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

Proposal submitted by Leigh Academies Trust

Working name: Leigh Academy Oastfield

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	[redacted]
2.	[redacted]
3.	[redacted]
4.	[redacted]
About your organisation	
5.	Leigh Academies Trust (LAT) is a multi-academy trust, a company limited by guarantee (registered number 2336587) and an exempt charity. The Trust was formed in 2008 and now runs 33 academies across Kent, Medway and South East London, educating more than 20,000 children and young people from two months to 19 years of age. Our mission is Education for a better world. The Trust comprises 15 primary academies, 18 secondary academies (including one University Technical College and one all-through academy) and two special academies. We operate 13 nurseries. Every LAT academy inspected by Ofsted is rated Good or better, and 56 per cent are rated Outstanding. LAT is already the education provider for the children of Paddock Wood. We run Leigh Academy Paddock Wood, the town's existing primary academy, and Leigh Academy Mascalls, its secondary academy. Leigh Academy Horsmonden and Leigh Academy Marden serve the neighbouring villages. A new LAT primary academy in the town would complete a local family of academies offering education from nursery to sixth form within a single Trust.

	All LAT primary academies deliver the National Curriculum through the International Baccalaureate Primary Years Programme (IB PYP). All 15 are IB World schools. LAT is unique in the state sector in its commitment to IB programmes across every phase. The Trust is organised into two regions, LAT East and LAT West, each led by a Deputy CEO (Education) supported by an Academies Director. Paddock Wood sits in LAT West. Central services (finance, human resources, estates, IT, data compliance, safeguarding and academy improvement) are provided from the Trust's central team so that Principals can concentrate on teaching, learning and the care of children. LAT also leads The Leigh Institute, which brings together Kent and Medway Training (a school-centred initial teacher training provider training more than 220 new teachers a year), the Thames Gateway Teaching School Hub, the Kent and Medway Maths Hub and ConnectED Hub Apprenticeships. These organisations give the Trust an unusual capacity to recruit, train and develop the staff a new academy needs.
7.	**a) Schools we currently run** LAT runs 33 academies. The full list, with the most recent Ofsted outcome and headline accountability measures for each, is set out in the supporting information section, which will not be published. Every inspected academy is rated Good or better under the previous framework, and 56 per cent are Outstanding. Under the renewed inspection framework introduced in November 2025, LAT academies have achieved the strongest outcomes in the country. Leigh Academy Oaks in Maidstone, inspected in March 2026, was judged Exceptional in six of the seven evaluation areas (achievement, curriculum and teaching, early years, inclusion, leadership and governance, and personal development and wellbeing) and Strong in attendance and behaviour, at the time the best outcome of any primary school inspected under the renewed framework. Leigh Academy Cherry Orchard in Ebbsfleet, the new-build primary LAT opened following KCC's Castle Hill competition, is the joint most highly rated primary academy nationally (with Oaks) with 6 exceptional grades also. Leigh Academy Halley was judged Exceptional in five evaluation areas and Strong in two in a report published in January 2026. Leigh Academy Mascalls in Paddock Wood was judged Strong in three areas in April 2026. Under the previous framework, Outstanding judgements in the primary phase include Leigh Academy Dartford (July 2025, all categories, with an integrated specialist resource provision and nursery), Leigh Academy Molehill (January 2025), Leigh Stationers' Primary Academy (November 2024), Leigh Academy Hartley (November 2023), Leigh Academy High Halstow (September 2023), Leigh Academy Bearsted (January 2023) and Leigh Academy Cherry Orchard (December 2021, all categories). The four LAT academies serving Paddock Wood and its villages are all rated Good or better. Leigh Academy Paddock Wood was judged Good in November 2023, with Outstanding judgements for behaviour and attitudes and for personal development. Leigh Academy Horsmonden was judged Good in October 2023, with Outstanding judgements for personal development and for leadership and management. Leigh Academy Marden was judged Good in February 2023, also with Outstanding features. Leigh Academy Mascalls was inspected in

April 2026 under the renewed inspection framework and was judged Strong in three evaluation areas, its best inspection outcome to date.

Both of the Trust's special academies are rated Outstanding: Leigh Academy Milestone (ages 2 to 19, three consecutive Outstanding judgements) and Leigh Academy Snowfields (autism, with campuses at Bearsted, Cranbrook and Minster). Snowfields and Milestone are the first special schools in the world to be accredited for the IB Middle/Primary Years Programme.

Published and provisional outcomes for summer 2026 across the Trust's 15 primary academies (742 children in Reception, 740 in Year 1 and 687 in Year 6) are well above national figures. At the end of Reception, 80.6 per cent of children achieved a good level of development against a national figure of 68 per cent in 2025. In the Year 1 phonics screening check, 86.1 per cent of children passed against a national figure of 80 per cent, rising to 93.8 per cent by the end of Year 2. At the end of Key Stage 2, 84.9 per cent of children reached the expected standard in reading, writing and mathematics combined against a national figure of 63 per cent, and 17.3 per cent reached the higher standard against 9 per cent nationally. Disadvantaged children in LAT primaries reached the combined expected standard at 74.1 per cent, above the national figure for all children. Progress scores in 2026 were positive in reading (+3.2), writing (+2.8) and mathematics (+3.5).

In the same year Leigh Academy Paddock Wood, the town's existing primary academy, saw 81 per cent of children achieve a good level of development and 88.9 per cent reach the expected standard in reading, writing and mathematics at Key Stage 2, with 80 per cent of its disadvantaged children reaching that standard. Leigh Academy Marden achieved 84.5 per cent good level of development and 82.4 per cent combined at Key Stage 2. Leigh Academy Horsmonden, a small village academy, achieved 75.9 per cent and 72.4 per cent respectively.

Attendance in LAT primaries in 2025/26 was stronger than the national picture: absence of 4.5 per cent against 5.1 per cent nationally, and persistent absence of 10.1 per cent against 13.2 per cent. The suspension rate across LAT primaries was 1.0 per cent against 2.5 per cent nationally and no child was permanently excluded from a LAT primary academy. Leigh Academy Paddock Wood recorded absence of 4.0 per cent and persistent absence of 8.7 per cent.

b) Supporting and working with other schools

School improvement is core business for the Trust and for The Leigh Institute. The Thames Gateway Teaching School Hub is one of the Department for Education's 87 Teaching School Hubs and delivers Early Career Teacher induction, Appropriate Body services and the full suite of National Professional Qualifications to schools across Kent and Medway, most of them outside the Trust. The Kent and Medway Maths Hub, led by LAT, supports mathematics teaching in primary and secondary schools across the whole of Kent and Medway. Kent and Medway Training has trained teachers for the county's schools for 30 years and trains around 220 teachers each year. In 2026 we also opened two Attendance and Behaviour hubs to support the region based at Leigh Academy Cherry Orchard and Leigh Academy Rainham.

	Within the Trust, the Academy Improvement Strategy is built on the LAT Excellence Charter, which sets the minimum acceptable standard for every academy. Academies meeting that standard are given earned autonomy to innovate. Every academy has a modular review with its Deputy CEO (Education) or Academies Director at least six times a year, and the Trust runs a biennial external peer review programme with Challenge Partners. The Trust has a strong record of taking on academies and improving them. Academies that joined LAT with a lower judgement have since been rated Good or Outstanding. The Trust has also been asked by the Department for Education to act as receiving trust for schools transferring from other trusts. Leigh Academy Bexley joined the Trust in 2023 in special measures and was recently judged by Ofsted to not only meet expectation in 5 areas but was rated Strong in two areas.	
8.	One. LAT has Department for Education approval to open Leigh Academy Birchwood, a special free school (DfE reference FS1127), which is in pre-opening and anticipated to open in 2030.	
9.	**Did you put together this application with support from another company or organisation?**	**No**
10.	Not applicable. This application was prepared by the Trust's executive team.	
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**	
12.	The Trust is the legal entity for Kent and Medway Training and the lead for the Thames Gateway Teaching School Hub and the Kent and Medway Maths Hub. LAT Enterprises, a community interest company, operates community lettings in partnership with Vivify Venues. None of these relationships is ideological or religious in character.	
13.	No. Leigh Academy Oastfield will not be designated as having a religious character and will not have a faith ethos. It will welcome children of all faiths and none.	

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.

Leigh Academies Trust response

Leigh Academies Trust confirms that Leigh Academy Oastfield will meet each requirement in the essential information section of the Kent County Council (KCC) specification. There are no deviations. The table below sets out each requirement and our confirmation.

Specification requirement	LAT confirmation
Location: Dumbrell Drive, Paddock Wood, Tonbridge TN12 6FR, on land secured through the Mascalls Court Farm section 106 agreement	Confirmed. LAT will occupy the site under the Department for Education's standard model academy lease, granted by KCC following transfer of the freehold from Persimmon Homes.
Mainstream, co-educational primary school for children aged 4 to 11	Confirmed. The academy will be co-educational and non-selective, serving children aged 4 to 11, with a 26 place nursery.
Open in September 2028 with a PAN of 30 (1 FE), growing to 210	Confirmed. LAT will open with a Reception class of 30 and a mixed Year 1 and Year 2 class of 30 (15 in each year group) in September 2028, and will grow year on year in line with the pupil build-up table in the specification.
Classroom space for 1 FE with core facilities for 2 FE, with the second FE commissioned by KCC on the basis of need	Confirmed. Our curriculum, staffing and financial plans are based on 1 FE. The plans scale to 2 FE and we will work with KCC on the timing of any expansion.
Split Year 1 and Year 2 class at opening, becoming two classes when demand and the position in neighbouring schools allow	Confirmed. Our curriculum plan sets out how mixed-age teaching in Key Stage 1 will be delivered well. We accept that the timing of any split will be agreed with KCC following its quarterly review of places.
26 place nursery, all places offered within the first school year	Confirmed. LAT operates 13 nurseries. All 26 places will be offered from September 2028.
14 place Specialist Resource Provision (SRP) for children with Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN), with first placements expected from 2030/31 and up to four placements assumed in 2030 for planning	Confirmed. LAT runs SRPs and specialist units in mainstream academies, including at Leigh Academy Dartford (ASD and SLCN), and two Outstanding special academies. Our SRP plan and financial model follow KCC's planning assumptions.
SRP places commissioned by KCC through statutory SEND placement arrangements	Confirmed.
Admission arrangements compliant with the School Admissions Code, participation in KCC's co-ordinated scheme from the first round, and admissions policy agreed with KCC once a preferred proposer is identified	Confirmed. LAT will be the admission authority and will agree the policy with KCC. We will participate in the In Year Fair Access Protocol.
Ambitious, inclusive and community-focused ethos meeting Kent's Mainstream Core Standards	Confirmed. Sections B and C set out how.
Collaboration through Kent's locality arrangements, including the Community of Schools	Confirmed. The Trust's four existing academies in the Paddock Wood area already take part in these arrangements.

Specification requirement	LAT confirmation
School Travel Plan promoting walking and cycling, following KCC's Traffic Impact Assessment	Confirmed. LAT will produce the Travel Plan before opening, drawing on the experience of Leigh Academy Paddock Wood and Leigh Academy Mascalls in managing traffic in the town.
Community access to facilities out of school hours	Confirmed. LAT Enterprises manages community lettings across the Trust and will do so at Oastfield.
Financial sustainability, safeguarding and security	Confirmed. Sections C, D and E set out our arrangements.

LAT accepts KCC's funding arrangements as described in the specification, including the new-school start-up funding of up to £76,195, reorganisation funding under the Growth Funding Policy, the contribution towards equipping new learning spaces, and the separate SRP start-up arrangements. We confirm that we will submit a detailed expenditure plan for start-up funding to the Assistant Director (Education).

We understand that KCC does not bind itself to accept any proposal and will not be responsible for any costs incurred in connection with this process.

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.

Leigh Academies Trust response

Our vision

Leigh Academy Oastfield will be an ambitious, inclusive primary academy at the heart of the growing community on the southern edge of Paddock Wood. Every child will be known, valued and encouraged to achieve. Children will leave in Year 6 reading fluently, confident in mathematics, curious about the world and ready for secondary education at Leigh Academy Mascalls or the school of their family's choice. Children with special educational needs, including those in the Specialist Resource Provision, will learn alongside their peers and take a full part in academy life.

The name Oastfield reflects the hop-growing heritage of Paddock Wood and the fields on which the new neighbourhood is being built. It signals an academy that belongs to its place.

Why Leigh Academies Trust

LAT is not a new entrant to Paddock Wood. We already run the town's primary academy, Leigh Academy Paddock Wood, and its secondary academy, Leigh Academy Mascalls. We

run Leigh Academy Horsmonden and Leigh Academy Marden in the villages nearby. We know the families, the early years providers, the Town Council and the pressures on school places. Many of the children who will start at Oastfield in 2028 have older siblings in our academies today.

This matters for three reasons. First, it removes risk. The specification asks proposers to show deliverability. The Trust that already educates most of the town's children, employs its teachers and runs its school sites can open a new academy with less risk than any other proposer. Second, it protects existing schools. KCC is rightly concerned about the effect of a new school on its neighbours. The Trust that runs the existing primary academy has every reason to manage the growth of the new academy carefully and no incentive to compete with it. Third, it offers families continuity. A child can join our nursery at Oastfield and continue through to the sixth form at Leigh Academy Mascalls within a single Trust with a shared curriculum philosophy and shared values.

The Trust's record supports the claim. Every LAT academy inspected by Ofsted is rated Good or better and 56 per cent are Outstanding. Under the renewed inspection framework, Leigh Academy Oaks and Leigh Academy Cherry Orchard were judged Exceptional in six of seven evaluation areas, at the time the best outcome of any primary school in the country. In summer 2026, 84.9 per cent of children in LAT primaries reached the expected standard in reading, writing and mathematics at the end of Key Stage 2, against 63 per cent nationally, and disadvantaged children in LAT primaries outperformed the national figure for all children. We have opened new primary academies before. Leigh Academy Langley Park in Maidstone and Leigh Academy Cherry Orchard in Ebbsfleet were both new-build primaries. Cherry Orchard was the outcome of KCC's 2015 competition for a new primary school at Castle Hill, a process directly comparable to this one, and it is rated Outstanding in all areas with 89.7 per cent of its Year 6 children reaching the combined expected standard in 2026. We have Department for Education approval to open Leigh Academy Birchwood, a special free school in Swanley. We know how to take a new academy from a site plan to a full roll.

What children will experience

The academy will teach the National Curriculum through the International Baccalaureate Primary Years Programme (IB PYP), as every LAT primary academy does. The PYP organises learning around units of inquiry that connect subjects and ask children to think, question and act. It sits on top of rigorous, systematic teaching of reading, writing and mathematics. The IB Learner Profile (inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective) gives children and staff a shared language for the kind of people we want to become.

Reading comes first. Children will be taught to read using a validated systematic synthetic phonics programme from the first week of Reception, with daily practice, close tracking and rapid catch-up for any child who falls behind. Mathematics will follow a mastery approach supported by the Kent and Medway Maths Hub, which LAT leads. Every child from Year 1 will have their own digital device as part of the Trust's digital strategy, used purposefully to support learning and to build the skills children will need.

Children will also experience a broad and rich curriculum. Music, art, physical education, languages, computing and the humanities will be taught as subjects in their own right, not as an afterthought. Cultural Capital Days, a feature of LAT primaries, will take children beyond the town to theatres, museums, coasts and cities so that every child, whatever their family's circumstances, experiences more of the world. Sport will benefit from the playing fields and hard courts on the site and from the facilities and coaching expertise at Leigh Academy Mascalls.

Inclusion at the centre

The specification places Ambition 3 of the Kent SEND Strategy, achieving the best outcomes through inclusion and participation, at the heart of this new school. So do we. Oastfield will be designed and run as one academy with one community of children, not a mainstream school with a unit attached. The SRP will be led by a specialist teacher and its children will belong to a mainstream class, joining that class for as much of the day as is right for them. The expertise of the SRP team will raise the quality of teaching for every child with SLCN or autism in the mainstream classes and for children in the nursery.

LAT brings depth to this work. Leigh Academy Cherry Orchard, Molehill and Langley Park, run an SRP, hearing impairment for ASD and SLCN alongside a nurseries. Leigh Academy Snowfields, our Outstanding autism special academy, has a campus at Bearsted and Cranbrook, a short drive from Paddock Wood, and its outreach and training will be available to Oastfield staff. Leigh Academy Milestone brings expertise in complex needs with satellite provision based at four other LAT sites. The Trust employs specialist inclusion advisors and attendance and welfare officers who work across our academies. Oastfield will meet Kent's Mainstream Core Standards from the day it opens and will use the CATIE dashboard to check that it is doing so.

A community academy

Paddock Wood is changing fast. The specification records a 43.9 per cent increase in the pre-school population between 2020 and 2025, with strong growth in every age cohort and more than 2,400 further homes planned. New families arriving in the East and West Parcels need places to meet, to belong and to be supported. The specification also records that Paddock Wood has higher rates of persistent absence, suspension, EHCPs and free school meals than most other Tunbridge Wells wards. Our primary academies run against that pattern. In 2025/26, absence across the 15 LAT primary academies was 4.5 per cent against 5.1 per cent nationally, persistent absence 10.1 per cent against 13.2 per cent, and the suspension rate 1.0 per cent against 2.5 per cent, with no permanent exclusions. Leigh Academy Paddock Wood recorded absence of 4.0 per cent and persistent absence of 8.7 per cent.

Oastfield will open its hall, pitches and community room to residents outside school hours through LAT Enterprises. The nursery will offer 26 places from the first year, with wraparound care from 8am to 6pm and holiday provision for working parents. A Family Liaison Officer will be in post from opening, shared initially with Leigh Academy Paddock Wood under a partnership agreement. The Trust's ‘Together’ Framework and Parent

Charter, which sets out what every parent can expect from a LAT academy, will apply from day one. We will work with Paddock Wood Town Council, the developers, local early years settings, health visitors and the churches to make the academy a hub for the new neighbourhood.

Working with other schools

KCC asks proposers to show a strong culture of collaboration and a commitment to district-based working. LAT's four academies in the Paddock Wood area already take part in Kent's locality arrangements and the Community of Schools, and Oastfield will do the same. We will not compete with neighbouring schools for pupils. We will grow at the pace KCC sets, we will agree the timing of any split of the Year 1 and 2 class with KCC, and we will share our SRP expertise, our training and our facilities with other schools in the district. The Thames Gateway Teaching School Hub, the Kent and Medway Maths Hub and Kent and Medway Training are already resources for schools across West Kent.

Deliverable and affordable

The vision is deliberately achievable. It is the model LAT already runs in 15 primary academies, applied to a new site by people who know the town. It does not depend on a novel curriculum, an untested leadership model or income that KCC has not described. The academy will have its own Principal, appointed a full two terms before opening, supported by a partnership agreement with Leigh Academy Paddock Wood that gives the new academy access to a qualified SENCO, a Family Liaison Officer, subject leaders and site support from the first day, at a cost it can afford. Section C sets out the staffing plan. Section E shows that the academy is viable within KCC's stated funding, with the Trust carrying pre-opening costs and providing central services for a charge of 2 per cent of the core school budget share.

Engaging parents and the community before opening

The Trust will begin engagement as soon as KCC confirms its decision. We will hold public meetings in Paddock Wood in the spring and autumn of 2027, publish a dedicated website and newsletter, run a naming and uniform consultation with families, and offer visits to Leigh Academy Paddock Wood so parents can see the PYP in practice. The Principal designate, once appointed, will hold weekly drop-in sessions in the town from January 2028 and will visit every local nursery and pre-school. Families of children joining the split Year 1 and 2 class will receive individual transition meetings. We will consult the Community of Schools, the Town Council and the Diocese of Rochester on our plans and report back on what we heard. After opening, the Community Board, parent forums, an annual parent survey and the Parent Charter will keep engagement structured and continuous.

What success will look like

By 2035, Oastfield will be a full 1 FE academy, oversubscribed and ready to expand to 2 FE if KCC commissions it. Its outcomes at the end of Reception, in the phonics screening check and at Key Stage 2 will be above national averages, and disadvantaged children and children with SEND will do as well as their peers. Its attendance will be above 96 per cent with persistent absence below the national rate. Its SRP will be full and regarded by KCC

and by parents as a model of inclusive practice. Its first Ofsted inspection will judge it to be at least Strong in every evaluation area. Its children will move on to Leigh Academy Mascalls and other schools as confident, kind and capable learners.

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.

Leigh Academies Trust response

An academy for every child in Paddock Wood

Leigh Academy Oastfield will admit children without reference to ability, aptitude, faith or background. As admission authority, LAT will adopt oversubscription criteria agreed with KCC that give priority to children in care and previously looked after children, children with a sibling at the academy, children with exceptional medical or social needs, and then distance from the academy. The academy will take part in KCC's co-ordinated admissions scheme from the first round and in the In Year Fair Access Protocol. It will not select. It will not have a religious character.

The specification shows a town whose primary-aged children have higher rates of persistent absence, suspension, EHCPs, free school meals and early help involvement than most neighbouring wards. It also shows a population that is 83.7 per cent UK passport holders, with 3.3 per cent holding a non-UK passport, and in which one household in two is deprived in at least one dimension. Oastfield must therefore be good at three things at once: welcoming families who are new to the town, closing gaps for disadvantaged children, and meeting special educational needs well in the mainstream.

Meeting the Mainstream Core Standards

Oastfield will meet Kent's Mainstream Core Standards from opening. In practice this means high-quality teaching that is adapted for every learner, a graduated response with clear assess, plan, do and review cycles, early identification through the nursery and Reception baseline, timely referrals, and a qualified SENCO who is a member of the leadership team. The SENCO will be provided through a partnership agreement with Leigh Academy Paddock Wood in the first two years, giving the new academy an experienced practitioner from day one, and will become a dedicated post as the roll grows. All teachers will complete

the Trust's SEND training programme before opening and will be trained by the SRP lead in autism-friendly and communication-friendly classroom practice. We will use the CATIE dashboard as a self-evaluation tool each term and will share its outputs with the Community Board and with KCC.

The SRP is described in the curriculum section. Its place at the heart of the academy is a statement of intent. Children in the SRP will belong to a mainstream class and join it for registration, assemblies, lunch, playtimes, trips and as much teaching as is right for them. The SRP lead will coach mainstream staff. The building's acoustics, lighting, calm spaces and sensory room will be available to any child who needs them, not only to children with a place in the SRP.

Children in care and previously looked after children

The academy will have a Designated Teacher for children in care from opening, a role held by the Principal until the roll justifies a separate post. We will work with Kent's Virtual School on Personal Education Plans, use Pupil Premium Plus in line with the child's plan, and give children in care priority access to wraparound care, enrichment and Cultural Capital Days. LAT's central safeguarding team monitors outcomes for children in care across the Trust and reports to the Trust Board.

Disadvantaged children

Around one in four primary-aged children in Paddock Wood ward is eligible for free school meals. Oastfield's approach to disadvantage will be the Trust's approach: teach reading early and well, give every child a device and the skills to use it, fund breakfast for every child who needs it, make enrichment and trips free at the point of use for disadvantaged children, and use the Family Liaison Officer to build trust with families who have not always found school easy. Pupil Premium spending will be planned against evidence from the Education Endowment Foundation and reported annually on the academy website. The gap between disadvantaged children and their peers will be tracked at every assessment point and discussed at every modular review.

Children with English as an additional language and new arrivals

Families moving into the new neighbourhoods will come from across the country and beyond it. The academy will assess every new arrival's language and learning within two weeks, buddy them with a classmate, and provide structured language support where needed. The IB PYP's emphasis on international-mindedness means that children's home languages and cultures are treated as assets in the classroom. Translated materials and interpreters will be arranged through the Trust when required.

Integration, community cohesion and life in modern Britain

The academy will actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. Children will elect a school council in the first term. They will study the major world faiths through the Kent agreed syllabus for religious education. Relationships and health education will be taught in line with statutory guidance and shared with parents in advance.

Assemblies will mark the festivals and commemorations of the communities represented in the academy and the nation.

The PYP gives this work structure. Units of inquiry such as Who We Are, How We Organise Ourselves and Sharing the Planet ask children to consider identity, fairness, rights and responsibility from Reception onwards. The Learner Profile asks them to be principled, open-minded and caring. Every unit ends with action: children do something with what they have learned, whether a campaign, a performance, a fundraising effort or a change to how the academy runs.

Community cohesion in Paddock Wood has a particular meaning. The town is absorbing a large number of new residents, and the consultation responses show some anxiety about traffic, pressure on services and the effect on existing schools. Oastfield can help. Its facilities will be open to established residents and newcomers alike. Its events will be advertised across the town, not only to its own families. It will work alongside Leigh Academy Paddock Wood rather than in competition with it, with joint sports fixtures, shared performances and shared training. Children from both academies will move on to Leigh Academy Mascalls together.

Behaviour, attendance and wellbeing

A calm, orderly and kind academy is the foundation of inclusion. The academy will adopt the Trust's primary behaviour policy, which is relational, consistent and clear about expectations. Staff will be trained in the Trust's approach before opening. Suspension will be rare and permanent exclusion avoided wherever possible through early intervention, the Trust's inclusion services and the Fair Access Protocol. Attendance will be led by the Family Liaison Officer with first-day calling, home visits and support for families rather than sanctions as the first response. Children's wellbeing will be supported by trained staff, a nurture approach in the early years and access to educational psychology services.

Safeguarding

Safeguarding is the first duty of every LAT academy. The Principal will be the Designated Safeguarding Lead, with a trained deputy from opening. The Trust's Safeguarding Advisor will support the academy through pre-opening and beyond, and the Trust's central safeguarding team audits every academy annually. Safer recruitment, the single central record, filtering and monitoring, and staff training will meet Keeping Children Safe in Education in full. The Deputy CEO (Education) holds executive oversight of safeguarding across the Trust and reports to the Trust Board.

Equality

LAT will publish equality objectives for the academy and an accessibility plan before opening. The building will be designed to BB103 and Part M, and the Trust will work with KCC's design team to make sure the SRP and sensory spaces, acoustics and lighting meet the needs set out in KCC's Equality Impact Assessment. Staff recruitment will follow the Trust's equality, diversity and inclusion policy.

Religious character

Not applicable. Leigh Academy Oastfield will not have a religious character or faith ethos.

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.

Leigh Academies Trust response: curriculum and teaching

Curriculum principles

The curriculum at Leigh Academy Oastfield will be the full National Curriculum, the statutory Early Years Foundation Stage framework and the Kent agreed syllabus for religious education, delivered through the International Baccalaureate Primary Years Programme (IB PYP). This is the model in every LAT primary academy and it is why the Trust's primaries perform as they do. It has four principles.

First, the basics come first. Children cannot inquire into the world if they cannot read about it, write about it or reason with number. Reading, writing and mathematics will be taught explicitly and daily, with a clear progression, frequent low-stakes checks and immediate catch-up. Second, knowledge is organised. Every subject has a sequenced curriculum from Reception to Year 6 in which children build on what they already know. Third, learning connects. The PYP's transdisciplinary units of inquiry link subjects around big ideas so that children see how history, geography, science and the arts illuminate each other. Fourth, children act. Each unit ends with children applying what they have learned, which builds confidence, agency and the attributes of the IB Learner Profile.

Early Years Foundation Stage

The nursery and Reception will run as one early years phase under a single early years lead, with a shared outdoor area and shared planning. The curriculum will follow the EYFS framework and Development Matters, with communication and language given the highest priority. Nursery children will hear stories read aloud several times a day, learn rhymes and songs, and be assessed for speech and language development on entry using a tool agreed with the Trust's speech and language therapists. Reception will introduce phonics from the first week. Children will be taught in whole-class, small-group and continuous provision sessions, with the balance shifting towards more direct teaching through the year so that children are ready for Year 1. Personal, social and emotional development, physical development and self-regulation will be planned for as deliberately as literacy and number.

Reading and phonics

Every child will be taught to read using a Department for Education validated systematic synthetic phonics programme. Daily phonics lessons will run from Reception to the end of Year 1, and for as long as any child needs them thereafter. Children will read books matched to the sounds they know, at school and at home. Any child not keeping pace will receive same-day or next-day additional practice. The academy will aim for every child to pass the phonics screening check, with the small number who do not receiving intensive support in Year 2. Beyond phonics, reading fluency and comprehension will be taught through whole-class reading of high-quality texts, a curriculum reading spine for each year group, daily story time in every class and a library at the centre of the building. The academy will take part in the Trust's primary reading strategy and will draw on the English Hub network.

Writing and spoken language

Writing will be taught through a clear progression in transcription (handwriting and spelling) and composition. Children will write for real purposes and audiences, often as part of their unit of inquiry. Spoken language will be given explicit attention, reflecting the SLCN focus of the SRP: structured talk, sentence stems, vocabulary teaching and presentation to audiences will be part of every class. The academy will use the expertise of the Trust's speech and language therapists to make classroom talk accessible to every child.

Mathematics

Mathematics will follow a teaching for mastery approach in which the whole class moves through a carefully sequenced curriculum together, with depth for those who grasp ideas quickly and support for those who need it. Daily fluency practice will secure number facts and times tables. LAT leads the Kent and Medway Maths Hub, and Oastfield teachers will take part in Maths Hub work groups and the mastery readiness programme from the year before opening.

Science, humanities and the arts through the PYP

Science, history, geography, art and design, design and technology, and music will each have a sequenced, knowledge-rich curriculum mapped against the National Curriculum. They will be taught through six units of inquiry a year in Years 1 to 6 (four in Reception), organised under the PYP transdisciplinary themes: Who We Are, Where We Are in Place and Time, How We Express Ourselves, How the World Works, How We Organise Ourselves, and Sharing the Planet. Where a subject's content does not fit a unit, it will be taught as a stand-alone subject. Local history and geography will make full use of Paddock Wood's hop-growing past, its railway, its changing countryside and the Medway catchment. Science will be practical and will include a taught programme of working scientifically.

Computing and digital learning

Computing will be taught as a subject covering computer science, information technology and digital literacy, including online safety. From Year 1 every child will have a personal device under the Trust's digital strategy, used across the curriculum for research, writing,

mathematics practice, creative work and feedback. Teachers will be trained in the Trust's approach to purposeful use of technology so that devices support learning rather than distract from it.

Physical education, sport and health

Children will have two hours of PE a week, taught by class teachers with support from a sports coach shared with Leigh Academy Paddock Wood and expertise from the PE department at Leigh Academy Mascalls. The site's playing field, hard courts and hall will support a full programme of games, gymnastics, dance and athletics. Swimming will be taught in Key Stage 2 using local facilities. The Trust's sports competitions will give children inter-academy fixtures from the first year. Daily physical activity, active playtimes and healthy food in line with the School Food Standards will support children's health.

Languages, religious education and personal development

French will be taught in Key Stage 2 and introduced through songs and games in Key Stage 1, drawing on the languages department at Leigh Academy Mascalls. Religious education will follow the Kent agreed syllabus. Personal, social, health and economic education, including statutory relationships and health education, will be taught weekly and supported by the PYP's attention to identity, relationships and wellbeing. Music will include whole-class instrumental teaching in Key Stage 2 through the Kent Music hub and singing in every class every week.

Teaching the mixed Year 1 and Year 2 class

The academy will open with 15 children in Year 1 and 15 in Year 2 taught together. LAT has direct experience of mixed-age classes, including in its smaller village primaries such as Leigh Academy Marden and also Leigh Academy Molehill with a PAN of 45. The approach will be as follows. Phonics and early reading will be taught in groups by stage, not age, with the teacher and teaching assistant each leading a group. Mathematics will be taught with a shared concept and differentiated tasks, using the Trust's mixed-age mastery planning. Units of inquiry will be planned on a two-year cycle so that no child repeats content when the classes separate. The class will have a full-time teaching assistant in addition to the teacher, funded within the model in Section E. When KCC agrees that the class should split, the second teacher will be appointed and the curriculum will continue without disruption because it has been planned for both outcomes.

How teaching will be organised and improved

Teaching will be research-informed and consistent. Every lesson will use explicit instruction where new content is introduced, with modelling, guided practice, questioning that checks every child's understanding, and independent practice. Teachers will use the Trust's agreed approaches to retrieval practice, vocabulary teaching and feedback so that children experience consistency between classes and between LAT academies. Adaptive teaching, not separate work for separate groups, will be the norm, with teaching assistants deployed to support learning rather than to manage behaviour.

The academy will inherit the curriculum documents, unit planners, assessment materials and subject progressions already in use across LAT primaries. Teachers will not start with a blank page. They will adapt a proven curriculum to their children and their place. Subject leadership will be shared with Leigh Academy Paddock Wood in the first years so that a small staff can still draw on a subject leader for every subject.

Professional development will be continuous. All teachers will complete IB PYP training before or during the first year. Early career teachers will follow the full induction programme through the Thames Gateway Teaching School Hub. Staff will take part in the Trust's primary networks, in Maths Hub work groups and in joint training days with the other Paddock Wood academies. The LAT Excellence Charter sets the standard the academy must reach, and modular reviews with the Academies Director six times a year will check that it does.

The school day and year

The academy day will run from 8.45am to 3.15pm, giving 32.5 hours a week in line with the Department for Education's expectation. Breakfast club will open at 7.45am and after-school care will run until 6pm. The academy will follow KCC's term dates so that families with children in other local schools have a single calendar. The nursery will offer term-time and extended provision as set out below.

Enrichment and extended services

Every child will have access to a programme of clubs after school, including sport, music, art, coding, gardening and homework support. Clubs will be free for disadvantaged children. Cultural Capital Days will take every year group on trips that widen their experience, with a residential visit in Year 6. The academy will take part in Trust-wide events including sports competitions, music performances and PYP exhibitions. Wraparound care from 7.45am to 6pm and holiday provision will be available from opening, with places allocated to working parents and to children in care and disadvantaged children first.

Indicative subjects and hours per week (not included in the word count)

Subject or area	EYFS (Reception) hours per week	Key Stage 1 hours per week	Key Stage 2 hours per week	Notes
English (phonics, reading, writing, spoken language)	7.5	7.5	7.0	Daily phonics in Reception and Year 1. Daily story time in every class. Reading across the curriculum in addition.
Mathematics	4.0	5.0	5.0	Daily lesson plus fluency practice.
Science	1.0	1.5	2.0	Taught within units of inquiry and as stand-alone lessons.
History and geography	1.0	1.5	2.0	Taught through PYP units of inquiry.
Art and design, design and technology	1.5	1.5	1.5	Taught through PYP units of inquiry.
Music	0.75	1.0	1.0	Includes whole-class instrumental teaching in KS2.

Subject or area	EYFS (Reception) hours per week	Key Stage 1 hours per week	Key Stage 2 hours per week	Notes
Computing	0.5	1.0	1.0	Plus purposeful use of 1:1 devices across the curriculum from Year 1.
Physical education	2.0	2.0	2.0	Includes swimming in KS2.
Religious education	0.5	1.0	1.0	Kent agreed syllabus.
PSHE including RSHE	0.75	1.0	1.0	Weekly taught lesson plus assemblies.
Modern foreign language (French)	0	0.25	1.0	Introduced informally in KS1.
Assemblies, registration and Learner Profile time	1.0	1.75	1.5	
Continuous provision and child-initiated learning (EYFS)	5.0	0	0	Adult-led provision within the EYFS framework.
Total taught week	**25.5**	**25.0**	**26.0**	**Academy day 8.45am to 3.15pm; 32.5 hours including breaks and lunch.**

Pupil build-up (per the KCC specification)

Academic year	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total mainstream	Nursery places	SRP places (planning assumption)
2028/29	30	15	15	0	0	0	0	60	26	0
2029/30	30	30	15	15	0	0	0	90	26	0
2030/31	30	30	30	15	15	0	0	120	26	up to 4
2031/32	30	30	30	30	15	15	0	150	26	to be agreed
2032/33	30	30	30	30	30	15	15	180	26	to be agreed
2033/34	30	30	30	30	30	30	15	195	26	to be agreed
2034/35	30	30	30	30	30	30	30	210	26	up to 14

Leigh Academies Trust response: the nursery and the Specialist Resource Provision

The nursery

LAT operates 13 nurseries and understands how a nursery attached to a primary academy improves outcomes: children arrive in Reception already known to staff, already assessed, already secure in routines and already reading-ready. The Oastfield nursery will offer all 26 places from September 2028. It will be run directly by the Trust, not commissioned to a third party, so that the early years lead has responsibility for both nursery and Reception and the curriculum is continuous from age three to five.

The nursery will offer the funded early education entitlements for three and four year olds, including the extended entitlement for working parents, and will offer additional paid hours so that families can access provision from 8am to 6pm across 48 weeks of the year. Subject to KCC's agreement and demand, we will consider extending provision to two year olds under the expanded entitlements, using the flexibility of the 26 place accommodation. Fees

for additional hours will be set at a level comparable with local providers and reviewed annually.

Staffing will meet and ideally exceed statutory ratios and include a qualified teacher within the early years phase. The nursery manager will hold a level 3 qualification or above and the team will be trained in the Trust's early years communication programme, in the validated phonics programme's pre-phonics phase and in early identification of speech, language and communication needs. The Trust's speech and language therapists will screen every child and provide a programme of support for those who need it, with the nursery acting as an early warning system for children who may later need the SRP or other support. Children attending the nursery will be given priority in the admissions policy for Reception places if KCC agrees, as has been the practice in other LAT academies.

The nursery will be part of the academy, not a separate business. Its children will join whole-academy events, use the library and hall, and be part of the PYP's early years units. Its parents will meet the Reception team long before their child moves up. Its finances will be accounted for separately to demonstrate that it covers its costs, as set out in Section E.

The Specialist Resource Provision

The 14 place SRP for children with Autism Spectrum Disorder and Speech, Language and Communication Needs will be an integral part of the academy. LAT's model, tested at Leigh Academy Langley Park and Cherry Orchard and in the specialist units in several secondary academies, is that an SRP works when three things are true: its children belong to a mainstream class, its staff work with the whole academy, and its leadership sits within the academy's leadership team.

Every child with an SRP place will be on the roll of a mainstream class appropriate to their age. They will start and end each day with that class and join it for as much teaching, play and social time as is right for them, with the balance set out in their EHCP and reviewed at least termly. The SRP base will provide a low-arousal teaching room, a small-group room, a sensory space and a quiet area, as described in KCC's specification, and will be located so that children can move easily between base and class. Mainstream children will also use these spaces where it helps them.

The SRP will be led by a specialist teacher with experience of autism and SLCN, appointed one term before the first placements in line with KCC's SRP start-up funding. The SRP lead will work with the SENCO, the Trust's speech and language therapists and educational psychologists, and NHS services to deliver each child's provision. Support staff will be added as places fill, at a ratio agreed with KCC. Every mainstream teacher will receive training from the SRP lead in visual supports, structured teaching, communication-friendly classrooms and emotional regulation so that the whole academy becomes more inclusive. Outreach from Leigh Academy Snowfields at Cranbrook and Milestone in New Ash Green will supplement the academy's own expertise.

KCC does not intend to place children in the SRP in the first two years, so that the academy can establish itself and a peer group can form. LAT agrees with this approach and will use the two years to recruit and train staff, build relationships with KCC's SEND placement

team, and establish the SRP's operating model. Our financial model assumes no placements in 2028/29 and 2029/30 and up to four in 2030/31, as the specification instructs. Places will be commissioned by KCC through statutory SEND placement arrangements and the academy will not admit children to the SRP outside those arrangements.

The measure of the SRP's success will be the progress and participation of its children. Each child will have individual targets from their EHCP tracked termly, alongside measures of time spent successfully in mainstream lessons, attendance and wellbeing. Where a child's needs can be met without an SRP place, we will work with KCC and the family towards that outcome. Where a child needs more specialist provision, we will say so early and help the family through the process. The SRP's outcomes will be reported to the Community Board and to KCC each year.

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.

Leigh Academies Trust response

What we will measure

The Trust holds every academy to account against a common set of key performance indicators, and Leigh Academy Oastfield will be no exception. The indicators fall into four groups. Achievement: the proportion of children reaching a good level of development at the end of Reception, passing the phonics screening check in Year 1, and meeting the expected standard and the higher standard in reading, writing and mathematics at the end of Key Stage 2, together with progress from starting points. Inclusion: the same measures for disadvantaged children, children with SEND, children in care and children with EAL, and the size of any gap. Attendance and behaviour: overall attendance, persistent absence, severe absence, suspensions and permanent exclusions, for all children and for each group. Quality and culture: the quality of teaching as judged through the Trust's review programme, staff retention and wellbeing, parent and pupil survey results, and safeguarding audit outcomes.

The targets we will set

KCC asks proposers to show how they will ensure that pupil achievement is above national expectations and that vulnerable groups perform as well as other children. Our targets are set accordingly.

Measure	Target from the first cohort to be assessed	Comparator
Good level of development at end of Reception	At or above 78 per cent	Above Kent and national averages each year (national 68 per cent in 2025; LAT primaries 80.6 per cent in 2026)

Measure	Target from the first cohort to be assessed	Comparator
Phonics screening check, Year 1	At or above 85 per cent; at or above 90 per cent by end of Year 2	Above national average (80 per cent; LAT primaries 86.1 per cent in 2026)
Key Stage 2 reading, writing and mathematics combined, expected standard	At or above 80 per cent	Above national average (63 per cent in 2026; LAT primaries 84.9 per cent); in the top quartile of Kent primaries within three years of the first Year 6 cohort
Key Stage 2 higher standard, combined	At or above 15 per cent	Above national average (9 per cent in 2026; LAT primaries 17.3 per cent)
Key Stage 2 progress in reading, writing and mathematics	Positive progress scores in all three	Above national average
Disadvantaged children and children with SEND	Within five percentage points of their non-disadvantaged peers on every attainment measure; progress at least in line with these peers	Gap smaller than national
Attendance	At or above 96 per cent overall; persistent absence below the national primary rate	Above national
Suspensions and exclusions	Suspension rate below the Kent primary average; no permanent exclusions	Below Kent and national
Nursery	All 26 places filled by January 2029; children entering Reception from the nursery at or above age-related expectations in communication and language	Internal and Trust comparison
SRP	Every child meeting or exceeding termly EHCP targets; time in mainstream increasing year on year where appropriate	Reported to KCC annually
Parents	At least 90 per cent would recommend the academy in the annual survey	Trust benchmark

These targets are set at or close to the level LAT primaries already achieve and well above national figures. They are demanding for a new academy whose first Year 6 cohort will include children who joined in a mixed-age class in 2028, and they will be reviewed with KCC and the Community Board each year.

How performance will be assessed

The academy will use the Trust's common assessment framework. In the early years, staff will use observation, the Reception Baseline Assessment and the Trust's early years tracking to establish starting points in the first six weeks, with a particular focus on communication and language. In Key Stages 1 and 2, teachers will assess continuously in lessons and will record a summative judgement in reading, writing and mathematics at three points a year using the Trust's standardised assessments and moderated teacher assessment (Test Base). Phonics will be checked every half term. Foundation subjects will be assessed against the end points in each unit of inquiry. All data will be held on the

Trust's assessment and tracking system, which allows every LAT primary to be compared with every other and with national benchmarks.

Moderation is what makes teacher assessment trustworthy. Oastfield teachers will moderate with colleagues at Leigh Academy Paddock Wood and across the Trust's West region primaries each term, and will take part in KCC's moderation arrangements. Standardised tests will anchor teacher judgements to national norms.

How performance will be reviewed and acted on

Assessment only matters if it changes what happens next. After each assessment point the Principal and teachers will hold pupil progress meetings for every class, identifying each child who is not on track and agreeing what will change. Intervention will be planned, time-limited and evaluated. The SENCO and Family Liaison Officer will attend so that support for learning, behaviour and attendance is planned together.

At Trust level, the academy will have a modular review with the Academies Director for LAT West at least six times a year. These reviews examine the data, visit classrooms, look at children's work, and agree actions. They are the engine of the Trust's Academy Improvement Strategy. The Trust's Excellence Charter sets out the standard the academy must meet, and where any measure falls below it the Trust will provide targeted support through its academy improvement team. In the first year the academy will also have a termly visit from an experienced LAT primary Principal acting as a mentor to the Principal.

Governors will see the same data. The Community Board covering the Paddock Wood academies will receive a standard data report at each of its three meetings a year, with a named governor responsible for monitoring SEND and inclusion, safeguarding and academic progress. The Trust Board and its committees receive Trust-wide performance reports, and any academy falling below the Excellence Charter is reported to the Board. The Trust conducts its own Ofsted style reviews using its own internal staff who know the framework as well as nationally trained inspectors.

Setting challenging targets

Targets will be set for every child, every class and the academy as a whole. Individual targets will be based on starting points and the Trust's expectation that every child makes at least expected progress and that the majority exceed it. Class and academy targets will be agreed each autumn between the Principal and the Academies Director and approved by the Community Board. They will be at or above the Trust primary average and above national, and they will be built into the performance management objectives of the Principal and every teacher. Targets for disadvantaged children and children with SEND will be set to close gaps, not to describe them.

Monitoring the quality of teaching

The quality of teaching will be reviewed through a schedule that triangulates lesson visits, scrutiny of children's work, pupil voice and outcomes. The Principal will visit lessons weekly, joined each module by the Academies Director or a Principal from another LAT primary. Formal reviews will take place each module and will feed into coaching and professional

development. Early career teachers will receive the full induction entitlement. Any underperformance will be addressed promptly through support in the first instance and the Trust's capability procedures where necessary.

Using the CATIE dashboard and Kent's systems

The academy will use the CATIE dashboard as KCC intends: as a tool to check that its provision meets the wide variety of learning needs in the system and the Mainstream Core Standards. The Principal and SENCO will review the dashboard each term and will share it with the Community Board and, on request, with KCC. The academy will submit census, attendance and exclusion data promptly and accurately and will take part in KCC's locality data-sharing arrangements.

Communicating performance

Parents will receive a written report on their child's progress three times a year and will meet their child's teacher at least twice, with an open invitation to meet more often. Parents of children with SEND or in the SRP will have termly reviews. The academy website will publish the information required by the Department for Education, the Pupil Premium strategy and its evaluation, and an annual summary of outcomes in plain language. The Trust will publish the academy's outcomes alongside those of its other academies. KCC will receive an annual report on the SRP and on progress against the commitments in this proposal for the first five years.

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.

Leigh Academies Trust response

Staffing strategy

Leigh Academy Oastfield will have its own Principal from the start. A new academy needs a leader who is visible in the town, accountable for every decision and able to build a staff team and a culture from nothing. The Principal designate will be appointed through open competition in autumn 2027 and will take up post in January 2028, two terms before opening, funded through KCC's start-up funding and the Trust's own pre-opening budget. The Principal will report to the Deputy CEO / Academies Director for LAT West and will be a full member of the Trust's primary Principals' network from appointment.

A 1 FE academy opening with 60 children cannot afford, and does not need, a full leadership and support structure of its own in its first years. It does need a qualified SENCO, a Designated Safeguarding Lead, a strong early years lead, a Family Liaison Officer and business and site support from the first day. LAT's solution is a partnership agreement between Oastfield and Leigh Academy Paddock Wood, the Trust's existing primary academy in the town, under which specialist and support posts are shared in

proportion to need and converted to dedicated Oastfield posts as the roll grows. The two Principals will plan jointly, share subject leadership and training, and moderate together. The arrangement gives the new academy capacity it could not otherwise afford while leaving its Principal fully accountable for it.

Indicative staffing structure at opening and at full capacity

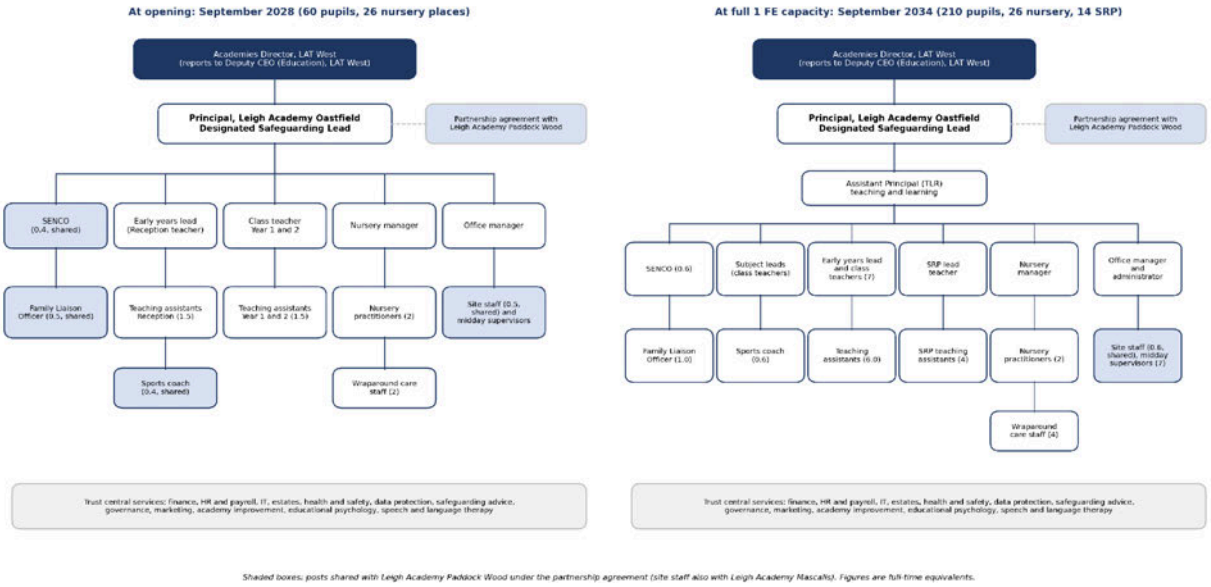


Figure 1. Indicative staffing structure for Leigh Academy Oastfield at opening (September 2028) and at full 1 FE capacity (September 2034). Shaded roles are shared with Leigh Academy Paddock Wood under the partnership agreement in the early years.

Lines of accountability

The Principal is accountable to the Academies Director for LAT West, who reports to the Deputy CEO (Education) for the region. The Principal is responsible for the leadership of the academy, the quality of teaching, safeguarding (as Designated Safeguarding Lead), behaviour and attendance, the SRP and the nursery. Class teachers, the early years lead and the SRP lead report to the Principal. The SENCO reports to the Principal for Oastfield matters and is a member of the leadership team. From 2031/32 an Assistant Principal, appointed from among the teaching staff, will lead teaching and learning and deputise for the Principal. Teaching assistants are line managed by the teacher they work with, with professional oversight from the SENCO. The nursery manager reports to the early years lead. The office manager reports to the Principal and receives professional supervision from the Trust's regional business manager. Finance, HR, IT, estates and health and safety are provided by the Trust's central teams under service standards agreed with the academy, so that the Principal is not the finance director, the HR manager and the facilities manager as well as the leader of learning.

How the structure matches the curriculum plan

The structure follows the pupil build-up in the specification. Each class of 30 has a teacher and a teaching assistant. The mixed Year 1 and 2 class has a full-time teaching assistant so that phonics and reading can be taught in stage groups. The early years lead is a qualified

teacher who teaches Reception and leads the nursery, giving the nursery the qualified teacher input that improves outcomes. The SRP lead is appointed one term before the first placements, funded through KCC's SRP start-up arrangements, with SRP teaching assistants added as places are commissioned. Subject leadership is shared with Leigh Academy Paddock Wood until Oastfield has enough teachers to lead every subject itself, expected from 2031/32. A sports coach shared between the academies delivers part of the PE curriculum, covers teachers' planning, preparation and assessment time, and runs clubs. The Family Liaison Officer supports attendance and families from opening.

Staffing build-up

Post (full-time equivalent)	2028/29 (60)	2029/30 (90)	2030/31 (120)	2031/32 (150)	2032/33 (180)	2033/34 (195)	2034/35 (210)
Principal	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Assistant Principal (TLR held by a class teacher, within teacher count)	0	0	0	1 TLR	1 TLR	1 TLR	1 TLR
Class teachers (including early years lead)	2.0	3.0	4.0	5.0	6.0	7.0	7.0
SENCO	0.4 (shared)	0.4 (shared)	0.5	0.5	0.6	0.6	0.6
SRP lead teacher	0	0.33 (from summer term)	1.0	1.0	1.0	1.0	1.0
SRP teaching assistants	0	0	1.0	2.0	3.0	3.5	4.0
Teaching assistants (mainstream, term time)	3.0	3.6	4.2	4.8	5.4	5.7	6.0
Nursery manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Nursery practitioners	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Family Liaison Officer	0.5 (shared)	0.5 (shared)	0.6	0.8	1.0	1.0	1.0
Sports coach	0.4 (shared)	0.4 (shared)	0.5	0.5	0.6	0.6	0.6
Office manager	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Administrator	0	0.5	0.5	0.6	0.8	0.8	1.0
Site staff	0.5 (shared)	0.5 (shared)	0.5 (shared)	0.6	0.6	0.6	0.6
Midday supervisors	2.0	3.0	4.0	5.0	6.0	6.5	7.0
Wraparound care staff	2.0	2.0	3.0	3.0	4.0	4.0	4.0

Nursery and wraparound care staff are funded from nursery and childcare income and are shown separately in Section E. SRP staff are funded from KCC's SRP start-up support and place funding. Midday supervisors are part time. Mainstream teaching assistants are term-time posts, shown here as total FTE. Site staff are shared with Leigh Academy Mascalls and Leigh Academy Paddock Wood throughout.

Recruitment

The Principal will be recruited through open advertisement in autumn 2027 for a January 2028 start, with the Trust's existing primary leaders encouraged to apply alongside external candidates. The appointment panel will include the Academies Director, a Trust Director and governors from the Community Board. The early years lead and first class teachers will be appointed in spring 2028. Kent and Medway Training, the Trust's initial teacher training provider, trains more than 220 teachers a year and gives the Trust a pipeline of well-prepared early career teachers who already know the PYP. The Trust's careers site and recruitment team handle advertising, shortlisting support and safer recruitment compliance. Support staff will be recruited locally, with the Trust's apprenticeship provider offering level 3 teaching assistant apprenticeships to residents of the new neighbourhoods. All appointments will follow the Trust's safer recruitment procedures.

Performance management, development and retention

Every member of staff will have annual objectives linked to the academy's targets and to their own development, reviewed at mid-year and year end. Teachers will be appraised against the Teachers' Standards and pay progression will be linked to performance in line with the Trust's pay policy. Early career teachers will receive the full two-year induction through the Thames Gateway Teaching School Hub. Aspiring leaders will have access to National Professional Qualifications delivered by the Hub. Staff will be part of the Trust's West region primary networks and the two Paddock Wood academies will share training days. Wellbeing will be supported through the Trust's employee assistance programme, a workload charter and the Trust's staff survey, whose results are reported to the Trust Board. LAT's Vision 2030 commits the Trust to a highly developed and engaged workforce, and the Trust's retention record in its primary academies reflects that commitment.

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.

Leigh Academies Trust response

The capability of the Trust

LAT has opened, taken on and improved academies for 18 years. It runs 33 academies, employs several thousand staff and manages annual income of £237 million from the 2025/26 draft accounts. It has opened new-build primary academies, including Leigh Academy Langley Park and Leigh Academy Cherry Orchard, and has taken on academies from other trusts at the Department for Education's request. It is in pre-opening for Leigh Academy Birchwood, a new special free school. Every function a new academy needs, from finance and HR to estates, IT, safeguarding, data protection, marketing and academy improvement, exists as a central team with a named director. The Trust does not need to recruit people with the necessary expertise. It needs to allocate time from people it already employs.

Pre-opening team

The table below sets out the people who will lead the pre-opening project and their expected time commitment. Names, CVs and home towns are provided in the supporting information section, which will not be published.

Role in pre-opening	Trust post	Expertise	Time commitment during pre-opening
Project sponsor and accountable officer	Chief Executive	Leadership of the Trust since 2013; former Principal of two LAT secondary academies; trained Ofsted inspector; National Leader of Education	Half a day a month;
Project director	Deputy CEO (Operations)	Central services leadership since 2014; executive oversight of HR and safeguarding; Chartered CIPD member; led previous new academy projects	One day a week
Education lead	Deputy CEO (Education), LAT West	Regional leadership of 17 academies; former Principal	Half a day a fortnight
Education and curriculum delivery	Academies Director, LAT West	Line management of primary Principals in LAT West; curriculum and assessment	One day a week from September 2027
Partner Principal	Principal, Leigh Academy Paddock Wood	Primary headship in Paddock Wood; local knowledge; PYP	Half a day a week
Principal designate, Leigh Academy Oastfield	To be appointed autumn 2027	Primary leadership; recruited through open competition	Full time from January 2028

Role in pre-opening	Trust post	Expertise	Time commitment during pre-opening
Finance	Chief Financial Officer	Chief Financial Officer since 2023; Big 4 audit background; CIPFA affiliate; Chartered Manager (CMgr MCMI); CIPFA Level 7, 12 years in senior education finance	Half a day a fortnight
Estates, IT, health and safety, and design liaison with KCC	Chief Infrastructure Officer	Leads estates, IT, health and safety and data compliance across 33 sites	One day a week during design and construction
Human resources and recruitment	People Director	Chartered CIPD member; MA Strategic HRM; leads recruitment and people strategy	Half a day a week during recruitment phases
Safeguarding	Safeguarding Advisor	Trust-wide safeguarding lead; KCSIE compliance; audits	Half a day a fortnight, rising before opening
Marketing and communications	Head of Marketing and Communications	Trust marketing, admissions campaigns, website and media	Half a day a week
Governance	Head of Governance	Company secretarial, Community Board establishment, scheme of delegation	Half a day a fortnight

Project management

The Deputy CEO (Operations) will act as project director with a dedicated project manager from the Trust's estates and projects team. The project will run under the Trust's standard new academy project plan, with workstreams for design and construction liaison, education and curriculum, staffing, admissions and marketing, finance, IT and estates, governance, safeguarding and policies, and community engagement. A project board chaired by the Deputy CEO (Education) will meet monthly from the decision date and will report to the Trust Board. The project plan will align with KCC's construction programme for a summer 2028 completion, and the Trust will agree with KCC a joint risk register and a decision-making protocol for design matters that affect the academy's operation.

Skills and abilities across the required areas

Managing school finances. The Trust's finance function is led by the Chief Financial Officer and is supported by three Deputy Directors, responsible for financial control and reporting, budgetary compliance and The Leigh Institute, and a team of finance managers and administrators. The Trust's accounts are audited annually and its internal scrutiny programme covers every academy. The Trust has never received a financial notice to improve.

Leadership. The Trust's executive team, regional Deputy CEOs and Academies Directors have led academies through opening, growth and inspection. Fifteen primary Principals across the Trust form a network from which Oastfield's leaders can draw. The Trust's leadership development programmes and the National Professional Qualifications delivered through the Thames Gateway Teaching School Hub build the pipeline.

Project management. The Trust's estates and projects team has delivered capital projects across 33 sites, including new builds and major expansions, and has managed the opening of new academies alongside KCC and the Department for Education.

Marketing. The Trust's marketing and communications team runs admissions campaigns, websites, social media and media relations for every academy. It will run the Oastfield campaign from the decision date, with a website, prospectus, open events and a presence in the new neighbourhoods.

Human resources. The People Director leads a central HR team covering recruitment, employee relations, payroll, policy and organisational development for the whole Trust. Safer recruitment is embedded and audited.

Safeguarding. Executive oversight sits with the Deputy CEO (Operations). The Trust's Safeguarding Advisor supports every academy, delivers training and audits compliance with Keeping Children Safe in Education. The Trust has an established data protection function with a Data Protection Officer.

Health and safety. The Chief Infrastructure Officer leads health and safety across the Trust with a central health and safety team, common policies, audits and training. The new building will be handed over with a Trust asset register, statutory compliance schedule and maintenance plan in place.

Governance arrangements

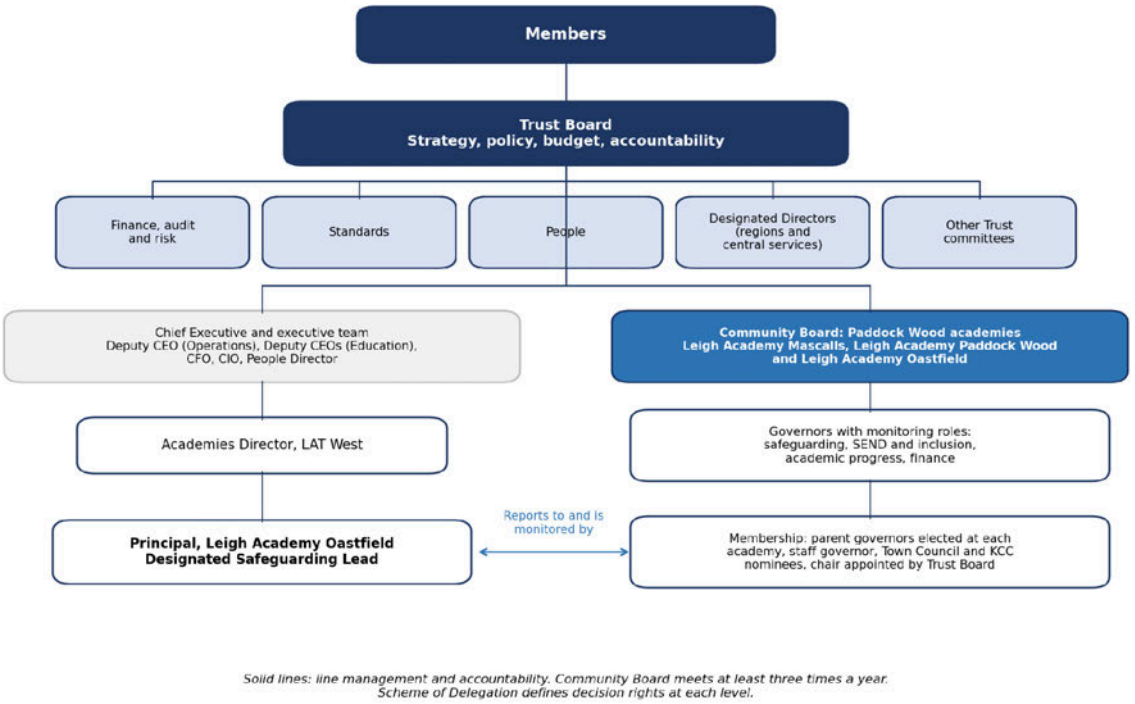


Figure 2. Proposed governance and leadership structure for Leigh Academy Oastfield within Leigh Academies Trust.

Leigh Academy Oastfield will be an academy within Leigh Academies Trust. The Trust is a company limited by guarantee and an exempt charity governed by its Articles of Association

and its funding agreements with the Secretary of State. Its governance operates at three levels.

The Members are the guardians of the Trust's constitution. They appoint some of the Directors, receive the audited accounts and hold the Trust Board to account.

The Trust Board is the accountable body. It sets strategy, vision and policy, approves the budget, appoints the Chief Executive and holds the executive to account for performance, finance and compliance. It is supported by Trust committees which maintain oversight between the Board and the academies, including in finance and audit, standards and people. Designated Directors provide Board-level oversight of each region and of central services.

Community Boards provide the local layer of governance. Each Community Board covers two or more academies, bringing together primary and secondary governors so that governance reflects the Trust's all-through model of education. Oastfield will join the Community Board that covers the Paddock Wood academies, so that the governors who know Leigh Academy Paddock Wood and Leigh Academy Mascalls also govern the new academy. The Community Board meets at least three times a year. Its governors monitor specific areas, including safeguarding, SEND and academic progress, visit the academy between meetings, and receive a structured induction. It will include parent governors elected by Oastfield parents, a staff governor and a representative invited from Paddock Wood Town Council. KCC will be invited to nominate a governor.

Scheme of Delegation

The Trust operates a published Scheme of Delegation, reviewed annually, which sets out which decisions rest with the Members, the Trust Board, its committees, Community Boards, the Chief Executive and executive team, and Principals. Its main features as they apply to Oastfield are summarised below. The full Scheme will be provided on request and will be published on the academy website.

Area	Trust Board and committees	Executive (Chief Executive and Deputy CEOs)	Community Board	Principal
Strategy and vision	Approve Trust strategy (Vision 2030) and academy educational character	Propose strategy; set regional priorities	Contribute local perspective; approve academy improvement plan	Draft and deliver academy improvement plan
Finance	Approve Trust budget and reserves policy; approve annual accounts; receive audit reports	Set academy budget envelope; approve spend above delegated limits; manage central services	Monitor academy budget and Pupil Premium spend	Manage delegated budget within Trust financial regulations
Standards	Set Trust-wide targets; monitor against Excellence Charter	Modular reviews six times a year; agree targets; commission support	Monitor outcomes, SEND, safeguarding and attendance; governor visits	Day-to-day leadership of teaching, learning, assessment and inclusion
Staffing	Approve pay policy; appoint Chief Executive	Appoint Principals; performance manage Principals	Take part in Principal appointment panel;	Appoint all other staff; performance management;

Area	Trust Board and committees	Executive (Chief Executive and Deputy CEOs)	Community Board	Principal
			hear staff appeals as delegated	day-to-day HR within Trust policy
Safeguarding	Trust-wide oversight; annual report	Executive lead (Deputy CEO Operations); audits	Named safeguarding governor; termly monitoring	Designated Safeguarding Lead; policy implementation
Admissions	Approve admission arrangements as admission authority	Consult and determine arrangements with KCC	Monitor fairness and appeals	Operate arrangements; liaise with KCC
Policies	Approve Trust-wide statutory policies	Approve operational policies	Approve academy-specific annexes	Implement and review
Estates and health and safety	Approve estates strategy and capital plan	Manage compliance through the Chief Infrastructure Officer	Monitor health and safety reports	Day-to-day site management

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.

Leigh Academies Trust response

The tables of Ofsted outcomes and headline accountability measures for every LAT academy, including attendance and outcomes for disadvantaged pupils, are provided in the supporting information section and will not be published. Every LAT academy inspected is rated Good or better. No LAT academy is currently judged to require improvement or to be inadequate, and the Trust has never been subject to a financial notice to improve. Where an academy's outcomes fall below the Trust's Excellence Charter on any measure, the Trust's Academy Improvement Strategy applies, with targeted support commissioned through the modular review process. Any such academies and the actions in place are described in the supporting information.

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.

Leigh Academies Trust response

Approach

Leigh Academy Oastfield will be financially viable because it is planned as a 1 FE academy within a Trust that already runs 15 primary academies, four of them within a few miles of the site. The model below is indicative. It uses KCC's pupil numbers and funding arrangements as set out in the specification, the staffing structure in Section C, and cost assumptions drawn from the Trust's existing primary academies. It is presented at 2026/27 prices with no inflation applied to income or expenditure, and assumes that future pay awards are funded. The Trust's Chief Financial Officer will produce a full budget on the Trust's planning system once KCC confirms the funding rates that will apply in 2028/29.

Income

Income is built from the funding streams KCC describes. The core school budget share uses an indicative primary per-pupil rate of £4,300 and a lump sum of £145,000, subject to the 2026-27 minimum per-pupil funding level of £5,115. Both will be confirmed against the Kent formula for 2028/29. Pupil Premium assumes 22 per cent of pupils are eligible, at the 2026-27 rate of £1,550. This is slightly below the ward's free school meal rate, because many families will be new to the town. Universal infant free school meals funding assumes 85 per cent take-up, and the PE and sport premium is included at its 2026-27 rate.

SRP income follows KCC's planning assumptions. There are no placements in 2028/29 or 2029/30. KCC start-up support funds the SRP lead for one term before the first placements and, in 2030/31, the cost of a teacher and a teaching assistant. From 2031/32, each occupied place attracts £6,000 place funding, an average top-up of £6,500 and per-pupil formula funding, because SRP children are on the roll of a mainstream class. KCC's new-school start-up funding of up to £76,195 is treated as pre-opening income and is not included in the recurring model.

The academy opens with 60 children in a building whose core facilities are designed for 420, so the early years cannot be funded from per-pupil income alone. As a new academy, Oastfield will be funded by the Department for Education on estimated pupil numbers agreed with KCC, rather than on the previous October census, with a pupil number adjustment the following year. This income is shown in the core school budget line. In addition, KCC's specification states that it will provide reorganisation funding under the Growth Funding Policy applying at the time, to address the effect of lagged pupil funding and to support the school while its Reception intake progresses through successive year groups. KCC will calculate this from the academy's planned and actual pupil numbers and the applicable elements of the delegated funding formula, and national guidance requires growth to be funded only once. The reorganisation funding line in the model is therefore a planning assumption for the small-roll costs that estimates funding does not cover, not a confirmed allocation. It totals £546,000 over five years, falls each year, and is last required in 2032/33. If KCC's calculation produces a lower figure, the Trust will phase staffing and apply the mitigations set out below.

Expenditure

Staff costs follow the build-up in Section C using the Trust's current loaded costs for each post, including employer pension and national insurance contributions. PPA time is covered mainly by the sports coach, with higher level teaching assistant cover added as classes grow. The Principal is costed in full from opening; the Principal's salary from January to August 2028 is a pre-opening cost.

Premises costs assume a new, energy-efficient building with utilities, cleaning, grounds maintenance and insurance, benefiting from Trust-wide contracts. Educational supplies, IT and other services are costed per pupil, with a fixed element for a new academy. Catering is shown at the level of infant meals funding, under a cost-neutral contract. A contingency of one per cent of income is held each year.

The SRP carries its own staff costs, a share of the SENCO's time and its own resources and specialist input.

Indicative model 2028/29 to 2032/33 and steady state (£ thousands)

Line	2028/29	2029/30	2030/31	2031/32	2032/33	Steady state 2034/35
Pupils on roll (mainstream)	60	90	120	150	180	210
SRP places (planning assumption)	0	0	4	8	12	14
Income: core school budget (per-pupil funding and lump sum)	403	532	661	790	921	1,074
Income: Pupil Premium	20	31	41	51	61	72
Income: universal infant free school meals	25	32	38	38	38	38
Income: PE and sport premium	7	7	7	7	8	8
Income: SRP start-up, place, top-up and formula funding	0	20	101	134	202	235
Income: KCC reorganisation (growth) funding required	155	138	111	97	45	0
Total income	**610**	**760**	**959**	**1,117**	**1,275**	**1,427**
Expenditure: leadership, teaching and support staff (mainstream)	399	491	576	675	775	862
Expenditure: SRP staff, including SENCO share	0	20	90	112	134	156
Expenditure: SRP resources and specialist input	0	0	6	12	18	21
Expenditure: premises, utilities, cleaning and maintenance	78	82	86	90	94	96
Expenditure: educational supplies and services	32	40	49	57	65	74
Expenditure: other supplies and services	27	33	39	45	51	57
Expenditure: catering (infant meals)	25	32	38	38	38	38
Expenditure: IT and digital devices	20	25	29	33	37	41
Expenditure: staff development	6	7	8	9	10	11
Expenditure: Trust central services charge (2 per cent of core budget)	8	10	13	16	18	21

Line	2028/29	2029/30	2030/31	2031/32	2032/33	Steady state 2034/35
Other costs	10	14	17	20	23	27
Expenditure: contingency (1 per cent of income)	5	6	8	10	12	14
Total expenditure	**610**	**760**	**959**	**1,117**	**1,275**	**1,418**
Net surplus / (deficit)	**0**	**0**	**0**	**0**	**0**	**9**
Staff costs as percentage of income	**65%**	**67%**	**69%**	**70%**	**71%**	**71%**

Mainstream and SRP split (net, £ thousands)

Segment	2028/29	2029/30	2030/31	2031/32	2032/33	Steady state 2034/35
Mainstream, after reorganisation funding	0	0	(5)	(10)	(50)	(49)
SRP	0	0	5	10	50	58
Academy	0	0	0	0	0	9

The split shows that the SRP, once charged its own costs, contributes about £58,000 a year towards the shared premises and leadership costs of the academy at steady state. The mainstream academy relies on this contribution and on reorganisation funding until the roll is full.

Nursery and wraparound childcare are run as a ring-fenced trading activity and are excluded from the table above. The nursery is staffed by a nursery manager and four practitioners, with oversight from the early years lead. This meets statutory ratios across a day from 8am to 6pm for 48 weeks of the year. Income comes from funded entitlement hours and paid additional hours. Wraparound care from 7.45am to 6pm is priced to cover its staffing and consumables. The Trust's 13 existing nurseries provide the benchmark for occupancy, fee levels and staffing. Any shortfall in the nursery will be met from Trust reserves, not from the school budget.

Value for money

The model delivers value for money in four ways. The partnership agreement with Leigh Academy Paddock Wood gives the academy a qualified SENCO, a Family Liaison Officer, a sports coach and site support at a fraction of the cost of stand-alone posts. The shared posts convert to dedicated posts only as the roll justifies them. Trust-wide procurement of utilities, catering, cleaning, insurance, IT and devices secures prices a single academy could not achieve. The central services charge is benchmarked annually against external

providers. The building's 2 FE core means that a second form of entry, if commissioned, can be added at low marginal cost, and the Trust will plan for that from the start.

Financial management and controls

The academy will operate within the Trust's financial regulations, its Scheme of Delegation and the Academy Trust Handbook. The Principal will manage a delegated budget, with monthly management accounts prepared by the Trust's finance team and reviewed with the Principal. The Community Board will monitor the budget and Pupil Premium spend at each meeting. Consolidated management accounts are shared with the Chair of the Trust Board every month and with the Trust Board three times a year. The Trust Board approves the consolidated budget and oversees internal scrutiny and external audit through its committees. The Chief Financial Officer leads the Trust's finance function, reports to the Deputy CEO (Operations), advises the Accounting Officer and attends the relevant Trust Board committees. The Trust maintains a reserves policy that would allow it to support the academy through any short-term shortfall.

Risks and mitigations

The main financial risks are slower housing delivery leading to lower pupil numbers than forecast, slower SRP placements, changes to national or local funding formulae, and pay awards that are not fully funded. The staffing build-up is phased so that posts are added only as classes fill, and the Trust can hold recruitment where numbers lag. SRP staff are recruited only against confirmed KCC start-up funding and commissioned places. The Trust's scale allows it to absorb formula changes across 33 academies and to redeploy staff where necessary. Its reserves and its record of managing pay pressures provide a further buffer. If numbers fall materially below KCC's forecast, the Trust would agree a revised staffing plan with KCC under the Growth Funding Policy rather than compromise the quality of provision.

Pre-opening costs

The Trust will meet the cost of the pre-opening project team from its own resources. KCC's new-school start-up funding of up to £76,195 will be used, subject to approval of the expenditure plan, for the Principal's salary from January 2028, early recruitment, curriculum resources, marketing, policies and training. The contribution towards equipping new learning spaces will be used for classroom furniture and equipment as spaces come into use. The Trust will fund the balance of set-up costs, including the initial device allocation and library stock, and does not expect to seek further revenue support from KCC for pre-opening.

Supporting information

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

[redacted]

