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?** Coppice Primary Partnership (CPP) is a primary-focused multi-academy trust based in Kent. The Trust currently comprises four primary schools: Coxheath Primary School, Loose Primary School, St Katherine's School and Nursery, and Staplehurst School, educating approximately 2,000 pupils. CPP's mission is that great schools change lives – for every child, through every school, in partnership. Our approach combines strong local school identity with the benefits of collaborative improvement, shared expertise and effective central services. The Trust is rooted in primary education and has developed particular strengths in school improvement, leadership development, inclusion, early years, professional development and collaborative quality assurance. Our schools work within a common strategic framework while retaining their individual character and connection to their communities. CPP's values are Excellence; Collaboration and Growth; and Stewardship and Responsibility, underpinned by our aim of Growing Together, Striving for Excellence. CPP has grown deliberately and responsibly since its formation and has experience of supporting schools from different starting points, including sustaining strong provision and securing improvement in schools with historic weaknesses.

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.

School	Current Ofsted position	Latest 2025/26 statutory headline data
Coxheath Primary School	Good overall (February 2023); Outstanding for Behaviour & Attitudes and Personal Development.	EYFS GLD 75%; Y1 Phonics 82%; KS2 RWM 62%; Reading 76%; Writing 77%; Maths 75%.
Loose Primary School	Good overall (June 2023); Outstanding Early Years.	EYFS GLD 80%; Y1 Phonics 93%; KS2 RWM 68%; Reading 77%; Writing 77%; Maths 77%.
St Katherine's School & Nursery	Good overall (January 2024); Outstanding for Behaviour & Attitudes, Personal Development and Leadership & Management.	EYFS GLD 71%; Y1 Phonics 82%; KS2 RWM 58%; Reading 71%; Writing 73%; Maths 75%.
Staplehurst School	Good overall (January 2022).	2025/26 entry baseline: EYFS GLD 75%; Y1 Phonics 77%; KS2 RWM 39%; Reading 64%; Writing 79%; Maths 48%. **These outcomes pre-date the school joining CPP on 1 September 2026 and are therefore treated as an entry baseline rather than CPP performance.**

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?

CPP's school improvement model is deliberately collaborative, both within the Trust and through wider school partnerships.

Within CPP, schools participate in structured Quality Assurance Reviews, peer review, subject networks, moderation, leadership development and shared professional development. Headteachers and Trust leaders work across schools to identify both areas requiring additional support and areas of strong practice that can be shared. The Trust's QAR model is designed to build leadership capacity through peer collaboration as well as provide evidence-informed evaluation and challenge.

CPP also works beyond the Trust through partnerships including Challenge Partners and wider Kent school networks. These relationships provide opportunities for external review, professional challenge and the sharing of effective practice across schools.

The impact of this approach is evidenced in CPP's improvement track record. St Katherine's School and Nursery joined CPP following a Requires Improvement judgement; it was subsequently judged Good overall, with Outstanding judgements

	for behaviour and attitudes, personal development and leadership and management. Its 2026 external Challenge Partners review describes a rapid improvement journey, including improving pedagogy, outcomes, attendance and leadership capacity. Loose Primary School's 2026 Challenge Partners review evaluated the school as **Leading** overall, including for leadership, provision and outcomes, and provision for disadvantaged pupils and pupils with additional needs. The review also accredited its professional development culture as an Area of Excellence, providing expertise capable of supporting improvement beyond the school itself. CPP's approach is therefore based on mutual capacity rather than a one-way model of school improvement: schools receive support where needed and contribute expertise where they have demonstrable strength.	
8.	**How many schools do you have DfE approval to open in the next 2 years?** **0**	
9.	**Did you put together this application with support from another company or organisation?**	☐ **Yes** ☒ **No**
10.	**If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:** **NA**	
11.	**Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g., financial, philosophical, or ideological) with any other organisations within the UK or overseas? These may include other Academy or Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.** ☒ **Yes** ☐ **No**	
12.	**If yes, please provide details.** Coppice Primary Partnership has a range of professional, educational and contractual relationships with other organisations in the normal course of operating a multi-academy trust. None of these organisations exercises control over CPP or determines the Trust's educational philosophy or governance. Material relationships include:	

	• Challenge Partners – CPP schools participate in external Quality Assurance Reviews and wider school-to-school collaboration through the Challenge Partners network. • Five Acre Wood School – St Katherine's School and Nursery works collaboratively with Five Acre Wood Special School, which operates satellite provision on the St Katherine's site. Ofsted has recognised the benefits of this partnership for pupils in both settings. • EduFin – CPP accesses professional finance support through EduFin. A CPP Trustee is also a director of EduFin; this interest is declared and managed through the Trust's established conflicts-of-interest arrangements. • CPP also works with a range of local schools, trusts, professional networks and external professional advisers in support of school improvement and effective Trust operation. Any actual or potential conflicts of interest arising through Trustees, Members or suppliers are declared and managed in accordance with CPP's governance and procurement arrangements.
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.** No. The proposed school would not be designated as having a religious character and would not adopt a faith ethos. It would be an inclusive, non-faith community primary school welcoming pupils and families of all faiths and of no faith. Religious Education and collective worship would be provided in accordance with applicable statutory requirements, and the school's wider curriculum would promote understanding of different faiths, beliefs, cultures and perspectives.

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.

Coppice Primary Partnership confirms that its proposal will meet the essential requirements set out by Kent County Council for the proposed new Paddock Wood Primary School. **CPP proposes no deviations from the published essential information.**

In particular, CPP confirms that:

- The school will be established as an academy within Coppice Primary Partnership and will open in **September 2028** at the site in **Dumbrell Drive, Paddock Wood, Tonbridge TN12 6FR**. CPP would enter into the Department for Education standard model academy lease anticipated by KCC for the site.
- The school will be a **mainstream, co-educational primary school for pupils aged 4–11**.
- The school will initially operate as **one form of entry**, with mainstream capacity for **210 pupils**, while its core facilities will be designed to enable expansion to two forms of entry and 420 mainstream places should KCC determine that future demand requires this.
- CPP will plan on the pupil build-up specified by KCC, beginning in 2028/29 with **30 Reception pupils and a mixed Year 1/Year 2 class of 30 pupils**, giving an initial mainstream roll of 60 pupils, and growing incrementally thereafter towards 210 pupils.
- The school will include a **26-place nursery**. CPP will offer all 26 nursery places within the first school year, in accordance with KCC's requirement.
- The school will include a **14-place Specialist Resource Provision (SRP)** for pupils with **Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN)**. CPP will work with KCC to establish the provision incrementally, recognising that KCC does not currently anticipate placements during the first two years and expects the first placements from 2030/31.

- The SRP will form an integral part of the school. Pupils accessing specialist provision will be supported to learn alongside their peers, participate fully in school life and access a broad and balanced curriculum, consistent with KCC's stated approach to inclusive mainstream education.
- CPP will work with KCC to develop appropriate **mainstream and nursery admissions arrangements**. Mainstream admissions will comply with the School Admissions Code and participate in KCC's coordinated admissions scheme, while SRP places will be commissioned by KCC through the relevant statutory SEND placement arrangements.
- The school will have an **ambitious, inclusive and community-focused ethos**, with high expectations for every pupil and a commitment to ensuring children are known, valued and supported to achieve their potential. It will meet Kent's Mainstream Core Standards and seek to identify and remove barriers to learning and participation.
- CPP will work collaboratively with families, early years providers, neighbouring schools, KCC's locality arrangements and the wider Paddock Wood community. The school will be outward-looking and will support appropriate community use of its facilities outside the school day, subject to safeguarding, security and financial sustainability.
- CPP will develop the required **School Travel Plan**, promoting safe and sustainable travel and particularly walking and cycling, working with KCC and responding to the Traffic Impact Assessment undertaken through the planning process.
- CPP accepts that any future expansion to two forms of entry will be determined by KCC in response to housing delivery, pupil forecasts, local demand and the impact on neighbouring provision.

CPP therefore confirms full compliance with the essential information contained within the specification.

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.

Coppice Primary Partnership's vision is to establish an ambitious, inclusive and community-rooted primary school in Paddock Wood where every child is known well, taught exceptionally well and supported to achieve, belong and thrive.

The school would be founded on CPP's belief that **great schools change lives – for every child, through every school, in partnership**. It would combine high academic expectations with a strong sense of belonging, a broad and enriching curriculum, excellent early years provision and a commitment to removing barriers so that all pupils can participate fully and succeed.

The new school would not simply replicate an existing CPP school. It would develop its own identity, shaped by the children, families and community of Paddock Wood, while drawing on the shared expertise, systems and capacity of a primary-focused multi-academy trust.

High standards for every pupil

Our ambition is that pupils at the new school achieve at or above national expectations and are exceptionally well prepared for the next stage of their education.

Children would receive a broad, balanced and carefully sequenced curriculum with particularly strong foundations in communication and language, reading, writing and mathematics. They would also experience a rich entitlement across science, humanities, the arts, physical education, computing, personal development and wider enrichment.

High expectations would apply to every pupil, regardless of background, disadvantage, SEND, prior attainment or family circumstance.

CPP does not see inclusion and high standards as competing priorities. Our school improvement approach places inclusion, curriculum, teaching and achievement

alongside one another. Inclusion is defined as equitable provision that identifies and removes barriers so that vulnerable pupils belong, participate and succeed.

This means that the school would be designed around the principle that excellent universal teaching is the first response to need. Staff would know pupils' starting points, check understanding carefully, adapt teaching intelligently and provide additional support where required. Leaders would maintain particular oversight of disadvantaged pupils, children known to social care, pupils with SEND or emerging SEND, and pupils at risk of falling behind.

Understanding the Paddock Wood community

The vision is deliberately shaped by the local context.

Paddock Wood is experiencing substantial housing and population growth. KCC forecasts a sustained deficit of primary places and intends the new school to open in September 2028, initially as one form of entry with the capacity to expand in future.

The local demographic picture also demonstrates the importance of building inclusion and equity into the school from the beginning. KCC's EQIA identifies free school meal eligibility of 23.4% in Paddock Wood East and 26.1% in Paddock Wood West, compared with 16.6% across Tunbridge Wells. SEN Support is 16.4% in Paddock Wood West, compared with 9.6% across Tunbridge Wells.

KCC also identifies relatively higher levels of persistent absence, suspensions/exclusions, EHCPs and free school meals within Paddock Wood than in some other parts of Tunbridge Wells.

For CPP, this strengthens the case for a school that combines academic ambition with early identification, strong family relationships, attendance and belonging, responsive teaching and effective partnership with specialist services.

A strong start from nursery onwards

The 26-place nursery would be an integral part of the school rather than a separate provision.

Our ambition would be for children to receive an excellent start through language-rich provision, purposeful play, high-quality adult interaction, strong early literacy and mathematics, and timely identification of emerging needs.

The transition from nursery into Reception and then into Key Stage 1 would be deliberately coherent. Children would experience consistent expectations, routines and approaches to language, reading and early learning.

CPP already has established early years expertise across its schools and experience of developing nursery provision. This would be used to support the design of the new nursery, while ensuring that provision is shaped specifically for the Paddock Wood community.

One school: mainstream, nursery and specialist provision

A defining feature of the school would be its inclusive identity.

The 14-place Specialist Resource Provision for pupils with Autism Spectrum Disorder and Speech, Language and Communication Needs would be developed as an integral part of the school community. KCC's specification is clear that pupils in the SRP should learn alongside their peers, participate in all aspects of school life and receive the specialist support required to succeed.

CPP strongly supports this principle.

The SRP would not operate as a separate school within a school. Pupils would share the school's identity, curriculum, enrichment, assemblies, social experiences and wider opportunities wherever appropriate, with specialist provision enabling participation rather than creating separation.

The school would therefore be designed around the concept of **one community with different pathways of support**.

CPP has strong mainstream inclusion expertise, but we also recognise that establishing an ASD/SLCN SRP requires specific specialist knowledge. We would secure appropriate specialist expertise during pre-opening and implementation rather than assume that general SEND experience alone is sufficient.

Belonging, attendance and personal development

We want pupils to feel safe, known and proud to belong to the school.

The school would establish clear expectations for attendance, behaviour and learning, combined with strong, respectful relationships between pupils, staff and families. Where children experience barriers to attendance or participation, staff would work with families to understand and address those barriers early.

Personal development would be central to the school's curriculum and culture.

Pupils would learn to contribute positively to their community, respect difference, understand British values, develop resilience and confidence, and participate in a wide range of sport, music, arts, leadership, outdoor learning and cultural opportunities.

CPP's existing schools provide a strong platform for this ambition. Coxheath Primary School and St Katherine's School and Nursery are both judged Outstanding for personal development, while St Katherine's is also Outstanding for behaviour and attitudes and leadership and management.

A school built with its community

The school would be outward-facing from the outset.

During the pre-opening period, CPP would engage prospective parents, early years providers, neighbouring schools, community organisations, local representatives and other stakeholders in shaping the school's emerging identity and wider offer.

This engagement would be about more than pupil recruitment. It would provide opportunities to listen, build relationships and understand how the school can contribute positively to a growing community.

Once open, the school would continue to work closely with families and local partners through parent voice, family support, community partnerships, enrichment and appropriate community use of the site.

KCC expects the school to develop strong relationships with children, families, early years providers, local schools and the wider Paddock Wood community, and to collaborate through locality arrangements and its Community of Schools.

CPP would embrace this responsibility.

We recognise that the opening of a new school can cause concern for existing providers. We would therefore seek to work collaboratively rather than competitively with neighbouring schools, including around transition, SEND, attendance, professional development and wider community initiatives.

Deliverable and sustainable ambition

Our vision is ambitious, but it must also be affordable and sustainable.

The school will open incrementally, beginning with 60 mainstream pupils in 2028/29 and growing year by year. KCC's planned build-up reaches 210 mainstream pupils by 2034/35, alongside the nursery and gradually developing SRP.

CPP would therefore phase leadership, staffing and organisational structures in line with pupil growth and income.

The school would also benefit from established Trust-wide capacity in education, finance, HR, governance, safeguarding, estates and professional development. This would reduce unnecessary duplication at school level and support financial sustainability during the early years of growth.

CPP enters this proposal from a secure educational base. Across the three schools that were part of the Trust throughout 2025/26, KS2 RWM combined was 64% compared with 63% nationally, with reading in line with national and writing and mathematics above national at the expected standard.

Our schools also demonstrate different forms of improvement and sustained effectiveness. External review has identified strong practice in leadership, inclusion, early years, professional development and school improvement across the Trust.

At the same time, CPP remains clear about its areas for further development, particularly equity of outcome for disadvantaged pupils and pupils with SEND. This learning would directly inform the design of the new school rather than being hidden from it.

Our ambition for Paddock Wood

Our ambition is not simply to open a school successfully in September 2028.

It is to establish a school that becomes an enduring and valued part of Paddock Wood: academically ambitious, deeply inclusive, professionally strong and connected to its community.

We want families to feel known and welcomed; pupils with different needs to learn and belong together; staff to be supported to improve continuously; and every child to experience a rich, joyful and successful primary education.

For CPP, this reflects our wider ambition to be a Trust that gives back more than it takes.

Our aim would be that, over time, the school is known not simply as the new school in Paddock Wood, but as a **great school that changes lives and contributes positively to the community it serves**.

Section C: plan for education

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

Inclusivity

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

Where the school is proposed to be designated as having a religious character, you should set out the role this will play in the school's operation. This should be no more than 500 words.

At Coppice Primary Partnership, **inclusion is how we achieve excellence**. Our expectation for the new Paddock Wood school is that every pupil, without exception, can participate, belong and succeed.

Inclusion will therefore not be a separate programme or the responsibility only of the SENCO or specialist staff. It will shape leadership, safeguarding, curriculum, teaching, behaviour, attendance, personal development, family partnership and the physical environment from the point at which the school is established.

Our approach begins with an ambitious universal entitlement. Every pupil should access the shared curriculum wherever it can be made meaningful through high-quality teaching, purposeful adaptation and additional support. Where a pupil with significant or complex needs requires a more personalised curriculum, this will remain ambitious, carefully sequenced and based on assessed need and meaningful longer-term outcomes, while protecting the pupil's belonging and participation in the wider school community.

Knowing every child: Arrive, Choose, Teach

CPP's 2026/27 Trust focus, **Learning that Lands**, provides the classroom foundation for this approach. Its central question is simple: *has the learning landed for every child, and how do we know?* Rather than beginning with a scheme or predetermined activity, teachers begin with the child: what they know and remember, what they may have missed, how they arrive and present, and what may create a barrier to learning.

This is expressed through CPP's **ACT** model:

- **Arrive** – know the child, including prior learning, strengths, communication, attendance, SEND, disadvantage, emotional readiness, relationships and other relevant barriers;
- **Choose** – identify the intended learning and select the most ambitious appropriate route, including adaptations, scaffolds, resources and challenge;
- **Teach** – explain, model, scaffold, check and respond, asking whether learning has landed and deciding whether to continue, revisit, adapt or deepen.

This does not mean lowering expectations. CPP explicitly expects teachers to understand pupils' different starting points while retaining ambition and choosing the route most likely to enable success.

Early identification and support

The school will use a graduated approach in which strong universal teaching is the first response to need, supported by timely assessment and proportionate intervention.

Staff will be trained to recognise emerging barriers relating to communication and interaction, cognition and learning, social, emotional and mental health, sensory or physical needs, language, disadvantage, attendance and family circumstances. A label alone will not determine provision; decisions will start with the individual pupil's strengths, barriers, prior learning and response to teaching.

Interventions and adaptations will have a defined purpose, connect wherever possible to classroom learning and be reviewed for impact. Support that is not improving learning, participation or independence will be adapted or stopped rather than continued by default.

This reflects CPP's existing Inclusion Strategy, which prioritises early intervention, adaptive teaching, enriching participation, belonging, strong family partnerships and continuously improving accessibility.

Disadvantaged pupils and pupils facing multiple barriers

Our understanding of inclusion extends beyond SEND.

The school will actively identify and respond to barriers experienced by disadvantaged pupils, looked-after and previously looked-after children, pupils known to children's

social care, pupils with EAL, young carers and pupils experiencing attendance, emotional or family barriers. Particular attention will be paid where these factors overlap.

Leaders will disaggregate attainment, progress, attendance, behaviour, suspension, participation and belonging information to understand whether particular groups experience weaker outcomes or reduced access. Quantitative evidence will be combined with pupil and family voice, work scrutiny, provision review and professional dialogue, with appropriate protection of confidentiality where cohorts are small.

Resources and opportunities will be allocated according to need, and leaders will explicitly monitor participation in enrichment, leadership, sport, arts, trips and wider experiences so that financial, communication, cultural, physical or other barriers do not create a narrower educational experience.

SEND and the Specialist Resource Provision

The 14-place ASD/SLCN Specialist Resource Provision will strengthen, rather than sit apart from, the inclusive culture of the school.

The principle will be **one school community with different pathways of support**. Pupils accessing the SRP will share the school's identity and, according to individual need, participate alongside their peers in curriculum learning, enrichment, assemblies, social experiences, play and leadership opportunities.

Specialist provision will enable participation rather than create unnecessary separation.

CPP's existing SEND profile gives the Trust relevant mainstream experience: communication and interaction is currently its largest identified area of SEND need, representing 36% of pupils on the SEND register, and the Trust's inclusion strategy specifically prioritises speech, language and communication, autism-informed practice and communication-friendly classrooms.

We nevertheless recognise that establishing and operating an ASD/SLCN SRP requires specific specialist expertise. CPP will secure appropriate specialist support through the pre-opening period and work closely with KCC, specialist schools, families and relevant professionals to ensure that provision is evidence-informed and meets individual need.

Safe, calm and respectful behaviour

Every pupil has the right to learn in a safe, calm and orderly environment.

CPP treats behaviour as something that is **taught**, not simply told. Expectations, routines and social behaviours will be explicitly modelled, practised and retaught so that pupils

understand what successful participation in the school community looks like. Behaviour Principles

Our approach separates the behaviour from the child. Consequences will be proportionate and consistent, but incidents will also provide opportunities to learn, restore relationships and repair harm. Pupil voice, including the voice and needs of victims, will be central to responses to incidents.

Bullying, discriminatory behaviour and identity-based incidents will not be tolerated. They will be identified, recorded and addressed, with patterns reviewed by leaders alongside wider evidence about safety and belonging.

Attendance and belonging

Good attendance will be treated as an educational and inclusion priority.

The school will establish high expectations from the outset and use attendance information to identify pupils at risk of missing learning. However, attendance will not be understood simply as a percentage.

Staff will seek to understand the barriers behind absence and work with pupils, families and relevant services to address them. Attendance, emotional readiness, relationships and participation form part of the rounded picture of how a child **arrives** at school and what they need to succeed.

CPP's strategic inclusion ambition is for attendance to reach at least 96%, persistent absence to fall below 10%, and vulnerable groups not to experience disproportionate absence.

Safeguarding and pastoral support

Safeguarding will underpin every aspect of the school's work.

The school will operate CPP's established safeguarding framework, compliant with statutory guidance, with clear designated safeguarding leadership, safer recruitment, staff training, recording and reporting arrangements, and effective oversight by Trust leaders and trustees.

Safeguarding will also be understood as a lived culture. Staff will know pupils well, notice changes in presentation or behaviour, listen to children and create an environment in which pupils feel able to raise concerns and seek help.

Pastoral support will be provided early and proportionately to help pupils remain successfully included within mainstream provision. Where pupils have spent time in alternative provision, reintegration would be planned individually with the pupil, family, provider and other relevant professionals, with particular attention to curriculum continuity, relationships, safety and belonging.

Equality, diversity and community cohesion

The school will welcome pupils, families and staff of all backgrounds, faiths and beliefs and will meet its responsibilities under the Equality Act 2010 and Public Sector Equality Duty.

CPP's curriculum principles require the curriculum to act as both a **mirror and a window**: helping pupils understand themselves while extending their knowledge of people, experiences and perspectives beyond their immediate community. Curriculum content should reflect different genders, races, ethnicities, backgrounds and beliefs. Curriculum Principles

Pupils will learn about and practise the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance. The school will meet its Prevent duty through safeguarding, curriculum and staff training, while developing pupils' ability to discuss difference respectfully and recognise prejudice and discrimination.

Admissions and staff recruitment will be inclusive and non-discriminatory. Uniform expectations will be affordable and accommodate religious or cultural requirements appropriately. School meals will cater for dietary, medical and religious requirements.

As a non-faith school, Religious Education and collective worship will be provided in accordance with statutory requirements and will promote understanding of a range of religions and worldviews. The rights of parents in relation to withdrawal will be respected.

Partnership with pupils, families and the wider system

Inclusive education is strongest when decisions are made **with** children and families, not simply for them.

Pupil and family voice will contribute to assessment, provision planning, reviews and transition. Communication will be accessible and adapted where necessary so that engagement does not privilege families who find school systems easiest to navigate.

The school will also draw on specialist services, local schools, the Paddock Wood Community of Schools and wider Kent locality arrangements. CPP's Inclusion Strategy expects schools to use local specialist expertise to strengthen curriculum design, staff knowledge, provision and transition planning.

This partnership approach will be particularly important during transitions into nursery and Reception, between phases, into and out of specialist provision, and when pupils move on to secondary school.

Ultimately, inclusion at Paddock Wood will be judged not by the amount of provision created but by what changes for pupils: whether they learn well, attend, participate, become increasingly independent, feel safe and respected, and experience a genuine sense of belonging.

Every child. Every lesson. Every day. We ACT.

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.

Our curriculum entitlement

The new Paddock Wood school will provide every pupil with an ambitious, broad, balanced and carefully sequenced curriculum from the Early Years Foundation Stage to the end of Key Stage 2.

CPP's curriculum principles begin with the understanding that curriculum is both **what** pupils are taught and **when** that content is taught. Curriculum design therefore considers the whole learning journey from EYFS through Key Stage 1 and Key Stage 2 rather than treating individual year groups as isolated stages.

The school will teach the full National Curriculum and statutory requirements applicable at the time of opening. Pupils will study English, mathematics, science, art and design, computing, design and technology, geography, history, languages at Key Stage 2, music, physical education, religious education and relationships, health and personal development. Reading, writing, mathematics and communication will provide essential foundations, but every subject will be valued for its distinctive contribution to pupils' knowledge, understanding and development.

CPP's principle is that ALL pupils should leave primary education functionally literate and numerate while also having opportunities to discover strengths and interests across the whole curriculum. Every discipline therefore matters and will be taught with appropriate subject integrity.

The curriculum will also extend beyond taught subjects. Personal development, cultural experiences, visits, visitors, clubs, sport, leadership opportunities and engagement with the local community will form part of the school's wider educational entitlement. CPP describes quality education as the combination of a strong intended curriculum,

effective pedagogy and the wider experiences that develop children socially, morally, spiritually and culturally.

Coherent, cumulative curriculum design

Curriculum sequences will be built deliberately so that pupils develop increasingly secure and sophisticated knowledge and skills over time.

CPP's curriculum principles ask three questions about sequencing: **why this, why here and why now?** Units and content should be placed deliberately because they contribute to the pupil's longer learning journey.

Curriculum design will therefore:

- identify the substantive and disciplinary knowledge pupils should acquire;
- establish the prior knowledge required for successful future learning;
- move thoughtfully from concrete and familiar ideas towards more abstract concepts;
- revisit and connect important knowledge where this strengthens long-term understanding;
- make meaningful links between subjects where these genuinely deepen learning rather than creating artificial thematic connections;
- identify essential vocabulary;
- anticipate common misconceptions and barriers;
- provide clear end points against which learning can be evaluated.

Learning will be cumulative. Pupils will build increasingly complex schemas rather than encounter disconnected activities or topics. CPP's existing curriculum principles explicitly recognise that both knowledge and skills build over time and that pupils require secure building blocks before moving towards more abstract learning.

This will be particularly important during the school's initial years when cohorts are small and Year 1 and Year 2 initially operate as a mixed-age class. Curriculum planning will preserve the intended progression of the National Curriculum while enabling efficient mixed-age organisation. Long-term curriculum maps will identify where content can be taught collectively and where age-specific objectives, teaching or outcomes are required. Pupils will not receive a reduced curriculum because the school is growing incrementally.

Meaning, representation and the local community

The curriculum should help pupils understand both themselves and the wider world.

CPP describes curriculum as both a **mirror and a window**: pupils should be able to see themselves and their experiences reflected while also encountering people, places, cultures, ideas and perspectives beyond those they already know.

Curriculum content will therefore be diverse and representative of modern Britain and the wider world, including different cultures, ethnicities, religions, beliefs, genders, families and experiences. This will complement the school's wider commitment to equality, British values and community cohesion.

Paddock Wood and its surrounding area will also provide authentic opportunities for curriculum enrichment. Local history, geography, environment, community organisations and changing patterns of housing and development can give learning meaningful context without narrowing the curriculum to pupils' immediate experience.

The aim will be to connect the local and the global: beginning with what pupils know where appropriate, while progressively widening their understanding of the world.

Teaching: Learning that Lands

A strong curriculum only makes a difference when it is taught well.

CPP's 2026/27 improvement focus, **Learning that Lands – The right learning. Taught the right way. For every child**, provides the central teaching model for the new school. Its core question is not whether content has been covered or a task completed, but whether learning has actually landed for every pupil.

Teaching will therefore follow the ACT professional model:

Arrive – know the child and the starting point. Teachers consider prior knowledge, vocabulary, misconceptions, fluency, attendance, SEND, disadvantage, emotional readiness, relationships and other relevant barriers.

Choose – identify the intended learning and select the most appropriate and ambitious route through it. Teachers decide what explanation, modelling, vocabulary, resources, grouping, scaffolding, practice and challenge pupils need.

Teach – teach, check and respond. Teachers explain, model and scaffold effectively, gather evidence of pupils' understanding and decide whether learning should be continued, revisited, adapted or deepened.

ACT is not a lesson format or checklist. It is a disciplined professional process that enables teachers to retain curriculum ambition while responding intelligently to the pupils in front of them.

Evidence-informed pedagogy

CPP does not prescribe a single teaching style. Different subjects, ages and learning goals require different pedagogical choices. However, our existing Pedagogy Principles identify practices with a strong evidence base that teachers will use intelligently.

These include:

- calm, purposeful classrooms and secure relationships;
- clear explanation;
- modelling and worked examples;
- effective questioning;
- regular checking for understanding;
- breaking complex learning into manageable steps;
- guided and independent practice;
- rehearsal and retrieval;
- purposeful scaffolding;
- feedback that moves learning forward;
- adaptation in response to assessment. Pedagogy Principles Pedagogy Principles

Pupils will be expected to think hard and increasingly work independently. Scaffolding should enable success and then reduce as pupils become more secure; it should not create long-term dependency or lower expectations.

Assessment as part of teaching

Assessment will be inseparable from curriculum and teaching.

CPP defines assessment as the bridge between teaching and learning. Its purpose is to establish what pupils already know, what has been securely learned, where understanding is partial and where misconceptions remain, so that teachers can make better decisions about what happens next.

Assessment will therefore operate continuously rather than being confined to formal testing windows.

Teachers will use questioning, pupil responses, work, discussion, retrieval, observation and other appropriate methods to gather evidence during and across lessons. A particular expectation will be that teachers check the understanding of **all pupils**, rather than relying on volunteers or general impressions of the class.

Summative assessment will complement rather than replace this daily practice. CPP already operates a common Trust assessment cycle including statutory assessment, reading and mathematics standardised measures and comparative judgement in writing, enabling schools to benchmark performance and leaders to identify patterns requiring response.

The new school would participate fully in this Trust approach as appropriate to the year groups open at each stage.

Reading, language and communication

Communication and reading will have particular priority because they unlock access to the wider curriculum.

In EYFS and Key Stage 1, pupils will receive systematic, high-quality phonics teaching alongside rich opportunities to develop vocabulary, oral language, comprehension and a love of reading. Pupils who are at risk of falling behind will be identified quickly and supported to catch up through additional practice and precisely targeted teaching.

High-quality texts will form an important component of the wider curriculum. Pupils will encounter literature and non-fiction that expand vocabulary, knowledge, imagination and understanding of different lives and experiences.

Communication and language will remain a focus beyond early reading, particularly given the SEND profile anticipated for the school and the planned ASD/SLCN Specialist Resource Provision.

Mathematics

Mathematics teaching will secure fluency, conceptual understanding and reasoning.

Pupils will develop secure number knowledge and arithmetic fluency alongside understanding of mathematical structures and the ability to apply knowledge in unfamiliar contexts. Teaching will use clear explanation, representation, modelling,

worked examples and carefully sequenced practice, with assessment used to identify misconceptions before they become embedded.

Automaticity in number facts and multiplication will reduce unnecessary cognitive load and allow pupils to engage successfully with increasingly complex mathematics.

Writing

Writing will be taught as both a composition and transcription process.

Pupils will progressively develop handwriting, spelling, grammar and vocabulary alongside the ability to compose effectively for different purposes and audiences. Writing will connect meaningfully to reading and wider curriculum knowledge while also receiving explicit teaching in its own right.

CPP's use of comparative judgement will support moderation and evaluation of standards while keeping professional discussion focused on the quality of pupils' writing.

Personal development and wider curriculum

The curriculum will develop the whole child.

Pupils will receive statutory RSHE and opportunities to develop spiritual, moral, social and cultural understanding, citizenship and the fundamental British values.

A planned enrichment entitlement will provide access to sport, music, arts, educational visits, visitors, outdoor learning, clubs and leadership opportunities. Participation will be monitored so that disadvantage, SEND or other barriers do not systematically restrict access.

Before- and after-school provision, including breakfast and wraparound care, will be developed in response to family need and the financial and operational model established before opening.

Curriculum leadership and implementation

Curriculum development will be disciplined rather than driven by changing fashions or the purchase of new schemes.

CPP uses the EEF implementation model of **Explore – Prepare – Deliver – Sustain**. Curriculum improvement begins with evaluation of current need and evidence, moves through collaborative preparation, is deliberately implemented and is then sustained, reviewed and refined.

Subject leaders will therefore have clear curriculum oversight and receive support through Trust networks, professional development and school-to-school collaboration.

During the early years of the new school, some leadership responsibilities will necessarily be combined because pupil numbers are small. CPP's Trust-wide subject networks and educational leadership infrastructure will therefore provide additional expertise so that the breadth and quality of the curriculum does not depend solely on the number of staff employed within the school.

The founding leadership team will work with CPP's Director of Inclusion and Education and Trust subject expertise during pre-opening to establish the school's curriculum architecture, resources, assessment arrangements and staff professional development.

Transition and continuity

Transition will be treated as a curriculum issue as well as a pastoral one.

The school will develop strong relationships with nurseries, early years providers and later local secondary schools to ensure relevant educational information is transferred and pupils are well prepared.

Particular attention will be paid to disadvantaged pupils, pupils with SEND, children known to social care and pupils whose learning has previously been disrupted.

Within the school, transition between nursery, Reception and Key Stage 1 will preserve continuity while recognising the distinct characteristics of each phase.

The aim throughout will be clear: **the curriculum provides the intended journey; excellent teaching ensures that every pupil can travel it successfully.**

Indicative Curriculum Entitlement

Curriculum area	**Key Stage 1 indicative hours/week**	**Key Stage 2 indicative hours/week**
English – reading, writing, language	7.5	7.0
Phonics / spelling / vocabulary	2.5	1.0

Curriculum area	Key Stage 1 indicative hours/week	Key Stage 2 indicative hours/week
Mathematics	5.0	5.0
Science	2.0	2.0
History	1.0*	1.0*
Geography	1.0*	1.0*
Art & Design	1.0*	1.0*
Design & Technology	1.0*	1.0*
Computing	1.0	1.0
Music	1.0	1.0
Physical Education	2.0	2.0
Religious Education	1.0	1.0
RSHE / Personal Development	1.0	1.0
Modern Foreign Language	—	1.0
Indicative total	**26.0**	**26.0**

*Subjects may be organised through alternating or blocked units rather than appearing for exactly one hour every week. Annual curriculum entitlement will remain complete.

Timetabling note: *These allocations are indicative and demonstrate the intended curriculum breadth. The founding leadership team will determine the final timetable. Subjects may be taught in blocks or through periods of greater intensity where this improves curriculum coherence. Time allocations may also be adjusted where assessment indicates that pupils require additional teaching to secure essential foundations, while maintaining entitlement to a broad and balanced curriculum.*

Nursery and Specialist Resource Provision

Nursery

The 26-place school-based nursery will be an integral part of the school's educational offer and will operate within CPP's Early Years principles and the statutory EYFS framework.

CPP's Early Years curriculum is designed to provide rich, irresistible, ambitious and relevant learning opportunities through which children develop as confident, independent learners with curiosity, resilience and high aspirations.

Five principles characterise the pupil experience: children are encouraged to be brave, kind, safe, invited, and to laugh and learn. Relationships, belonging, predictable routines, play and joyful learning therefore sit alongside high educational ambition.

The nursery curriculum will encompass the three prime and four specific areas of the EYFS and will combine adult-guided teaching with purposeful child-initiated learning. Communication and language, personal, social and emotional development and physical development will provide essential foundations for literacy, mathematics, understanding the world and expressive arts and design.

The curriculum will be carefully sequenced while retaining the responsiveness appropriate to early childhood. Practitioners will use play, sustained shared thinking, questioning, modelling and interaction to extend children's language, knowledge and thinking. Continuous provision indoors and outdoors will be deliberately designed and regularly reviewed according to whether resources and experiences continue to contribute meaningfully to learning.

The environment will be considered part of the curriculum. CPP's recent development of Little Loose Nursery gives the Trust practical experience of planning new nursery provision. Its design separates purposeful areas including literacy, mathematics, creative learning, construction/small world, role play, science/discovery and group learning while maintaining open, flexible provision and access to outdoor learning. The wider design work also demonstrates the value CPP places on natural, flexible indoor and outdoor environments that enable role play, construction, creativity, reading, physical development and exploratory learning.

Children's starting points will be established through information from families, previous settings, observation and assessment. Practitioners will make ongoing formative

assessments and use these to adapt provision and identify where early support is required.

Transition will begin before children formally start. CPP's established EYFS practice includes parent information sessions, visits to previous settings, discussion with key workers, opportunities for home visits where appropriate and structured familiarisation sessions for children and families.

This approach will be adapted for the new Paddock Wood community and will help establish relationships with families before the school opens.

The nursery will offer the relevant funded early years entitlements applying at the time and CPP will determine the detailed session pattern, 15/30-hour mix and any additional provision through pre-opening consultation and financial modelling. All 26 places will be made available within the school's first year in line with KCC's specification.

Staffing will meet or exceed statutory EYFS requirements. CPP intends early years provision to benefit from qualified teacher leadership and appropriately qualified practitioners, with staffing ratios determined by the age and attendance pattern of children and the statutory framework applying at the time of opening.

Provision will be fully inclusive. Early identification is central to CPP's EYFS approach, with practitioners working closely with parents, the SENCO and external agencies where additional or emerging need is identified.

Specialist Resource Provision

The 14-place ASD/SLCN Specialist Resource Provision will form part of the same educational community rather than operate as a separate institution within the school.

Its curriculum model will begin with each pupil's assessed needs and EHCP outcomes and will seek the **most ambitious appropriate route** for each child.

Where mainstream curriculum learning can be accessed meaningfully with adaptation and specialist support, pupils will learn alongside their peers. Where pupils require a more personalised route, the curriculum may place greater emphasis on communication, language, interaction, cognition, regulation, independence and preparation for later life while remaining ambitious, sequenced and regularly reviewed.

This reflects CPP's wider Inclusion Strategy: pupils should access the shared ambitious curriculum wherever it can be made meaningful through high-quality adaptive

teaching, while a personalised pathway should be used where assessed need and longer-term goals make this necessary.

The SRP will operate through genuine integration. Inclusion decisions will be based on individual learning and wellbeing rather than arbitrary amounts of time spent in mainstream or specialist spaces. Pupils may access different combinations of mainstream teaching, small-group specialist teaching, therapeutic or specialist intervention and supported social experiences according to need.

All staff will share responsibility for the pupils. Specialist staff will bring additional expertise but will not become the only adults capable of teaching children who access the SRP.

Communication-friendly and autism-informed practice will extend across the entire school. CPP's existing SEND analysis already identifies communication and interaction as its most prevalent broad area of need and prioritises staff development in speech, language and communication, autism-informed practice, predictable routines, sensory regulation and participation.

This creates an important opportunity: the SRP can strengthen mainstream provision while excellent mainstream practice increases opportunities for meaningful inclusion.

CPP will secure additional specialist ASD/SLCN expertise during pre-opening and work closely with KCC and relevant local specialist provision in designing the detailed operating model, curriculum, staffing and environment.

Pupil and family voice will be central to planning and review. Progress will be judged against appropriate academic and broader outcomes, including communication, independence, participation, wellbeing and EHCP outcomes, rather than relying solely on age-related attainment measures.

The principle will remain consistent throughout:

one school, one community, with different routes and levels of support enabling every pupil to participate, belong and succeed.

Measuring performance

The proposal should set out plans for how key metrics will be determined, assessed and communicated. This should be no more than 2,000 words.

CPP's approach to performance begins with a simple principle: **assessment should lead to better decisions for pupils**.

At the new Paddock Wood school, performance will therefore be evaluated through a combination of:

- ongoing classroom assessment;
- statutory and standardised assessment;
- pupil-level tracking;
- attendance and behaviour information;
- vulnerable-group analysis;
- curriculum and teaching quality assurance;
- pupil and parent voice;
- and regular internal and external review.

The purpose will not be to generate data for its own sake, but to understand what pupils know, what they have learned, where barriers remain and what leaders and teachers need to do next.

Annex F expects a clear baseline, effective tracking, ambitious targets, strong attendance monitoring, regular benchmarking, evaluation of teaching quality and clear parent reporting. The systems described below are designed to meet those expectations while remaining proportionate and avoiding unnecessary workload.

Establishing clear starting points

The school will establish a robust baseline for every pupil.

In EYFS, this will begin before formal entry through information from parents, previous settings and key workers, alongside observation and the statutory Reception Baseline Assessment where applicable. CPP's existing EYFS approach already includes visits to pre-school settings, transition activity and discussion with families so that staff

understand children's development, interests and any emerging SEND before teaching begins.

For pupils joining in other year groups, leaders will gather previous attainment information, teacher assessment, statutory data where available, attendance history, SEND and pastoral information and relevant family insight.

Baseline information will be treated as a **starting point for action**, not as a label or fixed prediction of future attainment.

This is consistent with CPP's Assessment Principles, which state that teaching should begin with an accurate understanding of what children know rather than where adults expect them to be.

Assessment as part of everyday teaching

Assessment will be continuous and embedded in teaching.

Teachers will use questioning, observation, pupil responses, discussion, retrieval, work scrutiny and other appropriate techniques to identify:

- what pupils know and remember;
- where understanding is secure;
- where misconceptions remain;
- which pupils need additional explanation, practice or support;
- and which pupils are ready for greater challenge.

CPP's Assessment Principles place particular emphasis on gathering evidence from **all pupils**, rather than relying on a small number of volunteers or assuming completion means understanding.

This is closely aligned with the Trust's ACT model:

- **Arrive** – establish what the pupil knows and what may affect learning;
- **Choose** – select the most appropriate route, adaptation and level of challenge;
- **Teach** – check whether learning has landed and respond accordingly.

Evidence gathered through assessment will therefore lead to instructional decisions. If learning has not landed, the response may include re-teaching, additional modelling, further practice, adaptation, intervention or a change in pacing.

Summative assessment and tracking

Summative assessment will complement, not replace, classroom assessment.

The school will participate in CPP's Trust-wide assessment cycle, adapted to the year groups open at each stage of growth. CPP's current Data Collection Calendar includes:

- EYFS baseline and statutory EYFS assessment;
- phonics assessment;
- standardised reading and mathematics assessments;
- Year 6 SATs;
- Multiplication Tables Check;
- Comparative Judgement in writing;
- and statutory assessment points.

CPP currently uses common Trust platforms to support consistency, moderation and analysis, including Insight, SmartGrade and No More Marking.

The purpose of these common assessments is to:

- benchmark attainment;
- evaluate progress over time;
- compare school, year-group and pupil-group performance;
- identify pupils at risk of falling behind;
- test whether interventions are working;
- and inform school and Trust improvement priorities.

As the new school grows, leaders will retain flexibility to add school-specific assessments where these genuinely support curriculum evaluation or pupil learning.

Ambitious and realistic targets

The school will set ambitious targets that reflect CPP's expectation that pupils should achieve strongly relative to national benchmarks.

Targets will be informed by:

- pupils' starting points;

- prior attainment;
- national performance;
- Trust performance;
- curriculum expectations;
- and individual circumstances where relevant.

CPP would expect the school, once cohorts are sufficiently established, to aim for outcomes at or above national expectations across statutory measures and to improve further over time.

However, targets will not be used as rigid ceilings or labels for individual pupils. The purpose of target-setting will be to establish ambition, monitor whether progress is sufficient and prompt timely action where it is not.

For small cohorts, particularly during the school's first years, percentage measures will be interpreted carefully. Leaders will supplement percentages with pupil-level analysis and narrative evaluation so that performance is not distorted by very small numbers.

Monitoring progress and vulnerable groups

Leaders will monitor attainment and progress for all pupils while paying particular attention to those who may experience barriers to success.

This will include:

- disadvantaged pupils;
- pupils with SEND or emerging SEND;
- pupils known or previously known to children's social care;
- pupils with EAL;
- pupils with poor attendance;
- and pupils experiencing overlapping barriers.

CPP's Inclusion Strategy requires termly review of attainment, progress, attendance, participation, suspension and belonging, disaggregated across relevant pupil groups. Quantitative data is expected to be triangulated with pupil and family voice, work scrutiny, provision review and staff dialogue.

This approach will be particularly important at Paddock Wood because the school will initially have small cohorts, meaning that named-pupil analysis will often be more meaningful than group percentages alone.

Leaders will ask:

- Which pupils are not learning as expected?
- Which barriers are contributing?
- What has been tried?
- What difference has it made?
- What should happen next?

Attendance

Attendance will be monitored as a core educational measure.

CPP's current strategic inclusion ambition is for every school to achieve attendance of at least **96%**, persistent absence below **10%**, and no disproportionate impact on vulnerable groups.

The new school would adopt similarly high expectations from opening.

Attendance will be reviewed at pupil, group, year and whole-school level. Leaders will analyse:

- overall attendance;
- persistent and severe absence;
- authorised and unauthorised absence;
- attendance of vulnerable groups;
- patterns around days, terms or holidays;
- and individual pupils showing emerging risk.

Intervention will begin early.

The aim will be to understand and remove barriers rather than wait for poor attendance to become entrenched. Families will be engaged promptly, with escalation to external support or statutory processes where appropriate.

Attendance information will also inform teaching. CPP's Learning that Lands model explicitly recognises that teachers need to understand missed learning and how pupils arrive before deciding what pupils need next.

Behaviour, safety and participation

Behaviour information will be monitored alongside attendance and learning.

The school will record and review:

- behaviour incidents;
- suspensions and exclusions;
- bullying;
- discriminatory and identity-based incidents;
- repeated patterns involving individual pupils;
- and participation in wider school opportunities.

CPP's Behaviour Principles emphasise consistency, explicit teaching of expectations and the importance of separating behaviour from the child.

Data will therefore be used not simply to count incidents but to identify:

- where routines or provision may need strengthening;
- whether individual pupils require additional support;
- whether particular groups experience disproportionate sanctions;
- and whether pupils feel safe and able to participate fully.

Quality of teaching

Pupil outcomes will be considered alongside direct evidence about the quality of curriculum and teaching.

CPP's established Quality Assurance Review process provides three core reviews each year:

- an internal Autumn review;
- an internal Spring review;
- and an external Summer review through Challenge Partners, with additional follow-up where needed.

At the new school, QAR activity would draw on:

- lesson visits;
- work scrutiny;
- pupil voice;
- curriculum review;
- assessment evidence;
- attendance and behaviour;
- leadership discussion;
- and School Development Plan priorities.

The purpose would be developmental rather than performative.

Leaders would seek to understand:

- whether the intended curriculum is being taught;
- whether pupils are learning and remembering it;
- whether teachers are checking understanding effectively;
- whether vulnerable pupils are accessing the same ambition;
- and whether professional development is changing classroom practice.

CPP's Trust-wide improvement focus will provide a common language for this work: **Has the learning landed?**

Review, benchmarking and accountability

Performance will be reviewed regularly at multiple levels.

Class teachers will respond continuously through daily assessment.

School leaders will review pupil, group and cohort performance through scheduled assessment and data cycles.

The Trust will monitor performance through:

- school improvement meetings;
- termly assessment analysis;
- inclusion dashboards;

- QAR;
- executive review;
- and governance oversight through the Inclusion & Education Committee and Trust Board.

External benchmarking will include national data, Kent data where available, standardised assessment benchmarks and external review.

The school's own performance will also be compared with other CPP schools, but this will be used intelligently. The purpose is not to force uniformity, but to identify where outcomes or practice suggest that one school can learn from another.

Parents and pupils as partners in performance

Parents will receive clear, accessible information about their child's progress and attainment.

Reporting will include:

- regular conversations with teachers;
- formal parent meetings;
- written annual reports;
- information about statutory assessments where applicable;
- and additional review meetings for pupils with SEND or other identified needs.

In EYFS, CPP's established practice includes parent meetings, shared learning information and written end-of-year reporting.

Parents will also be involved in decisions about support, intervention and next steps where pupils are not progressing as expected.

Pupils will increasingly be helped to understand:

- what they are learning;
- what success looks like;
- how they are progressing;
- and what they need to do next.

This reflects CPP's Assessment Principles, which emphasise learning intentions, success criteria and active pupil engagement in assessment.

Proportionate assessment and staff workload

CPP is deliberately cautious about creating unnecessary assessment burden.

Assessment will be designed around its purpose.

Teachers will not be expected to collect evidence simply because a system permits it or because data can be generated. Data collection will be limited to information that supports:

- better teaching;
- evaluation of curriculum;
- identification of need;
- accountability;
- or statutory requirements.

CPP's current assessment cycle already distinguishes between ongoing formative assessment and scheduled summative data collection, recognising that formal assessment is only one part of the wider assessment process.

The effectiveness of assessment systems will therefore be reviewed not only by the quality of the information they produce, but also by whether that information leads to better decisions for pupils without creating unnecessary workload.

How success will be judged

The school's performance will ultimately be judged through a balanced set of measures.

Success will mean that:

- attainment and progress are at or above national expectations;
- disadvantaged pupils and pupils with SEND make strong progress and gaps reduce over time;
- attendance is high and persistent absence low;
- pupils behave well and feel safe;
- suspensions and exclusions remain low;

- pupils participate fully in enrichment and wider school life;
- teaching quality is consistently strong;
- parents understand their children's progress;
- and leaders can demonstrate that support and intervention are making a measurable difference.

The central test will remain straightforward:

What has changed for pupils, and how do we know?

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.

CPP's staffing model will be deliberately phased so that the school has the leadership, teaching and operational capacity required at each stage of growth without carrying a mature 1FE cost structure before the pupil roll can sustain it.

The school will open with 60 mainstream pupils in September 2028 and grow incrementally to 210 pupils by 2034/35. Nursery provision will be available from the first year, while the SRP is expected to begin admitting pupils from 2030/31. The staffing model will therefore develop alongside pupil numbers, curriculum requirements, SEND need and available income rather than being fixed from opening. KCC's published pupil trajectory provides the basis for this planning.

Leadership model

CPP considers visible, high-quality leadership to be particularly important during the establishment of a new school. The founding leader will need to build culture, establish safeguarding and behaviour expectations, recruit and develop staff, engage families, work with the local community and embed CPP's educational model from the outset.

CPP therefore intends the school to have a clearly identified, highly visible founding Headteacher rather than relying by default on a remote executive-head model.

The recruitment route will remain open. CPP would consider both:

- external appointment of an experienced or aspiring Headteacher; and
- an internal secondment or development opportunity for a suitably experienced CPP leader where this provides the strongest appointment.

An internal route could offer particular advantages in embedding CPP's vision, values, inclusion strategy and curriculum intent from the outset, while also supporting leadership development and succession within the Trust. However, any appointment would be made through a fair and rigorous recruitment process and would not be predetermined.

The Headteacher's salary and contractual arrangements would reflect the scale and complexity of the school at the point of appointment, with planned review points as pupil numbers, staffing responsibility and specialist provision grow. This avoids embedding a mature-school leadership cost too early while retaining an attractive and professionally credible founding-headship opportunity.

The Trust would provide significant executive support during the early years through the CEO, Director of Inclusion and Education, CFO and existing headteacher network.

Indicative phased staffing model

Academic year	**Mainstream pupils**	**Indicative class structure**	**Leadership and teaching model**	**Operational / specialist capacity**
2028/29	**60**	Reception; mixed Y1/2	Founding Headteacher; 2 teachers, with SENCO responsibility likely combined with a teaching role, indicatively c.0.4 SENCO / 0.6 teaching	Nursery team; c.1.0 office/admin; part-time/shared site provision; TAs deployed according to EYFS/SEND need; full Trust central support
2029/30	**90**	Reception; Y1; mixed Y2/3 or equivalent	Headteacher; 3-class teaching establishment; SENCO remains combined teaching/leadership role	Nursery established; admin/site reviewed against workload; support staff grow with need
2030/31	**120** + initial SRP placements	4 mainstream classes likely	Headteacher; emerging senior/phase responsibility; SENCO allocation reviewed; SRP lead/specialist teacher begins	SRP staffing added in line with commissioned places and high-needs funding
2031/32	**150**	c.5 mainstream classes	Headteacher; broader distributed leadership; SENCO increasingly non-class-based where need justifies	Increased admin/support capacity where affordable

2032/33	**180**	c.6 mainstream classes	Headteacher plus Deputy/Assistant Head capacity likely emerging; subject/phase leadership strengthened	Mature nursery; SRP growing; office/site model reviewed
2033/34	**195**	c.6–7 classes depending on cohort organisation	Leadership model approaches mature 1FE structure	Support functions increase only where evidence and income justify
2034/35	**210**	7 mainstream classes	Mature 1FE structure: Headteacher; Deputy/Assistant Head capacity; SENCO/inclusion leadership; distributed subject leadership	Established nursery, SRP, admin and site provision
Future 2FE if commissioned	Up to **420**	Up to 14 classes	Expanded SLT and phase leadership; additional teaching establishment	Proportionate expansion of admin, premises, inclusion and support functions

The class organisation above is indicative. KCC recognises that the initial mixed Year 1/2 cohort creates an unusual structure and that the timing of any later split will depend on demand and spare capacity in surrounding schools. CPP would therefore retain flexibility while ensuring the full curriculum entitlement is protected.

Opening structure

At opening, CPP would expect a deliberately lean structure.

The Headteacher would be primarily non-class-based so that sufficient capacity exists for safeguarding, leadership, community engagement, staff development, admissions, school operations and establishment of culture.

The SENCO role would not initially be a separate full-time post. With only two mainstream classes, CPP would expect the role to be combined with teaching, for example around **0.4 FTE SENCO leadership and 0.6 FTE teaching**, subject to the actual

SEND profile and statutory requirements. This provides meaningful SEND leadership while remaining proportionate to the school's initial scale.

The nursery would operate with staffing determined by statutory EYFS ratios and actual occupancy. CPP would seek qualified teacher leadership across the early years phase while using appropriately qualified nursery practitioners to provide a sustainable staffing model.

Administrative and premises provision would also be lean. The school would not require standalone finance, HR, governance, estates or school-improvement posts because these services are already provided through CPP's central infrastructure.

Central Trust capacity

A key feature of the model is that school staffing does not need to duplicate functions already available centrally.

The new school will draw on CPP's established capacity in:

- finance and payroll;
- HR and recruitment;
- governance;
- estates, compliance and health and safety;
- safeguarding assurance;
- school improvement and curriculum development;
- inclusion and SEND;
- professional development;
- procurement and operational systems.

This is particularly important in the early years, when fixed school-level staffing costs are high relative to pupil income.

It also provides resilience. A small school would otherwise be vulnerable to individual absence or turnover in specialist functions; Trust-wide infrastructure reduces that risk and allows the school to remain focused on teaching, learning and community development.

SEND and SRP staffing

The mainstream SENCO role will develop as the school grows.

An indicative trajectory might be:

School scale	Indicative SENCO model
60–90 mainstream pupils	Approx. 0.4 SENCO / 0.6 teaching
Around 120 pupils and SRP commencement	SENCO allocation reviewed upward; separate SRP specialist leadership begins
150–180 pupils	Increasingly non-class-based inclusion/SENCO leadership where need supports this
210 pupils + established SRP	Substantial inclusion/SENCO leadership within mature structure

The SRP will have separately identified specialist staffing, phased with commissioned places and associated high-needs funding. KCC's current funding model includes start-up support for a teacher before pupils are admitted and potential first-year support equivalent to teacher and teaching-assistant costs.

At maturity, SENCO/inclusion leadership would remain proportionate to the needs of a 1FE school, currently anticipated at up to approximately 0.6 FTE non-class-based capacity, with separate specialist leadership and staffing for the SRP.

CPP will not rely solely on mainstream staffing to absorb specialist provision.

Recruitment and internal development

CPP will recruit against clear role profiles linked to the school's educational vision and stage of growth.

The Trust will draw from both the external market and internal leadership pipeline. Internal development and secondment opportunities may be particularly valuable where they:

- provide continuity with CPP's vision and values;
- bring established understanding of Learning that Lands, ACT and CPP curriculum principles;

- strengthen succession planning;
- and offer talented staff meaningful progression.

However, roles will not be reserved for existing staff. The overriding principle will be to appoint the strongest candidate for each role.

Recruitment will also be phased carefully to minimise unnecessary impact on neighbouring schools and to avoid appointing staff substantially earlier than income supports.

Professional development and retention

Staff development will be built into the school model from the start.

Teachers and leaders will participate in CPP's existing professional-development and school-improvement infrastructure, including Trust networks, coaching, moderation, QAR and collaborative development.

The Inclusion Strategy expects professional development to be sustained through explanation, modelling, practice, coaching and collaborative problem solving rather than one-off training.

The small opening structure should not mean professional isolation. Staff will work as part of the wider Trust, with access to colleagues across CPP schools.

CPP will also seek to manage workload through:

- shared curriculum frameworks and resources;
- centralised systems;
- proportionate assessment;
- Trust-wide policies and processes;
- sensible role combination;
- and flexible working where this can be accommodated without compromising provision.

Affordability and review

CPP recognises that staffing costs will be disproportionately high during the opening phase.

A school with 60 pupils still requires leadership, teachers, administration, premises support and statutory safeguarding and SEND capacity. The model therefore assumes that early years will rely on a combination of delegated income, KCC growth/reorganisation funding and central Trust support.

KCC's specification confirms that reorganisation funding is intended to address lagged funding and support the school while Reception cohorts work through the school.

Staffing will be reviewed at least annually against:

- actual and forecast pupil numbers;
- income;
- class organisation;
- teacher contact ratio;
- average class size;
- average teacher cost;
- SEND and disadvantage profile;
- SRP commissioned places;
- curriculum requirements;
- and financial sustainability.

Additional leadership or support posts will therefore be introduced when they are educationally necessary **and** financially sustainable, rather than simply because the school has reached a predetermined age.

Contingency

If pupil growth is slower than forecast, CPP will protect the core educational offer first.

Possible responses would include:

- delaying additional leadership appointments;
- retaining combined leadership/teaching roles for longer;
- adjusting support-staff deployment;
- using Trust-wide expertise rather than creating school-specific posts;
- revising class organisation where educationally appropriate;

- and deferring discretionary staffing growth.

CPP would not reduce safeguarding capacity, statutory SEND provision or the breadth of the curriculum in order to balance the budget.

Conversely, if demand grows more quickly and KCC commissions additional classes or a second form of entry, staffing would expand proportionately rather than waiting for the mature 1FE structure to be reached.

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.

Capacity to establish and operate the school

Coppice Primary Partnership has the educational, operational and governance infrastructure required to establish and operate the proposed new school, supported where necessary by commissioned specialist expertise.

CPP is a primary-focused multi-academy trust currently operating four schools and educating approximately 2,000 pupils. The Trust has developed a central operating model that provides schools with shared capacity in education and inclusion, finance, HR, governance, estates and compliance, safeguarding, procurement and operational systems.

The new school would therefore not need to establish these functions independently. It would join an existing Trust infrastructure while developing its own leadership, staff team and local identity.

CPP has deliberately strengthened its central capacity as the Trust has grown. The Executive Leadership Team comprises the CEO, Director of Inclusion and Education and

school Headteachers, supported operationally by the CFO and central finance and HR functions.

The Trust's existing school improvement offer also provides a substantial educational infrastructure for a new school. This includes Quality Assurance Reviews, Trust assessment and data packs, curriculum frameworks, subject networks, safeguarding reviews, executive leadership meetings, Team Around the School meetings, attendance and SEND support, and external Challenge Partners review.

This means that the founding school leadership team would be supported from pre-opening by systems and professional networks that are already operating across CPP.

Pre-opening leadership and deployment

CPP would establish a formal pre-opening programme, sponsored by the CEO and organised through defined workstreams.

Indicative responsibilities are set out below.

Area	**CPP capacity / proposed lead**	**Pre-opening responsibility**	**Indicative commitment**
Executive sponsorship and strategic leadership	CEO	Overall sponsor; relationship with KCC/DfE; programme assurance; governance; appointment of founding Headteacher; community and strategic stakeholder engagement	Approx. 0.1–0.2 FTE during core pre-opening period, increasing around key milestones
Education and inclusion	Director of Inclusion and Education	Curriculum and teaching model; inclusion; SEND; SRP development; school improvement architecture; founding leader support	Approx. 0.1–0.2 FTE, with increased input during curriculum, staffing and readiness phases
EYFS / nursery	CPP EYFS expertise across existing schools	Nursery and Reception curriculum; environment; transition; staffing; assessment and operational readiness	Specialist input at design and implementation milestones
Finance	CFO and central finance team	Pre-opening budget; funding assumptions; staffing affordability;	Regular workstream leadership throughout pre-opening

		financial controls; procurement; financial systems	
HR and workforce	CFO, supported by CPP's central HR team and specialist HR support from Browne Jacobson	Workforce planning; recruitment programme; role design; safer recruitment; contracts; onboarding; employment advice; policies; payroll readiness.	Phased input, increasing materially during recruitment and mobilisation
Estates / H&S	CFO / estates capacity with external technical support where required	Build liaison; compliance; handover; statutory testing; site readiness; H&S systems	Milestone-based throughout build and intensive during handover
Safeguarding	CEO/DoIE and existing safeguarding leadership	Safeguarding framework; DSL arrangements; safer recruitment; policies; recording systems; readiness assurance	Specialist input throughout, increasing before opening
Governance	Trust Board, CEO and Governance Professional	Scheme of delegation; Board assurance; local governance arrangements; governor recruitment and induction	Phased across pre-opening period
Marketing, admissions and community engagement	CPP leadership supported by specialist capacity if required	Brand/identity; parent communication; admissions support; launch activity; community engagement	Dedicated pre-opening workstream
Project management	To be confirmed / commissioned	Day-to-day programme coordination; milestones; risk and dependency management; readiness reporting	Dedicated capacity during pre-opening

The exact allocation will be reviewed once CPP is confirmed as preferred proposer and the opening programme and KCC milestones are agreed.

Educational expertise

CPP brings substantial primary-phase expertise.

The Trust operates across EYFS, Key Stage 1 and Key Stage 2 and has experience both of improving schools from weaker starting points and sustaining stronger schools.

CPP's school improvement model is structured around eight domains: safeguarding, inclusion, curriculum and teaching, achievement, attendance and behaviour, personal development, early years, and leadership and governance. QAR uses lesson visits, work scrutiny, pupil voice, leadership discussion and data review to identify strengths and improvement priorities.

The new school would therefore benefit immediately from established:

- curriculum principles;
- pedagogy and assessment principles;
- inclusion strategy;
- Trust assessment systems;
- professional development;
- subject networks;
- quality assurance;
- and executive school-improvement support.

This infrastructure reduces the risk inherent in creating educational systems from scratch.

Finance and operational capacity

CPP is currently completing a planned transition in financial leadership. The incoming CFO is in post, with a structured handover from the Trust's existing experienced CFO, who will continue to provide transitional support during the 2026/27 academic year. This arrangement provides continuity of financial knowledge, systems and assurance while the new CFO assumes full responsibility for finance, operations and related pre-opening workstreams..

CPP already provides schools with monthly management-account information, budget support and Integrated Curriculum and Financial Planning analysis, allowing leaders to model staffing and expenditure before decisions are made.

For the new school, this would include:

- pre-opening expenditure planning;
- detailed multi-year financial modelling;
- staffing affordability;
- growth and start-up funding;
- nursery and SRP funding;
- procurement;
- financial controls;
- banking and payment systems;
- payroll;
- and regular monitoring against pupil-number assumptions.

The school would also benefit from established Trust procurement, HR and operational processes rather than creating standalone systems.

HR and workforce capacity

HR and workforce activity would be coordinated by the CFO, drawing on CPP's central HR capacity and specialist external HR support from Browne Jacobson. This provides access to both day-to-day workforce capacity and specialist employment advice during recruitment and mobilisation.

Pre-opening HR activity would include:

- workforce planning linked to the phased staffing model;
- recruitment timetable;
- role design;
- salary benchmarking;
- safer recruitment;
- onboarding;

- policy implementation;
- and staff induction.

CPP would seek to recruit from both the external market and its internal leadership pipeline.

In particular, the founding Headteacher role could be filled through external recruitment or, where a suitably strong candidate emerges, through an internal secondment/development opportunity. This would provide an opportunity to embed CPP's culture, curriculum intent and values rapidly while supporting leadership development within the Trust. No internal appointment would be predetermined; all appointments would be based on the strength of candidates and the needs of the school.

Safeguarding and health & safety

Safeguarding arrangements would be established before pupils are admitted and would align with CPP's existing Trust framework and statutory guidance.

Pre-opening work would include:

- appointment and training of designated safeguarding leadership;
- safer recruitment;
- safeguarding policies;
- single central record arrangements;
- recording and reporting systems;
- staff induction and training;
- links with local agencies;
- and assurance activity prior to opening.

Health and safety and premises readiness would be overseen through CPP's existing estates and compliance arrangements, supported by specialist technical advice during construction and handover where required.

CPP's existing school-improvement offer already includes regular safeguarding reviews and estates/compliance audits.

Because new-build commissioning and technical handover are distinct from the operation of established school premises, CPP would secure specialist professional advice where this adds assurance rather than assume that existing operational knowledge is sufficient.

Capability gaps and external expertise

CPP recognises that credible capacity planning includes identifying where additional expertise is required.

The Trust has identified three areas in which external or additional specialist capacity is likely to strengthen the pre-opening programme.

New-school project management.
CPP has experience of academy conversion, school integration, system change, operational implementation and capital activity, but has not previously opened a new school from first principles. CPP would therefore secure dedicated project-management capacity for the pre-opening programme. This could be through recruitment, secondment or commissioned specialist support. The project manager would report to the CEO as programme sponsor and coordinate milestones, dependencies, risk and readiness across all workstreams.

ASD/SLCN SRP expertise.
CPP has strong mainstream SEND and inclusion capacity but does not currently operate an equivalent ASD/SLCN SRP. Specialist expertise would therefore be secured during design and mobilisation, drawing where appropriate on local specialist-school expertise, professional services and KCC. The intention would be to build sustainable capability within the school and Trust rather than create long-term dependency on consultancy.

Marketing and new-school mobilisation.
CPP has existing stakeholder and communications capability but has not previously marketed a new school to a community before opening. Dedicated specialist support would be commissioned if required for branding, pupil recruitment and launch activity, working alongside CPP's own community-engagement approach.

This explicit identification of gaps reflects Annex F's expectation that proposers acknowledge missing expertise and provide a credible route to securing it.

Pre-opening programme structure

CPP would operate the new-school project through a formal programme model.

A proposed structure would be:

Trust Board
↓
CEO – Project Sponsor
↓
Pre-opening Programme Board
↓
Workstreams:

- Education, curriculum and inclusion
- Finance and funding
- HR and recruitment
- Estates, H&S and ICT
- Governance
- Safeguarding
- Admissions, marketing and community
- Nursery
- SRP
- Operational readiness

The Programme Board would maintain:

- an integrated project plan;
- milestone tracker;
- risk and issue register;
- dependencies;
- financial monitoring;
- decisions log;
- and readiness assessment.

Reporting would escalate to the Trust Board and relevant committees through CPP's existing governance structure.

Founding Headteacher

Recruitment of the founding Headteacher would be a critical milestone.

CPP would aim to appoint sufficiently early for the successful candidate to influence:

- staff recruitment;
- curriculum implementation;
- parent and community engagement;
- school culture;
- admissions and transition;
- and operational readiness.

The Trust would retain flexibility over the precise recruitment route and timing while ensuring that a clearly identified, visible school leader is in place before opening.

The Headteacher would be supported by the CEO, DoIE, CFOO and existing CPP Headteacher network rather than expected to establish the school in isolation.

Governance arrangements

The school would operate within CPP's established governance framework.

Ultimate accountability would sit with the Coppice Primary Partnership Trust Board, which would retain responsibility for statutory and fiduciary duties, educational standards, safeguarding, finance and strategic oversight.

Board assurance would operate through CPP's existing committee structure, including:

- **Finance & Audit Committee** – finance, risk, audit, estates and compliance;
- **Inclusion & Education Committee** – educational standards, school improvement, safeguarding and inclusion.

The new school would also have local governance arrangements within CPP's local-governance model.

The local tier would focus on:

- community and stakeholder voice;
- lived experience of pupils and families;
- local context;
- attendance and belonging;

- curriculum experience;
- and assurance to the Trust Board.

It would not duplicate the executive management of standards or finances.

During pre-opening, governance would initially sit primarily with the Trust Board and its committees. Local governance would be recruited and developed as the school community becomes established, allowing representation and expertise to reflect the emerging Paddock Wood community.

CPP's existing Scheme of Delegation would be adapted to incorporate the school and clearly define decision rights across Members, Trustees, committees, the CEO, Headteacher and local governance.

Governance development and assurance

Pre-opening governance activity would include:

- formal Board oversight of the programme;
- agreement of the school's place within the Scheme of Delegation;
- governance risk and assurance reporting;
- recruitment of local governors;
- induction and safeguarding training;
- declarations of interests;
- and evaluation of the skills required as the school grows.

Trustees bring experience across education, SEND, leadership, finance, audit, HR, governance, estates, health and safety, procurement and business. This provides an established governance platform for the school while allowing local representation to develop over time.

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.

Section E: Finance

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

Financial strategy

CPP’s financial strategy for the new Paddock Wood school would be based on three principles:

1. **Protect the educational entitlement and safe operation of the school from opening.**
2. **Phase staffing and expenditure in line with actual pupil growth and income.**
3. **Use CPP’s existing central infrastructure to avoid unnecessary duplication of school-level costs.**

The financial challenge is recognised clearly. The school will open with only 60 mainstream pupils but will still require visible leadership, two-class teaching provision, safeguarding, SEND leadership, administration, premises support and nursery staffing. It will therefore carry unavoidable fixed costs during its early years which are disproportionate to pupil-generated income.

CPP would not seek to disguise this through an artificially low-cost staffing model. Instead, the Trust would combine prudent phased staffing with the specific start-up and growth-funding arrangements made available for new basic-need provision.

Funding assumptions

The financial model will be based on KCC's published pupil trajectory and will separately identify mainstream, nursery and SRP income.

KCC has confirmed that the school is expected to be eligible, subject to the arrangements applying at the time, for:

- up to **£76,195 of new-school start-up funding** for eligible pre-opening revenue expenditure;
- reorganisation/growth funding intended to address the effect of lagged pupil funding while Reception cohorts progress through the school;
- potential contributions towards non-capital equipment as new learning spaces are brought into use;
- and separate SRP start-up and high-needs funding arrangements. Specification-New-Paddock-Wood-…

CPP recognises that these figures reflect the 2026/27 Growth Funding Policy and cannot be assumed to remain unchanged in 2028. The financial plan will therefore distinguish between confirmed pupil-led income, reasonable assumptions based on current policy and funding requiring later confirmation.

Basis of financial planning

At proposal stage, the exact funding rates, Growth Funding Policy, nursery rates and high-needs arrangements that will apply in 2028/29 are not yet known. CPP will therefore use the latest available KCC and national funding arrangements as planning assumptions, clearly distinguishing these from confirmed funding. Assumptions will be reviewed with the CFO and updated throughout pre-opening as future settlements become available. CPP will not rely on speculative income to demonstrate viability.

Pupil growth and financial planning

The base model will use KCC's published mainstream pupil numbers:

Year	Mainstream pupils
2028/29	60
2029/30	90

Year	Mainstream pupils
2030/31	120
2031/32	150
2032/33	180
2033/34	195
2034/35	210

2028/29–early growth
will be supported by formula funding plus KCC start-up/growth arrangements;

as pupil numbers rise
staffing and expenditure will grow proportionately rather than ahead of income;

nursery and SRP
will be separately tested for financial sustainability;

at mature 1FE
the school must operate sustainably without permanent reliance on exceptional growth support.

CPP's financial planning will cover at least the first five years of operation and will also consider the trajectory through to the mature 1FE position. Detailed budgets will be developed and refreshed during pre-opening as the funding arrangements applying in 2028/29 become known.

Mainstream, nursery and SRP provision will be monitored as distinct financial components within the overall school budget. Nursery income and expenditure will be planned against occupancy, funded-hour patterns and statutory staffing requirements so that provision is sustainable. SRP staffing and expenditure will be aligned to commissioned places, start-up support and associated high-needs funding.

Staffing and affordability

Staffing will be the largest area of expenditure and will be phased closely with pupil growth.

CPP's preferred opening model protects the roles essential to a successful new school:

- a visible founding Headteacher;
- two-class teaching provision;
- proportionate SENCO leadership combined initially with teaching;
- nursery staffing meeting statutory requirements;
- appropriate teaching-assistant capacity;
- office administration;
- and premises support.

The school will not carry a mature leadership structure from opening.

The founding Headteacher's remuneration will reflect the scale and complexity of the school at appointment, with planned review points as pupil numbers, staffing responsibility and specialist provision increase. Recruitment may include external applicants and appropriately experienced internal secondment/development routes, but no appointment route will be predetermined.

As the school grows, additional teachers will be appointed before unnecessary management layers are created. Deputy/assistant headship and more substantial non-class-based inclusion leadership will emerge only when educational need and financial capacity support them.

CPP will monitor teacher contact ratio, average class size, average teacher cost and overall staffing percentage as part of annual Integrated Curriculum and Financial Planning, as expected by Annex F.

Shared Trust services and value for money

The new school will benefit from CPP's existing central infrastructure.

It will not need standalone posts for:

- finance;
- HR;
- payroll;
- governance;
- procurement;
- estates management;

- school improvement;
- or Trust-level safeguarding assurance.

CPP already provides schools with management accounts, budget support, ICFP analysis, HR, estates/compliance, safeguarding review and educational improvement services. This reduces duplication and provides specialist capacity which would be disproportionately expensive for a 60-pupil standalone school.

Procurement would operate through CPP's established financial controls and framework arrangements, with value for money tested through appropriate competition, benchmarking and approved procurement routes.

Financial governance

The Headteacher will be accountable for management of the delegated school budget within CPP's financial framework.

The CFO and central finance team will provide budget preparation, monthly management accounts, forecasting, payroll and financial advice.

Financial assurance will operate through:

- the Headteacher and CFO;
- CEO oversight;
- Finance & Audit Committee scrutiny;
- and ultimate accountability of the Trust Board.

Material variances, risks or changes in pupil-number assumptions would be identified early and incorporated into revised forecasts rather than deferred until year-end.

Pupil Premium and vulnerable pupils

Pupil Premium expenditure will form part of the school's wider improvement strategy rather than operate as a disconnected funding stream.

Leaders will identify the barriers affecting disadvantaged pupils, allocate evidence-informed resources and evaluate whether expenditure improves learning, attendance, participation or wellbeing.

This is consistent with CPP's wider inclusion approach of directing investment according to identified barriers and evaluating whether provision changes outcomes.

Sensitivity and contingency planning

CPP considers downside planning essential because pupil recruitment and nursery occupancy may vary from the published trajectory.

Financial planning will test the impact of:

- the KCC base pupil scenario;
- a lower-roll scenario;
- delayed cohort growth;
- lower nursery occupancy;
- and slower SRP commissioning where appropriate.

If income is lower than forecast, CPP would first:

- delay non-essential management appointments;
- retain combined teaching/leadership responsibilities for longer;
- adjust support-staff deployment;
- use Trust-wide expertise instead of creating standalone posts;
- and defer discretionary expenditure.

CPP would not reduce statutory safeguarding capacity, SEND provision or the entitlement to a broad and balanced curriculum solely to balance the budget.

If pupil growth is materially faster than forecast, the staffing model would be reviewed and additional teaching capacity introduced where funding is sustainable.

Long-term sustainability

The objective is for the school to move from a deliberately supported start-up position towards a sustainable mature 1FE structure as pupil numbers increase.

CPP recognises that early-year viability depends partly on the growth-funding arrangements established specifically for incrementally opening basic-need schools. However, the long-term financial case will not depend on permanent additional subsidy.

The school's structure will therefore be reviewed annually against actual pupil numbers, funding, staffing costs, nursery performance, SRP commissioning and financial efficiency measures.

CPP's financial test will be the same as its educational one: resources should be used where they make the greatest sustainable difference for pupils.

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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