team members are themselves Ofsted inspectors as are two other school leaders.

There is clear accountability for executive leaders to the co-CEOs who in turn are accountable to the Chair and Board of Trustees. Trustees are involved in the process for setting performance targets, appraisal and pay progression. Trustees are also actively involved in leadership succession planning.

The Headteachers and Heads of Schools, Executive Principals and Trust Leader are line managed by members of the executive team within a clear framework of accountability, responsibility and delegated decision-making.

D4. Safeguarding

As in other trust schools a school based safeguarding team will be built led by a Designated Safeguarding Lead. The team and DSL will be supported by the Trust Safeguarding Lead. This alongside the Trust's robust safeguarding policies, procedures and governance oversight will ensure there is an embedded culture of safeguarding at Each school.

D5. Workforce management

Trust workforce management is led by the Chief People Officer

It is a key priority to retain, recruit and develop a highly able, knowledgeable, motivated and collaborative workforce in each school. Key components of the strategy to achieve this are

- Investment in leadership development to ensure Headteachers and senior leaders are equipped to run excellent schools
- Development of career pathways with CPD for every level of staff member from NPQ qualifications for aspiring leaders to teaching apprenticeships for teaching support staff
- Opportunities to participate in professional learning groups and forums spanning subjects, phases (EYFS) and pupil need (SEN, behaviour, attendance)
- Succession planning and focus on internal recruitment
- Trust wide events, regular staff communications, comprehensive employee benefits and regular
- Creation of an agency supply framework focused on recruiting great staff on a mutual "Try Before One Buys" with the same opportunities as employees but paid the same not more.
- Participation in annual, national staff surveys that provide benchmarks for our staff's attitudes and views and direct workforce action plans.

Compass Eko Trust is confident that it can create a highly able, knowledgeable and motivated workforce for Each school despite the recruitment and retention challenges that schools face because the Trust is an attractive employer offering career opportunities beyond one school.

D6. Building the School Community: Pre-Opening Engagement and Marketing

The successful establishment of New Paddock Wood Primary School will depend upon strong and sustained engagement with families, community stakeholders and prospective pupils long before the school opens. Compass Eko Trust recognises that opening a new school is as much about building a community as it is about creating buildings, systems and structures.

Our approach to pre-opening engagement will focus on creating awareness, building confidence and developing meaningful relationships with families. We will ensure that prospective parents understand the school's vision, educational offer and inclusive ethos whilst creating opportunities for them to contribute to the school's development.

D6.1 Creating Early Awareness and Demand

We will implement a comprehensive communications and marketing strategy designed to reach both existing residents and families moving into the new housing developments.

This will include:

- A dedicated school website established during the pre-opening phase.
- Social media channels providing regular updates on the school's development.
- Digital and printed information materials explaining the school's vision and offer.
- Presence at community events and local family activities.
- Marketing and information distributed through local community networks.
- Regular updates on construction progress, admissions and opening arrangements.

Particular emphasis will be placed on ensuring that families moving into the new development receive information early in their relocation journey.

D6.2 Engaging Prospective Families

Relationships will be established long before children start school.

Activities will include:

- Open evenings and information events for prospective parents.
- Community drop-in sessions.
- Meet-the-Headteacher events.
- Curriculum showcase events.
- Family consultation workshops.

- Temporary information hubs within community venues.
- Online information sessions for families unable to attend in person.

These opportunities will allow families to understand the school's vision, ask questions and contribute ideas.

D6.3 Working with Early Years Providers

Strong links with early education providers will be a key priority.

The Trust will establish partnerships with local nurseries, pre-schools and childminders through:

- Regular visits by school leaders.
- Transition planning meetings.
- Information-sharing events.
- Joint parent workshops.
- Attendance at nursery events and celebrations.
- Opportunities for nursery children to experience the new school.

These partnerships will support smooth transitions and help families become familiar with the school before their children start.

D6.4 Reaching Families Across the Community

While the school is being established to serve a growing housing development, it is important that it is seen as a school for the whole Paddock Wood community.

Engagement activities will therefore extend beyond the immediate development area and include:

- Collaboration with local community organisations.
- Attendance at community festivals and events.
- Links with local libraries, children's centres and family hubs.
- Partnership working with local primary schools and educational settings.
- Engagement with GP surgeries, community networks and family support organisations.

This approach will help ensure that families from across Paddock Wood understand and benefit from the opportunities the school will provide.

D6.5 Creating Belonging Before Opening

The most successful new schools establish their culture before their first pupils arrive.

During the year before opening, prospective families will be invited to participate in activities that help shape the emerging school community, including:

- Naming and branding consultation activities where appropriate.
- Founding Families events.
- Stay-and-play sessions.
- Family picnics and community gatherings.
- Early transition activities.
- Opportunities for children to meet future classmates.
- School readiness events.

These activities will help children and families feel confident, connected and excited about joining the school.

D6.6 Measuring Success

The effectiveness of the engagement strategy will be monitored through:

- Expressions of interest and admissions applications.
- Attendance at engagement events.
- Parent feedback and surveys.
- Community participation rates.
- Nursery and early years partnerships established.
- Conversion rates from enquiries to applications.

The Trust's ambition is not simply to fill places but to establish a thriving school community rooted in partnership, trust and shared purpose from the moment the school opens.

What this means for New Paddock Wood children and families

- Families will feel informed, involved and welcomed before the school opens.
- Children will experience a smooth and positive transition into school.
- Strong relationships will be established from the earliest stages.
- Parents will understand and shape the school's vision and culture.
- The school community will be established before the first pupils arrive.
- New Paddock Wood Primary School will open with a strong sense of identity, belonging and shared ambition.

D7. Compliance

Compass Eko Trust operates a robust framework of policies, procedures and practice to ensure full compliance across the range of statutory and regulatory requirements of all multi-academy trusts.

The Trust has a statutory and regulatory compliance tracker which is oversee by the Audit & Risk Committee. This monitors compliance at both Trust and school level by the appropriate Trust leader, with to the Trust executive, committee and Board as necessary.

Of particular priority for New Paddock Wood Primary School will be safeguarding, site health & safety, data protection & cyber security, adult to pupil ratios, nursery provision, SEND and pupil digital learning.

D8. Financial management

Eko Trust financial management is led by the CFO who over the last 5 years has successfully delivered a financial strategy to;

- strengthen financial sustainability, increasing reserves to £9.1m, above the 5% of operational income that the DfE/ESFA uses as a minimum benchmark,
- leverage the Trust's combined funding and resources for efficiency,
- manage the budget more effectively using ICFP and DfE benchmarking data and
- utilise Trust funding and resources for maximum impact on school performance and pupil outcomes.

D9. Delivering a successful opening

D8.1 Project oversight

The Compass Eko Trust Board has a Development Committee to oversee the growth strategy, onboarding of joining schools and opening of new schools. They will have oversight of the project planning, risk management and progress towards opening.

As on previous new school projects a project steering group is established with Trust leaders, workstream leaders and project managers to monitor progress.

D8.2 Project management

To manage our growth in a sustainable way an in-house project manager was appointed in 2022. This allows the Trust to successfully run new school, conversion and merger projects without removing capacity from our central team and providing reassurance that the process itself is being run compliantly and effectively. Compass Eko Trust has a proven toolkit for project planning and risk management in use which is updated regularly.

D8.4 Case Study 1: Pathways School

Eko Trust was selected as the sponsor for this new SEN Free School in London Borough of Barking & Dagenham after it was removed from its original sponsor. The school was opened

in temporary accommodation in September 2019 after an accelerated nine month pre-opening programme including consultation, recruitment of a staff team and Ofsted pre-opening inspection.

Eko Trust worked with the DfE and main contractor on the school's new build and the transfer of the school community to the new site in November 2023

Eko Trust worked closely with the commissioning Local Authority to manage its growth from 20 pupils with Social, Emotional and Mental Health (SEMH) needs on day 1 to 80 pupils from September 2024. The school is very much part of the local network of primary and secondary schools.

The school was inspected for the first time in February 2024 and was judged by Ofsted to be Good overall and Outstanding in Personal Development and Behaviour.

D8.5 Case Study 2: Rowan Wood School

The Compass Partnership of Schools was chosen as the sponsor for this new SEN Free School in the London Borough of Greenwich in January 2024.

The school opened in September 2025 in temporary accommodation with 30 secondary pupils in Year 7 only. The school moved to its new build permanent site in September 2026 and a further 16 pupils joining. In parallel the primary phase is opening in November 2026 with 16 pupils with a target date for the new build of September 2029.

This has been a highly complex transition project involving vulnerable pupils and their families. The Trust team has worked closely with the LA team to identify and engage pupils and their families and then carefully manage the pupil induction into the school and then the transition to the new sites.

The team also worked with the LA build team and contractors on the appropriate design brief and SEN specification.

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.

Please see schedules 1-2

Section E: Finance

E1. Summary

The Trust has developed a budget forecast for the first five years post-opening which is summarised in the table below.

The school is financially sustainable over the seven (7) years until reaches full capacity of 210 primary pupils, 14 SRP pupils and the 26 place Nursery. Operating deficits from 2028-29 (year 1) decrease becoming surpluses from 2032-33 (year 5) returning the school to a balanced position and creating financial headroom for investment.

Compass Eko Trust had, as of 31 August 2026, combined reserves of £9.1m, which was 8% of the combined operational income of £95m, well above the DfE's threshold of 5% of operational income. It also has cash at bank of £8.6m which would mean it could meet the cash flow requirements for the new school. The Trust is able to fund the school's journey to financial sustainability using its reserves.

It should be noted that all income/expenditure is based on known or forecast 2026-27 data with no increases for funding or expenditure (aka Net Present Value).

Pupil Numbers	**2028-29**	**2029-30**	**2030-31**	**2031-32**	**2032-33**
Reception	30	30	30	30	30
Year 1	15	30	30	30	30
Year 2	15	15	30	30	30
Year 3		15	15	30	30
Year 4			15	15	30
Year 5				15	15
Year 6					15
SRP HNF	0	0	4	7	14
SRP Commissioned Places			14	14	14
Nursery	26	26	26	26	26
Primary Total	60	90	120	150	180
Income					
GAG Total	**£493,951**	**£665,978**	**£838,006**	**£1,010,034**	**£1,182,062**
Pupil Premium	£21,825	£32,738	£43,650	£54,563	£65,475
SEN funding	£36,000	£54,000	£72,000	£90,000	£108,000
SRP High Needs Funding			£56,000	£98,000	£196,000
SRP Place funding	£0	£0	£84,000	£84,000	£84,000
Nursery	£184,954	£184,954	£184,954	£184,954	£184,954
UIFSM	£30,324	£37,905	£45,486	£45,486	£45,486
Total Income	**£736,729**	**£937,670**	**£1,278,610**	**£1,521,550**	**£1,820,490**
Expenditure					
Staffing Budget	£588,811	£713,606	£948,861	£1,070,094	£1,165,417
Catering	£30,324	£37,905	£45,486	£45,486	£45,486
Facilities expenditure	£133,800	£156,100	£178,400	£200,700	£223,000
Curriculum & pupil support	£75,000	£112,500	£112,500	£140,625	£168,750
Other non-educational servi	£45,000	£67,500	£90,000	£112,500	£135,000
Non-staff expenditure	£284,124	£374,005	£426,386	£499,311	£572,236
Total expenditure	**£872,935**	**£1,087,611**	**£1,375,247**	**£1,569,405**	**£1,737,653**
Annual Surplus/deficit	-£136,205	-£149,942	-£96,637	-£47,855	£82,837
Operating Margin	-18%	-16%	-8%	-3%	5%
CumulativeFunds £	-£136,205	-£286,147	-£382,784	-£430,640	-£347,802

E2. Income assumptions

- GAG funding has been calculated using Kent GAG funding rates for 2026-27. It includes pupil specific factors (IDACI, Prior Attainment, Primary FSM, EAL and mobility), which have been derived from the weightings for the Trust's Suffolk and Essex schools, which have similar socio-economic profiles as Paddock Wood. This pupil specific funding accounts for about 20% of GAG income so the actual should not have a significant impact
- Pupil Premium has been calculated at 25% of pupils being eligible as indicated in the data provided by KCC.
- SEN funding is split into 3 income lines as follows
    - Mainstream SEN funding of £6,000 for 10% of pupils, as indicated in the data provided by KCC
    - SRP commissioned place funding for 14 places (as will be set out in the Supplemental Funding Agreement) at £6,000
    - SRP pupil High Needs Funding of an average of £14,000 per pupil, based on that received for Alderwood Primary School's ASD Resource Provision
- Nursery funding is based on the KCC rate of £6.25 per hour per child for 30 hours and 38 weeks.

E3. Expenditure

- Staff expenditure has been estimated using the progressive staffing structure included in section C4 and the Trust's 26-27 pay policy. Staff expenditure will decrease from 80% of income in year 1 (2028-29) to fall more in line with Trust averages of 70-75%. There is financial headroom to increase staffing from 2032-33 in response to evolving need.
- Facilities expenditure has been calculated using Alderwood Primary School expenditure, adjusting for phased occupancy and lower maintenance requirements for a new build
- Curriculum & pupil support has been calculated using the Alderwood Primary School per pupil expenditure
- Non-staff expenditure has been calculated using Trust-wide rates per pupil. The non-staff expenditure does include the charges for support by the Trust's central team and charges for services commissioned by the Trust on behalf of all schools.

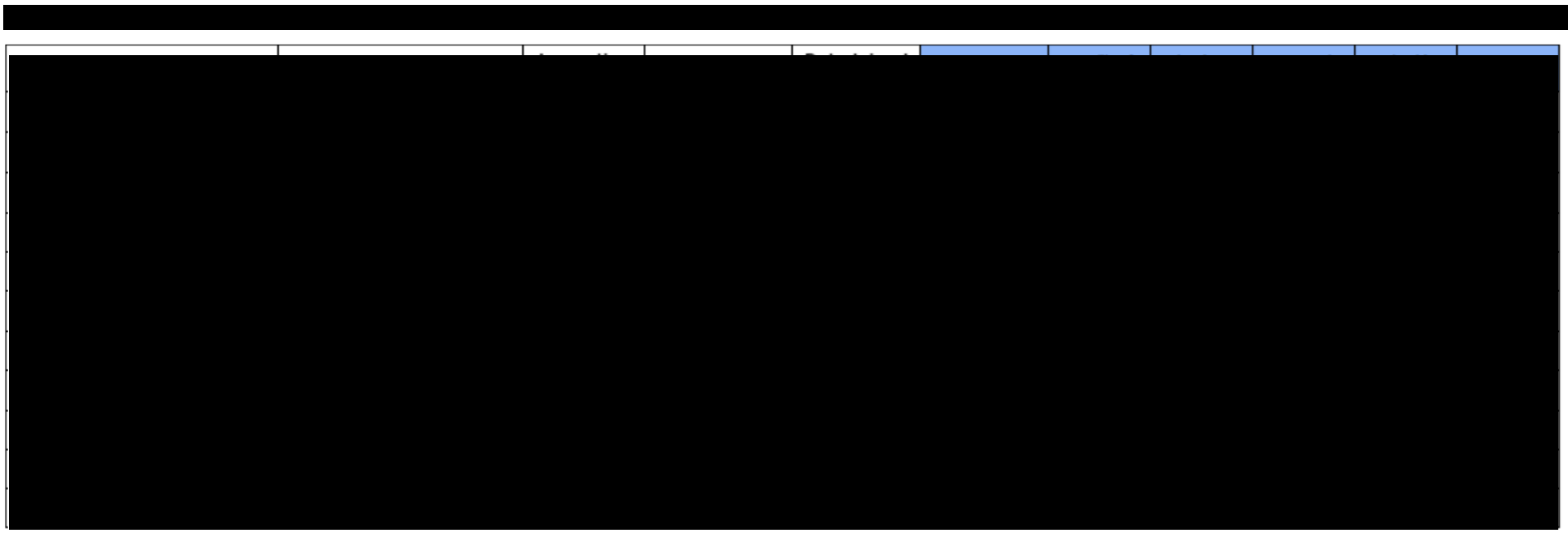
Supporting information

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

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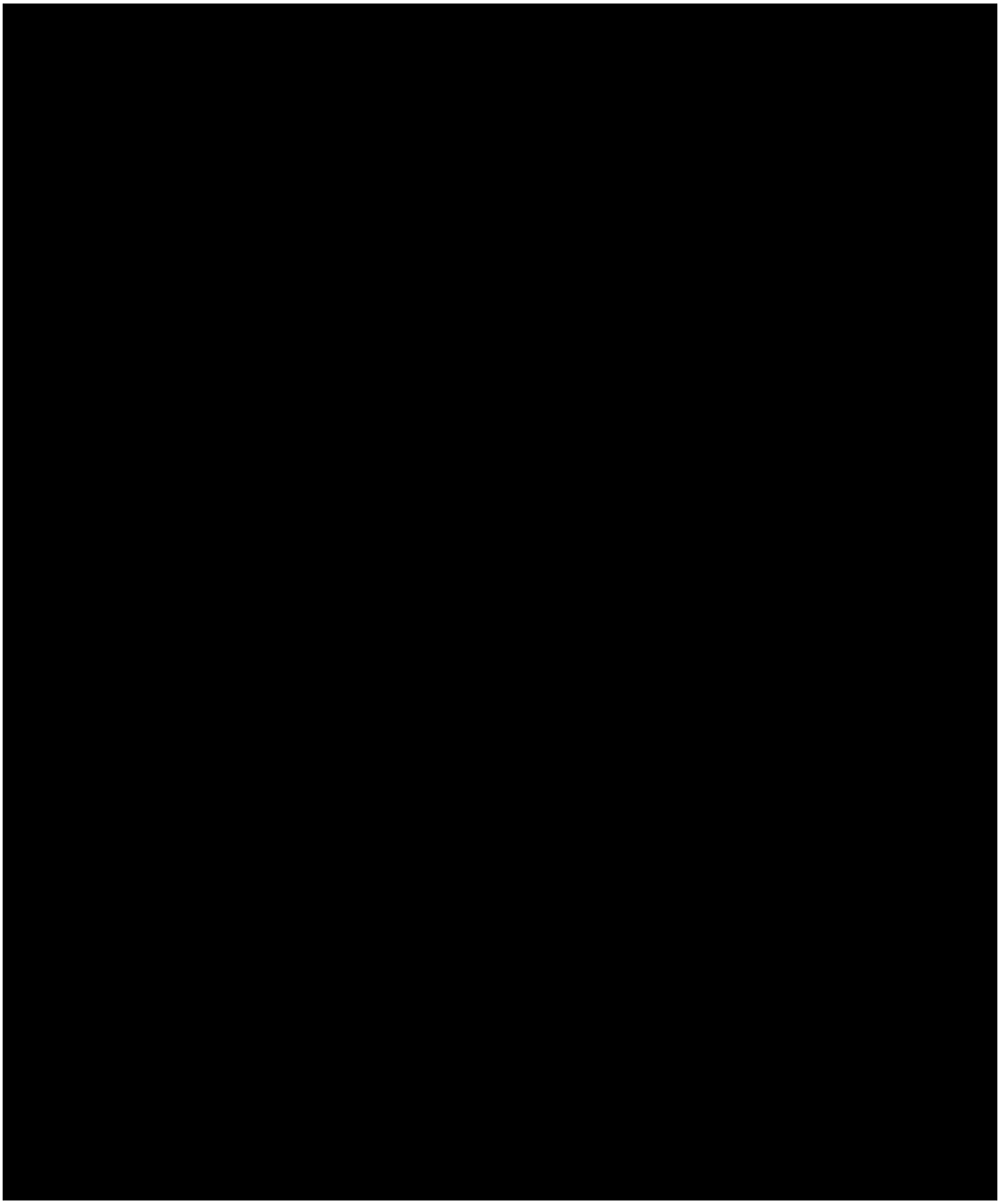
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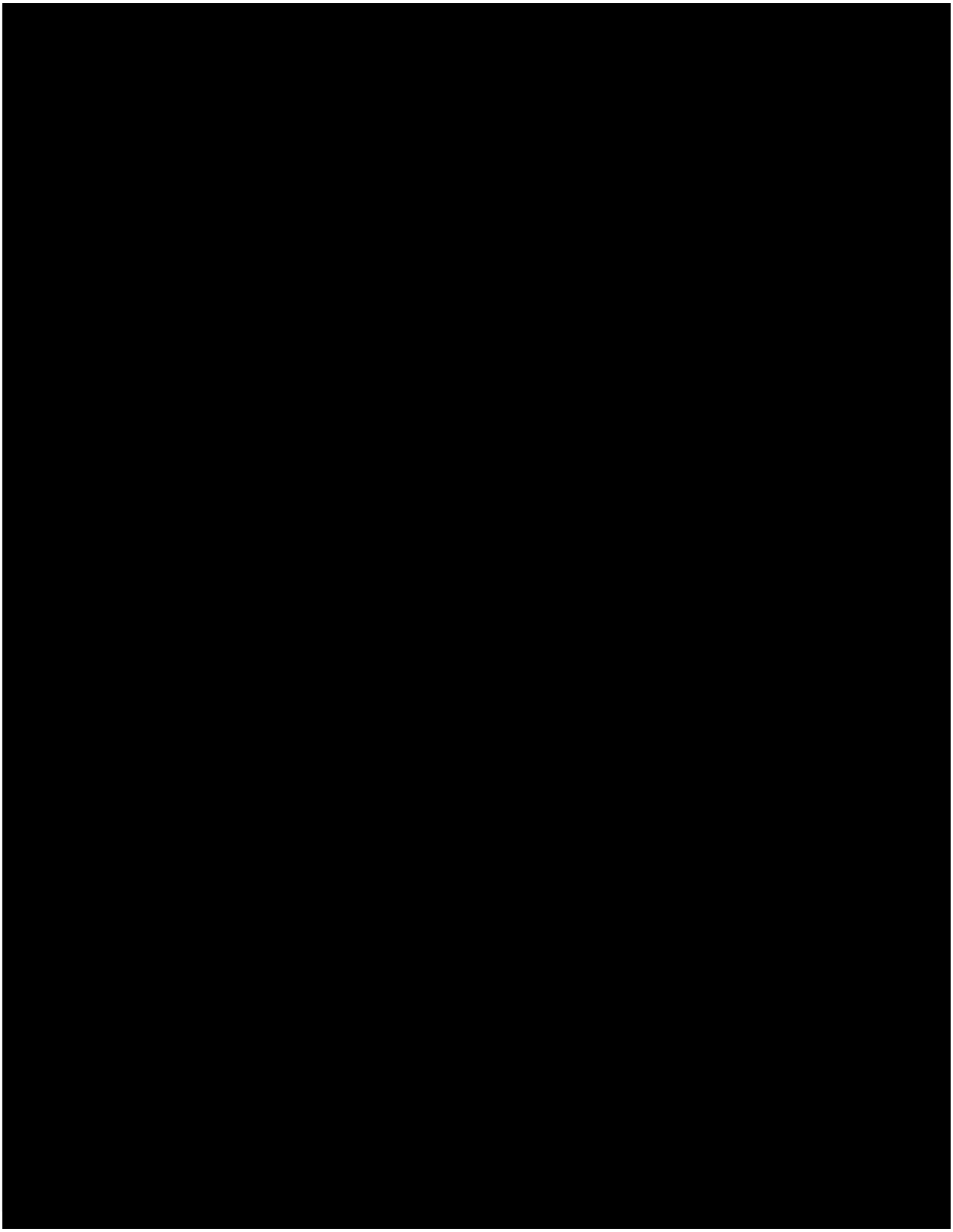
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