Lift Bloxham

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

Proposer Details

Please complete the forms below using the boxes provided and return via email to the school.consultations@kent.gov.uk by no later than midnight on 19 October 2026 for the attention of Nick Abrahams Assistant Director Education (West Kent).

(Personal information will be treated in accordance with the Data Protection Act and GDPR)

Main contact for this application	
1	**Name:** [redacted]
2.	**Address:** [redacted]
3.	**Email address:** [redacted]
4.	**Telephone number:** [redacted]
About your organisation	
5.	**How would you describe your organisation or group?** **Lift Schools is a network of 62 schools with five regions spanning the length and breadth of England serving circa 35,000 children and 4,800 staff. Our schools are distinctive but united by our shared mission and values. At Lift Schools we believe an excellent education is an entitlement for every child, and we do everything in our power to ensure that our schools are making that a reality for every pupil in our care. Our mission as an organisation is:** • **We will provide an excellent education to every child, in every classroom, every day.** • **With excellent leadership and teaching in every school, we will help children go on to lead successful and happy lives.** • **We will work with others beyond our network to create capacity in the sector to benefit more children and communities.** **We do this through an approach that is national in scale, regional in structure, and local at heart. Our network comprises of:** • **36 Primary Schools** • **23 Secondary Schools** • **3 Special Schools** **Our trust has a national profile, with schools in 27 local authorities across England and spanning 8 out of 9 DfE regions. None of our schools have a faith designation or faith based ethos. Our schools serve a broad range of communities and areas, from the Isle of Wight in the south, to Essex in the east, Middlesbrough in the north and Torbay in the west. National vision is delivered through a regional model, designed to amplify our schools' local culture and identity, enabling us to deliver an education responsive to each context.**

7. **Tell us about schools you are currently working with:**

a) Please provide details of the schools you are currently running/sponsoring including the most recent OFSTED outcomes and the latest published assessment data.

An overview of our school performance, including age range, number on roll, Ofsted judgement and status of school can be found in appendix 1.

Lift Schools is a network of 62 schools, across five regions spanning the length and breadth of England serving circa 35,000 children and 4,800 staff. Our schools are distinctive but united by our shared mission and values. At Lift Schools we believe an excellent education is an entitlement for every child, and we do everything in our power to ensure that our schools are making that a reality for every pupil in our care. Our mission as an organisation is:

- **We will provide an excellent education to every child, in every classroom, every day.**
- **With excellent leadership and teaching in every school, we will help children go on to lead successful and happy lives.**
- **We will work with others beyond our network to create capacity in the sector to benefit more children and communities.**

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- **23 Secondary Schools**
- **3 Special Schools**

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Key headline metrics:

Measure	2024	2025	2026	National Average
EYFS % GLD	73%	74%	77%	68%
Phonics	89%	89%	89%	80%
KS2 % Exp RWM	76%	79%	77%	63%
KS2 % Higher RWM	12%	13%	14%	8%
KS2 % Exp RWM (Disadvantaged)	70%	72%	72%	47%
KS2 % Higher RWM (Disadvantaged)	8%	8%	10%	4%

Lift Schools' primary performance is well above national average and we are consistently ranked as one of the highest performing academy trusts nationally at primary. As a trust, we

are committed to being the proof of concept that an excellent education should be the right of every child in every classroom, regardless of their background or socio-economic status. In 2026:

- **89% of pupils achieved the expected standard in phonics, which is 9 pp above the national average.**
- **At Key Stage 2, 77% of pupils achieved the expected standard in Reading, Writing and Maths, which is 14 pp above the national average.**
- **At Key Stage 2, 14% of pupils achieved higher standard in Reading, Writing and Maths, which is 6 pp above the national average.**
- **At Key Stage 2, 71% of pupils from disadvantaged backgrounds achieved the expected standard in Reading, Writing and Maths, which is 25 pp above the performance of disadvantaged peers nationally, and furthermore, 2 pp above the performance of non-disadvantaged pupils nationally.**
- **At Key Stage 2, 10% of pupils from disadvantaged backgrounds achieved higher standard in Reading, Writing and Maths, which is 6 pp above the performance of disadvantaged peers nationally, and in line with the performance of non-disadvantaged pupils nationally.**

The proposed free school in Paddock Wood, which we have named 'Lift Bloxham', after Bloxham Avenue which is next to the school site, would sit within our London & South region. This region has ten schools, comprising five secondaries, two special schools and three primaries, including nearby Lift St James the Great in East Malling.

Our primaries in the region are run by a Regional Executive Principal, Melissa Martinez, who is an experienced leader with a strong track record of impact. Melissa has substantial experience in school improvement leading schools to secure high outcomes nationally and securing positive Ofsted judgements. Until recently, Melissa was Executive Principal at Lift Trinity and Lift Noel Park in Haringey in London. Both schools are graded as 'Outstanding' by Ofsted and consistently achieve well above national average in key headline metrics, with Trinity consistently one of the highest performing primary schools in England.

The transition between two different Ofsted frameworks, makes overall figures more difficult to summarise. In addition, three of our schools have new URNs since joining the trust and have not yet been inspected. Of these, two transferred with legacy judgements of 'Good' in all areas, while the third transferred with a legacy judgement of 'Outstanding' in all areas.

Of schools that hold an Ofsted judgement under the previous Ofsted framework (50/59 schools):

	Good or better overall or for QofE	Outstanding overall or for QofE
Overall (50/59)	96% (48/50)	14% (7/50)
Primary (30/34)	100% (30/30)	23% (7/30)
Secondary (17/22)	88% (15/17)	0% (0/17)
Special (3/3)	100% (3/3)	0% (0/3)

Of schools that hold an Ofsted judgement under the current Ofsted framework (9/59 schools), they hold the following judgements:

	Expected standard or better in	Strong standard in majority of

	majority of areas	areas
Overall (9/59)	100% (9/9)	11% (1/9)
Primary (4/34)	100% (4/4)	25% (1/4)
Secondary (5/22)	100% (5/5)	0% (0/5)

b) To what extent are you supporting and/or working with other schools in their school improvement and what impact has this had, or is having?

As a designated RISE supporting organisation, Lift Schools delivers strategic, high-impact interventions tailored to drive school improvement across essential educational and operational domains. The programme provides both strategic guidance and practical resources to accelerate school transformation.We are currently supporting five schools through the RISE programme; four primaries and one secondary. Two of these schools are local authority schools and three are academies.

Across schools currently supported through this programme, improvement work has focused on four primary dimensions:

1. **Quality of Education: Re-engineering curriculum structures, elevating pedagogical expectations, and embedding systematic reading and subject interventions.**
2. **Teaching Practice & Professional Development: Moving away from generic training in favour of high-frequency instructional coaching, real-time feedback loops, and standardised classroom routines.**
3. **Leadership & Governance: Establishing distributed leadership models through executive coaching, rigorous pupil progress tracking, and cross-trust collaboration.**
4. **Attendance, Behaviour, & Culture: Utilising dedicated funding to expand operational capacity, reduce barriers to attendance, and build inclusive, high-expectation learning environments.**

A summary of our targeted RISE support can be found in appendix 2.

8. **How many schools do you have DfE approval to open in the next 2 years?**

We do not currently have DfE approval to open any further schools within the next 2 years. We are however listed on the DfE agenda for 8 further schools in the November decision window within the South West and West Midlands DfE regions.

9. **Did you put together this application with support from another company or organisation?**

☐ Yes

X No

10.	**If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:** **Not applicable**
11.	**Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (e.g., financial, philosophical, or ideological) with any other organisations within the UK or overseas? These may include other Academy or Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.** **☐ Yes** **x No**
12.	**If yes, please provide details.** **Not applicable**
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.** The school will not have a religious character or faith ethos.

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.

The proposed school, provisionally named **Lift Bloxham**, will be an inclusive, community-focused primary academy serving the growing population of Paddock Wood. Our application closely aligns with Kent

County Council's (KCC) specification, including its ambitions for educational excellence, inclusive provision, early years education and strong community engagement.

Our proposal is for the school to open in September 2028, in line with KCC's specification. The proposed name, Lift Bloxham, reflects nearby Bloxham Avenue, providing the school with a distinct local identity. This represents a naming choice rather than a substantive deviation from the specification.

KCC's specification requires a co-educational primary school for children aged four to eleven, located on Dumbrell Drive, initially providing 210 mainstream places, with the infrastructure and facilities to accommodate eventual expansion to 420 places. Our proposed model fully reflects these requirements, recognising that any expansion from one to two forms of entry would be determined in partnership with KCC, based on local demand and population growth, rather than a predetermined timetable.

The specification anticipates that the school will open with 30 Reception pupils and a mixed Year 1/2 class comprising 15 pupils from each year group, with the mainstream roll growing from 60 pupils in 2028/29 to 210 by 2034/35. Our educational, staffing and financial plans are based on these prescribed projections, recognising the importance of maintaining financial sustainability during the school's early years. We acknowledge that actual admissions may be influenced by the pace of local housing development and will work closely with KCC to manage any variation. This will ensure that staffing and class organisation remain educationally appropriate and financially sustainable, while protecting pupil numbers in neighbouring schools. Any future separation of the mixed Year 1/2 class would be informed by KCC's ongoing assessment of demand and spare capacity across local schools.

We will work collaboratively with KCC's School Organisation and Admissions Services to establish admissions arrangements that comply fully with the School Admissions Code and relevant local policies. This will include completing an Equality Impact Assessment and agreeing the most appropriate admissions criteria, including consideration of whether a distance-based or catchment model best serves the local community. The school will participate in KCC's coordinated admissions scheme from its first admission round. Separate admissions arrangements will be established for the nursery, while places within the SRP will be commissioned by KCC through the relevant statutory SEND placement arrangements.

Lift Bloxham will participate fully in the Fair Access Protocol, with places allocated to children whose Education, Health and Care Plans (EHCPs) name the school, in accordance with statutory requirements. Where the school is oversubscribed, priority will be given to looked-after and previously looked-after children, followed by other agreed criteria, including siblings, exceptional medical or social need, and proximity to the school.

Our proposed 26-place nursery for children aged two to four will be integral to the school's early years provision, with all 26 places offered during the first academic year, in accordance with KCC's specification. Our nursery will have a strong emphasis on communication and language development, early identification of additional needs and accessibility for disadvantaged families. Through shared curriculum planning, assessment and transition arrangements, the nursery will provide a coherent educational journey into Reception. We would also explore opportunities to offer year round childcare, where operationally and financially viable, providing additional flexibility for working families. This would enhance the specified provision rather than represent a deviation from it.

Our application provides for a 14-place Specialist Resource Provision (SRP) for pupils with Autism Spectrum Disorder and Speech, Language and Communication Needs, fully reflecting KCC's requirements. The specialist accommodation will be available from the school's opening in September 2028, with the first placements anticipated from 2030/31, in accordance with KCC's commissioning arrangements. For financial planning, we have assumed up to four placements in 2030/31, recognising that actual placements will be determined by KCC and reviewed annually. The provision will grow incrementally, supported by specialist staffing, therapeutic partnerships and close integration with mainstream teaching. We envisage a carefully phased approach to growth, supported by specialist staffing, therapeutic partnerships and close integration with mainstream teaching. Pupils accessing the SRP will participate in mainstream lessons and wider school activities wherever appropriate, ensuring that the provision is an integral part of the school's

inclusive culture.

Our educational approach reflects KCC's ambition to provide high-quality teaching, raise aspirations and enable every pupil to achieve their full potential. This will reflect Kent's Mainstream Core Standards, ensuring that ordinarily available provision, adaptive teaching and early identification of need are embedded across the school. We will participate actively in Kent's locality arrangements, including its Community of Schools, working collaboratively with neighbouring settings to strengthen inclusive practice, support transitions and enable children to attend and succeed in education close to home.

Lift Bloxham will deliver a broad, ambitious and carefully sequenced curriculum, underpinned by systematic phonics, mastery approaches, instructional coaching and robust assessment arrangements. Our application draws upon Lift's existing primary outcomes and our ambitious **'490' commitments**, demonstrating both our capacity as a sponsor and our determination to secure excellent outcomes for every child. Alongside this, early identification, adaptive teaching and targeted intervention will ensure that disadvantaged pupils, children in care and those with SEND receive the support they need to thrive.

Beyond the classroom, our application places significant emphasis on positive relationships with families, a strong local identity and meaningful partnerships with the wider community. This reflects KCC's expectation that the new school adopts an outward-looking ethos, working collaboratively with local organisations, schools and services. Our established trust-wide educational support structures, complemented by local knowledge and expertise from Lift St James the Great, will provide a strong foundation for developing these relationships, ensuring that Lift Bloxham benefits from both local knowledge and the wider expertise of the trust.

As a new school at the heart of a growing community, we also recognise the importance of promoting **healthy and sustainable travel**. We will actively encourage walking and cycling through initiatives such as walking buses, secure cycle storage and an active Travel Plan developed in partnership with KCC. We would also welcome the opportunity to explore a School Street scheme with the Council and Highways Authority, helping to reduce congestion and improve safety at the beginning and end of the school day. These measures would also seek to address concerns regarding traffic and travel arrangements raised during pre-planning consultations.

We are equally committed to ensuring that Lift Bloxham becomes a genuine community asset, extending beyond the school day. We will explore opportunities for the school building and facilities to be used outside normal operating hours for community events, activities and partnerships, helping to strengthen connections between the school and the families it serves. Any community use will be managed through appropriate safeguarding, security and lettings arrangements, ensuring that facilities remain financially sustainable and that the school's core educational purpose is protected.

Overall, our proposal closely aligns with KCC's specification, with no substantive deviations from the required educational, nursery or specialist provision. Where we propose additional opportunities, such as year-round nursery provision, sustainable travel initiatives and wider community use of the school facilities, these are intended to enhance the Council's ambitions and respond positively to local needs.

Through this approach, Lift Bloxham will open as an inclusive, ambitious and outward-facing school, committed to educational excellence, strong community relationships and improved outcomes for children and families. Our ambition is for the school to become a valued and enduring part of the Mascalls Court Farm development and the wider Paddock Wood community, providing an excellent education for every child, every day.

Section B: vision

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

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

Our vision: An excellent education for every child, every day

Lift Schools exists to deliver an excellent education in every classroom, for every child, every day. We believe that every child, regardless of background, circumstances or starting point, deserves an exceptional education that enables them to flourish academically, socially and personally. Lift Bloxham will embody this commitment from its first day, providing families in Paddock Wood with a school combining high academic expectations with a nurturing, inclusive and inspiring environment.

We want Lift Bloxham to be known for academic excellence, warmth, strong relationships and a commitment to every pupil's personal development and wellbeing. An ambitious curriculum, complemented by enrichment, outdoor learning, sport, music and creativity, will prepare pupils to become confident, resilient, thoughtful and compassionate young people.

Our proposed school mission is:

At Lift Bloxham, we provide every child with an excellent education, every day, combining academic excellence, healthy minds, active bodies and inspiring learning experiences to help every child thrive at school and beyond.

Our vision will be underpinned by three core school values:

- **Aim High:** We strive for excellence in everything we do, encouraging every child to develop high aspirations, take pride in their achievements and recognise that success comes through effort, perseverance and determination.
- **Live Well:** We nurture healthy minds, bodies and relationships, ensuring that every child feels safe, valued, supported and able to develop the confidence and resilience needed to thrive.
- **Explore More:** We encourage curiosity, creativity and adventure, both inside and outside the classroom, providing opportunities for children to discover new interests, broaden their horizons and develop a lifelong love of learning.

These values will shape our curriculum, teaching, relationships and community engagement. Our approach is national in scale, regional in structure and local at heart, combining Lift's record of strong primary outcomes with leadership responsive to Paddock Wood's identity and aspirations. Lift Bloxham will be a non-faith, inclusive community academy, welcoming children and families of all faiths and none.

Delivering academic excellence for every child

At the heart of our vision is an unwavering commitment to excellent teaching and ambitious outcomes. A child's background or circumstances should never determine their educational opportunities or future success.

Lift Schools' primary outcomes demonstrate that excellence and inclusion reinforce one another. In 2026, 89% of pupils achieved the expected standard in phonics, nine percentage points above national. At Key Stage 2, 77% achieved the expected standard in reading, writing and mathematics combined, 14 percentage points above national, while 14% achieved the higher standard, six percentage points above national. Among disadvantaged pupils, 72% achieved the combined expected standard, compared with 47% nationally, also exceeding national performance for non-disadvantaged pupils.

Lift Bloxham's ambitions will be informed by Lift's '490' commitment, aspiring by 2030 to ensure that

- 90% of children achieve a Good Level of Development at the end of the Early Years Foundation Stage.
- 90% of children read at or above their chronological age.
- 90% of pupils achieve the expected standard in the phonics screening check.
- 90% of pupils achieve the expected standard in reading, writing and mathematics at the end of Key Stage 2.

Five Lift primary schools achieved at least 90% in combined reading, writing and mathematics in 2026, demonstrating what is possible through excellent teaching and leadership. We will establish similarly high expectations from opening, alongside the support every child needs to succeed.

Lift Bloxham will adopt Lift's Instructional Excellence approach, an evidence-informed framework supported by professional development, instructional coaching and deliberate practice. Teaching will feature clear explanations, modelling, explicit instruction, checks for understanding, guided practice and responsive adaptation. Consistent approaches, supported by national and regional subject networks, will sustain quality as the school grows.

An ambitious, broad and carefully sequenced curriculum

Our inclusive, knowledge-rich curriculum will draw on successful approaches across Lift's strongest primary schools, adapted to Lift Bloxham. Carefully sequenced learning will build knowledge, understanding and fluency progressively, securing strong foundations at every key stage.

Our 26-place nursery, opening in September 2028, will provide children with the best possible start. Purposeful play, high-quality adult interactions and planned experiences will develop communication, language, early literacy, mathematics, physical development, social skills and self-regulation. Baseline assessment, including WELLCOMM, will identify starting points and inform teaching, with shared planning supporting seamless transitions into Reception.

Reading will sit at the heart of school life. From Reception, pupils will follow Read Write Inc., taught systematically and supported by frequent assessment and timely intervention. A welcoming library and rich literature will develop vocabulary, comprehension and a love of books. English teaching will draw on successful mastery approaches, including Ark's curriculum principles, while mathematics mastery will develop conceptual understanding, fluency, reasoning and problem-solving.

Pupils requiring literacy or numeracy support will benefit from early assessment, targeted intervention and regular progress reviews. Those with English as an additional language, particularly at the early stages of acquiring English, will receive language-rich teaching, visual scaffolding, structured opportunities for talk and targeted language development.

Science, history, geography, computing, religious education, art, design and technology, music and physical education will all have a valued place. Educational visits, practical experiences and Kent's local heritage and environment will enrich learning and broaden pupils' understanding of modern Britain and the wider world.

Inclusion, character and wellbeing

Every child will be known, valued and supported to participate fully. Reflecting Kent's Mainstream Core Standards, our SEND approach will combine early identification, ordinarily available provision, adaptive teaching, a graduated response and close partnership with families and professionals. Staff development will address communication, sensory needs, trauma-informed practice and emotional regulation. Our planned 14 place Specialist Resource Provision, with placements commencing from 2030/31, will provide specialist support for pupils with autism and speech, language and communication needs, alongside meaningful participation in mainstream school life.

We will work with KCC, health professionals and specialist services to coordinate support, aspiring towards Inclusion Quality Mark standards and drawing on Lift schools with Centre of Excellence and Flagship recognition. Disadvantaged pupils, looked after and previously looked after children will receive targeted support. Pupil Premium will strengthen attendance, literacy, language and academic progress while removing barriers to enrichment, with impact regularly evaluated.

Personal development will be underpinned by five learning characteristics: high aspirations, respectfulness, resilience, independence and innovation. Our Jigsaw-based PSHE curriculum will develop wellbeing, healthy relationships, responsibility, diversity and citizenship. Pupil leadership, school council participation and consultation will give children meaningful influence, while fostering respect for different cultures, beliefs and perspectives.

Healthy minds, active bodies and inspiring experiences

Academic excellence is central to our vision, but an excellent education extends beyond attainment. Physical activity, emotional wellbeing and outdoor learning will be distinctive features of Lift Bloxham. Drawing on successful Forest School provision across Lift, we will seek opportunities for children to engage with nature, solve problems and develop practical skills, complemented by Outdoor Play and Learning principles.

Sport, music, drama, art, educational visits and cultural experiences will broaden horizons and help children discover their talents. Environmental education and community projects will develop responsibility for the natural world. We will address financial barriers to participation, ensuring enrichment opportunities are accessible to all.

A safe nurturing school where children are seen, valued and belong

Strong relationships, clear expectations and consistent routines will create a calm, orderly and nurturing environment. Our relational approach to behaviour will combine positive recognition, explicitly taught routines and support responsive to individual needs. Suspensions and permanent exclusions will remain a last resort, reflecting Lift's established commitment to inclusive practice.

Safeguarding will be everyone's responsibility. Lift's established procedures, comprehensive training, specialist expertise and Kent's safeguarding arrangements will underpin practice. Partnership with families, social care, health services and other agencies will support early identification of concerns and timely intervention.

Recognising the challenges to attendance figures locally, we will set ambitious attendance expectations, aspiring to 98%, while working proactively with families to understand and remove barriers to regular attendance. Using Lift's established approaches, including the SOL programme, we will work proactively with families to understand and address barriers. Partnership will underpin our approach, ensuring children feel missed when absent, valued when present and supported to participate fully.

A school at the heart of the Paddock Wood community

Lift Bloxham will be a welcoming focal point for families and an enduring community asset. During pre-opening, we will engage prospective parents, residents, early years providers, neighbouring schools and

community organisations through consultation events, surveys and regular communications, enabling families to shape the school's culture, admissions arrangements and wider offer. Following opening, parent forums and ongoing consultation will ensure engagement remains meaningful and responsive.

Relationships with nurseries and childminders will support positive transitions, while collaboration with local primary and secondary schools will strengthen educational continuity. Facilities will be available for appropriate community use, supported by safeguarding and sustainable lettings arrangements. We will explore partnerships with KCC, Family Hubs, health services and voluntary organisations, alongside wraparound childcare and holiday activities, developed in response to demand and available resources.

Strong leadership, continuous improvement and trust support

Lift Bloxham's founding leaders will benefit from Lift's national and regional expertise in curriculum, teaching, assessment, safeguarding, SEND and attendance. A Regional Executive Principal will provide regular support, challenge and oversight, working with the Head of School to establish a strong culture and sustain improvement.

Established evaluation and improvement processes, including pupil progress meetings, curriculum reviews and assessment analysis, will inform timely action. Professional development, coaching and leadership pathways will support staff recruitment, retention and continuous improvement.

We will participate actively in Kent's district based arrangements, including its Community of Schools, strengthening inclusion, transitions and outcomes through collaboration. Lift Bloxham will contribute to wider system improvement by sharing effective practice, supporting professional development and engaging with opportunities through the universal RISE offer.

Demonstrating deliverability and affordability

Our vision will be delivered through a phased, financially sustainable operating model aligned with KCC's prescribed pupil growth projections. Staffing, leadership capacity and specialist provision will develop alongside pupil numbers, while Lift's established curriculum resources, professional development and central services will provide economies of scale. Enrichment, extended services and community activities will develop in response to demand and available funding, ensuring educational quality and financial sustainability remain central to decision making.

Preparing every child for a successful and happy future

Ultimately, our vision is about the opportunities and life chances of children attending Lift Bloxham. We want every pupil to leave with strong foundations in reading, writing and mathematics, a broad understanding of the world, confidence in their abilities and the personal qualities needed to thrive in secondary education and beyond.

Strong secondary partnerships will support transition through curriculum collaboration, information sharing and additional support for vulnerable pupils. Success will be measured through academic outcomes alongside children's wellbeing, confidence, participation and readiness for their next stage.

By combining Lift's educational expertise with a distinctive local identity, we will create a school of which children, families, staff and Paddock Wood can be proud. Our commitment is simple: every child will receive an excellent education, feel valued and supported, and have every opportunity to achieve and thrive.

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.

Educational approach at Lift Bloxham

Inclusion will be at the heart of our ethos, culture and educational provision at Lift Bloxham. Every child, regardless of background, ability, additional needs or personal circumstances, is entitled to an excellent education and the opportunity to participate fully in school life. Our ambition is to establish a school where every pupil is known, where they are valued and supported to achieve their full potential, and where diversity is celebrated as a strength. Three principles will underpin our approach: every child belongs, every child can achieve, and every child has a voice.

Lift Schools has a strong track record of inclusive education across mainstream and specialist settings, including enhanced provision and specialist resource bases. Our approach combines ambitious expectations with early identification, adaptive teaching, targeted intervention and strong partnerships with families and external agency. In 2026, 72% of disadvantaged pupils across Lift achieved the expected standard in reading, writing and mathematics at Key Stage 2, compared with 47% nationally. These outcomes demonstrate our belief that excellence and inclusion are mutually reinforcing, and that children from all backgrounds can achieve highly with excellent teaching and appropriate support.

Supporting pupils with special educational needs and disabilities

Lift Bloxham will adopt a graduated approach to supporting pupils with special educational needs and disabilities (SEND), identifying needs early and providing appropriate support promptly. High-quality adaptive teaching will be the foundation of our approach. Teachers will maintain ambitious expectations while adapting teaching, resources and classroom environments so that pupils can access the curriculum successfully. Targeted interventions and specialist support will complement classroom teaching where required, with provision regularly reviewed to assess progress and promote independence.

Our approach will be underpinned by our duties under the Equality Act 2010 and SEND Code of Practice, ensuring that reasonable adjustments are made and barriers to participation are identified and addressed. Accessibility will be considered across the curriculum, learning environment, communication and wider school activities, ensuring that pupils with disabilities can participate as fully as possible in school life.

Early identification will include WELCOMM assessment of communication and language development on entry. Regular assessment, pupil progress meetings and close collaboration with families will help staff recognise emerging needs before barriers become entrenched. Families will be active partners in identifying needs, planning provision and reviewing progress. We will work closely with KCC, health professionals, educational psychologists and specialist services to ensure that support is coordinated and responsive.

Staff will receive ongoing development in adaptive teaching, communication-friendly classrooms, trauma-informed practice, sensory needs, emotional regulation and de-escalation. They will draw on Lift's national SEND team and established school expertise, including two London and South primaries with Inclusion

Quality Mark Flagship Status. Our ambition is to work towards Inclusion Quality Mark standards, embedding inclusion in classroom practice, school systems and wider provision. Our established specialist resource bases across the trust, including provision for pupils with autism and speech, language and communication needs, will provide valuable expertise as we develop the SRP at Lift Bloxham, planned to open in September 2030. The SRP will be an integral part of the wider school community, with pupils supported to participate in mainstream learning, assemblies, enrichment, playtimes and school events wherever appropriate to their individual needs. This will promote meaningful relationships between pupils across mainstream and specialist provision, fostering mutual understanding and ensuring that every child experiences a genuine sense of belonging.

An example of SEND local arrangements can be found in appendix 4.

Supporting disadvantaged and vulnerable pupils

We will take a proactive approach to identifying and removing barriers arising from children's personal circumstances. Pupil Premium funding will support excellent teaching, early language and literacy, attendance, targeted academic intervention and access to enrichment. Its impact will be reviewed regularly to ensure that it improves outcomes and reduces attainment gaps. Particular attention will be given to children in care, previously looked-after children, pupils with social, emotional and mental health needs, and families experiencing financial or other difficulties.

Strong pastoral care will be supported by early intervention and coordinated services. A family and community liaison function will build trusting relationships with parents and carers, identify emerging concerns and connect families with appropriate advice and support. We will ensure that financial circumstances do not prevent participation in educational visits, clubs, sport, music or wider enrichment. Every child should benefit from the full educational experience at Lift Bloxham.

Pupil integration and building a cohesive school community

As a new school serving Paddock Wood, Lift Bloxham will establish a shared identity while recognising the different experiences, backgrounds and needs pupils bring. Children may join from different early years settings, primary schools and communities. Integration will therefore be carefully planned and personalised, helping every pupil feel welcomed, safe and confident, whether joining at opening or as the school grows.

Our phased opening will require a particularly thoughtful approach to pupil integration. In September 2028, the school will welcome Reception pupils alongside a mixed Year 1 and Year 2 class, bringing together children with different experiences of early education and established school routines. We will place particular emphasis on building positive relationships, establishing consistent expectations and creating opportunities for children across year groups to learn and play together. As the school grows, these arrangements will be extended to welcome new cohorts and families, ensuring that the school's culture and shared identity develop consistently over time. Before opening, we will work with local nurseries, pre-schools, childminders and primary schools to understand children's needs and support transition. Families will have opportunities to meet staff, attend transition events and share information about their children. Pupils with SEND or other vulnerabilities will receive enhanced arrangements where appropriate, including individual visits, visual resources, meetings with families and professionals, and personalised support plans. Clear induction arrangements for pupils joining outside normal admission points will include buddy systems, peer mentoring and shared activities that help friendships develop. Staff will use family and pupil feedback to understand how well children are settling and respond where additional support is needed.

Our values of *Aim High*, *Live Well* and *Explore More* will provide a common foundation, promoting aspiration, respect, curiosity and positive relationships. An elected school council, leadership opportunities, surveys and consultation will give pupils meaningful influence over school life, strengthening ownership and responsibility. School events, celebrations and community activities will bring children and families together across different backgrounds, helping build lasting relationships and a cohesive school community.

Promoting equality, diversity and life in modern Britain

Lift Bloxham will promote equality, diversity and mutual respect through the curriculum, daily relationships and community engagement. We want pupils to develop confidence in their own identities while understanding and valuing the experiences, beliefs and perspectives of others. High-quality literature, historical perspectives and wider learning experiences will reflect modern Britain's diversity, with positive representations of people from different cultural, ethnic, religious and social backgrounds. Pupils will explore how different communities have contributed to British society and learn to recognise and challenge stereotypes.

Our Jigsaw-based PSHE curriculum will provide structured learning about relationships, respect, equality, discrimination and responsible citizenship. Religious education, assemblies, cultural celebrations and community activities will deepen pupils' spiritual, moral, social and cultural understanding. Opportunities to discuss ideas, ask questions and consider different perspectives will help children develop the confidence and communication skills to participate positively in society.

Fundamental British values will be embedded throughout school life: democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Pupils will experience democracy through school council elections and consultation, understand rights and responsibilities through shared expectations and routines, and learn to express differing opinions respectfully. Leadership roles and collaborative activities will help children recognise how their choices affect others and how they can contribute to their community.

Discrimination, prejudice, stereotyping and bullying will be actively challenged. Clear behaviour and anti-bullying policies, staff training and age-appropriate teaching will help ensure that children feel safe, respected and confident to raise concerns. Pupils will also learn to participate safely in digital society through online safety education, respectful communication and responsible use of technology. Together, these experiences will prepare children to build positive relationships, make informed choices and participate fully in life in modern Britain.

Working with families and the wider community

Parents and carers are children's first educators, and strong relationships between home and school will underpin wellbeing, attendance and achievement. Parent forums, workshops, consultation events and community activities will provide regular opportunities to contribute to school life. Communication will be accessible and responsive to differing needs so that all families can participate meaningfully, share concerns and influence the school's development.

As the new developments in Paddock Wood continue to grow, Lift Bloxham will play an important role in bringing together established local families and those moving into new residential developments. Through early engagement, community events and partnerships with KCC, early years providers, Family Hubs, health services and voluntary organisations, we will create opportunities for children and families from different backgrounds to develop friendships, share experiences and access support. Our ambition is for Lift Bloxham to become a valued community hub, strengthening connections between families and fostering a shared sense of belonging across Paddock Wood.

Monitoring and evaluating our inclusive practice

The Head of School, supported by the Regional Executive Principal and Lift's specialist education teams, will regularly review attendance, attainment, progress, behaviour, safeguarding, SEND provision and enrichment participation. Particular attention will be given to disadvantaged pupils, pupils with SEND and those joining outside normal admission points. Pupil and family feedback will help leaders understand children's sense of belonging and identify barriers to participation. Where disparities emerge, leaders will adapt provision and evaluate the impact of their actions. Pupil voice will be accessible to all, including children with communication difficulties or additional needs, ensuring that every child can contribute

meaningfully to school life.

Findings will inform improvement priorities, staff development and classroom practice, ensuring that inclusion remains central as the school grows. Our ambition is for Lift Bloxham to be recognised for academic excellence and exceptional inclusion, where children from different backgrounds learn together, develop mutual understanding and build lasting relationships. Through high expectations, excellent teaching, personalised support and meaningful community engagement, every pupil will have the opportunity to achieve, belong and thrive.

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.

An ambitious, broad and balanced curriculum for every child

Lift Bloxham will deliver an ambitious, broad and balanced curriculum, underpinned by excellent teaching, high expectations and a commitment to helping every child achieve their full potential. Our curriculum will reflect Lift Schools' vision of providing an excellent education in every classroom, for every child, every day, while responding to the needs and aspirations of children and families in Paddock Wood. It will give practical expression to our school values of *Aim High*, *Live Well* and *Explore More*, combining academic ambition with wellbeing, curiosity and opportunities to discover new interests.

Carefully sequenced learning will enable pupils to develop secure knowledge and skills, building on prior understanding and progressing towards increasingly complex concepts. The curriculum will meet and exceed National Curriculum requirements, providing strong foundations in English and mathematics alongside science, humanities, creative arts, technology, physical education and personal development. We will draw on successful models across our highest performing primary schools, including Lift Trinity and Lift Noel Park, adapting these to our local context. Established resources, specialist expertise and proven approaches to teaching and assessment will support high-quality provision from opening.

Five core learning characteristics will underpin the curriculum: high aspirations, respectfulness, resilience, independence and innovation. Pupils will learn to set ambitious goals, take pride in their achievements, appreciate others' perspectives, persevere through challenges and take increasing responsibility for their learning. Creativity, curiosity and problem-solving will be valued across subjects, ensuring that academic

achievement is complemented by personal development and preparation for life in modern Britain.

Our curriculum will respond to pupils' starting points without limiting their ambitions. Assessment and transition information will help us understand the needs of each intake, including disadvantaged pupils, children with SEND and those attending our SRP. Adaptive teaching, accessible resources and targeted support will enable pupils to participate in ambitious learning and experience the full breadth of school life.

Early Years Foundation Stage: Establishing strong foundations

Our Early Years Foundation Stage (EYFS) will provide an exceptional start, establishing foundations for academic success, confidence and wellbeing. Following the statutory EYFS framework, the curriculum will encompass all seven areas of learning and development. Communication and language, personal, social and emotional development, and physical development will underpin learning, alongside carefully planned opportunities in literacy, mathematics, understanding the world, and expressive arts and design.

Children will learn through a balance of high-quality adult-led teaching, purposeful play, exploration and child-initiated activities. Stimulating indoor and outdoor environments will encourage independence, curiosity, creativity and positive relationships. Adults will extend children's thinking through sensitive interaction, modelling language and helping them make connections between experiences. Planning will reflect children's development and interests while ensuring that learning builds towards clear curricular goals.

Communication and language will be a particular priority. Stories, songs, rhymes, conversation and purposeful talk will introduce ambitious vocabulary and develop speaking and listening. WELCOMM assessments will identify children requiring additional support, enabling timely intervention. Early reading will begin with phonological awareness activities, followed in Reception by systematic Read Write Inc. phonics teaching. Daily stories and access to high-quality books will nurture enjoyment alongside early reading skills.

Mathematics will develop number sense, recognition of patterns, mathematical language and early reasoning, preparing children for the mastery approach used throughout the school. Outdoor provision will offer regular opportunities to investigate, explore the natural environment and develop physical skills. Partnerships with families and local early years providers will support continuity between home, nursery and Reception, with additional transition support where needed.

English: Developing confident readers, writers and communicators

Reading will be the cornerstone of our curriculum. From Reception, pupils will follow Read Write Inc., taught systematically and with fidelity. Regular assessment, flexible grouping and targeted intervention will help children secure phonics knowledge and address difficulties promptly. Books taken home for independent practice will match the phonics pupils have learned, allowing them to experience success and build confidence. Storytelling, shared reading and access to wider literature will complement this carefully structured approach.

As decoding becomes secure, teaching will increasingly develop fluency, vocabulary and comprehension. Pupils will learn to understand, interpret and discuss increasingly challenging texts. Our English curriculum will draw on the Ark Mastery approach used successfully across other Lift primary schools, introducing a carefully selected canon of classic and contemporary fiction, poetry and non fiction. Texts will represent diverse authors, experiences and perspectives, broadening pupils' understanding of themselves and the world.

Writing will be taught systematically, with clear progression in spelling, grammar, punctuation, composition and awareness of audience. Teachers will model how effective writing is constructed, provide guided practice and give pupils opportunities to write independently for different purposes. Children will apply their learning across the curriculum, strengthening both subject understanding and written communication.

Spoken language will be central to classroom practice. Structured discussion, storytelling, debate, presentation and purposeful talk will develop vocabulary, confidence and the ability to communicate clearly. A well stocked library, regular library sessions, visiting authors and reading events will strengthen our reading culture. Workshops will help families support reading at home, reinforcing our ambition that every child develops both a lifelong love of books and the skills to access the full curriculum.

Mathematics: Fluency, reasoning and problem solving

Our mathematics curriculum will use the Ark Mastery approach, developing deep conceptual understanding alongside procedural fluency, reasoning and problem-solving. Carefully sequenced teaching will secure foundational knowledge before pupils encounter more complex ideas. High-quality modelling, practical and visual representations, mathematical discussion and guided practice will help children understand both how mathematical processes work and why they work.

Pupils will explain their reasoning, identify patterns, make connections and apply knowledge to unfamiliar problems. Explicit teaching of mathematical vocabulary will help them articulate their thinking accurately. Regular checks for understanding will identify misconceptions and gaps, allowing teachers to adapt lessons and provide timely support. Our ambition is for every pupil to leave as a confident, capable mathematician, ready for secondary education.

A rich and ambitious wider curriculum

Every subject at Lift Bloxham will have a clear identity, with progression in knowledge, skills and vocabulary. Meaningful connections will help pupils apply learning, while planning will preserve the distinctive ways of thinking and working within each discipline.

Science will develop curiosity about the natural world through sequenced knowledge, practical investigation and scientific enquiry. Pupils will ask questions, make predictions, observe closely and evaluate evidence. History will develop chronological understanding and explore significant events, individuals and societies, including the heritage of Paddock Wood and the wider Tonbridge area alongside national and global history. Geography will build understanding of places, environments, physical processes and human activity, with fieldwork providing opportunities to apply learning locally.

Computing will develop computational thinking, programming, digital literacy and online safety, enabling pupils to use technology confidently, creatively and responsibly. Art and design will introduce different techniques, materials and artistic traditions, developing visual literacy and individual expression. Design and technology will enable pupils to design, make and evaluate products, applying practical knowledge and problem-solving skills. Music will provide progressive opportunities for singing, listening, composition and performance, developing musical understanding and confidence.

Physical education will promote fitness, coordination, teamwork and healthy lifestyles through games, gymnastics, dance, athletics and swimming at the appropriate stage. Religious education will explore religions, beliefs and worldviews, encouraging reflection and respect, in accordance with the requirements applicable to the school. Our Jigsaw based PSHE curriculum will address emotional wellbeing, relationships, physical health, safety and personal development, incorporating statutory relationships and health education. Pupils in Key Stage 2 will also study a modern foreign language, developing communication skills and an appreciation of other languages and cultures.

Outdoor learning, enrichment and personal development

Outdoor learning, Forest School activities, educational visits, sport, music, drama and community engagement will enrich the curriculum. Drawing on successful practice across Lift, we will develop an outdoor offer that strengthens curiosity, confidence, resilience and environmental awareness. Forest School experiences will provide opportunities for practical exploration, collaboration, problem-solving and appropriate risk-taking, complementing classroom learning and supporting personal, social and emotional development.

We will also draw on Outdoor Play and Learning (OPAL) principles to create stimulating, inclusive opportunities for active and imaginative play. Enrichment will be planned progressively so that children experience a varied programme throughout their time at school. We will address financial and other barriers, including those associated with additional needs, so that every pupil can participate. These experiences will bring our *Live Well* and *Explore More* values to life while supporting ambitious learning across subjects.

Assessment, intervention and pupil progress

Lift Bloxham will adopt Lift Schools' Instructional Excellence approach, establishing consistent, evidence-informed classroom practice from opening. Teaching will feature clear explanations, explicit instruction, high-quality modelling, checks for understanding, guided practice and opportunities for independent application. Teachers will identify misconceptions and adapt their teaching so that pupils secure the knowledge needed for subsequent learning. Clear routines and expectations will create calm, purposeful classrooms in which children can concentrate, contribute and succeed.

Assessment will be integral to our approach, enabling teachers to understand pupils' starting points, identify gaps and adapt teaching to secure progress. Lift Bloxham will adopt Lift Schools' established primary assessment framework, combining regular formative assessment with standardised assessments at key points throughout the year. This will include phonics assessments, reading assessments using NGRT, writing assessment and moderation, and mathematics assessments aligned to curriculum progression. Pupil progress meetings will enable leaders and teachers to identify emerging barriers, evaluate the impact of interventions and agree appropriate next steps. Assessment information will also inform curriculum planning and targeted support, ensuring that all pupils, including those who are disadvantaged or have SEND, are supported to achieve ambitious outcomes.

Ambitious teaching will be accessible to pupils with different starting points and needs. Adaptations may include carefully selected representations, visual and communication supports, additional modelling, scaffolded tasks and targeted practice. Support will help pupils work towards meaningful curricular goals, develop independence and participate alongside their peers. Mainstream and specialist staff will collaborate so that pupils attending the SRP experience coherent teaching across settings.

Teachers will receive regular instructional coaching, deliberate practice, live feedback and opportunities to learn through trust subject networks. Professional development will connect closely to curriculum priorities and pupils' needs, helping staff strengthen subject knowledge and classroom practice. This shared approach will sustain consistency as the school grows while allowing teachers to respond thoughtfully to their classes.

Delivering the curriculum as the school grows

Our curriculum and staffing plans will support excellent education from the first year while providing a sustainable model for growth. Before opening, the founding leadership team will work with national curriculum specialists and regional colleagues to establish curriculum sequences, resources, assessment systems and professional development. Planning will identify the staffing, equipment and specialist expertise needed to deliver the full offer, with provision developed in step with additional year groups.

As cohorts progress, curriculum planning will maintain continuity and prepare pupils for subsequent learning. Where smaller cohorts or mixed age classes are required, sequences will protect each pupil's entitlement and avoid unnecessary repetition or gaps. Timetables may organise some foundation subjects through blocks or alternating units, while preserving teaching time, progression and breadth. Particular attention will be given to the mixed Year 1 and Year 2 class during the school's opening year. English and mathematics will be planned against the age related expectations and progression requirements of each year group, with teaching adapted to pupils' prior knowledge and attainment. For foundation subjects, carefully structured rolling programmes will enable pupils to access the full curriculum across the two year cycle, with clear progression in knowledge and skills and without unnecessary repetition. Teachers will use assessment and curriculum mapping to ensure that pupils joining at different stages receive appropriate learning opportunities. As the school expands, these arrangements will be reviewed to maintain continuity

and ensure that all pupils are well prepared for the next stage of education.

Subject leadership will initially draw on the Head of School, Regional Executive Principal and wider Lift education team, with capacity increasing as the school grows. The nursery will strengthen foundations and transition into Reception, while the SRP will open incrementally from 2030/31 with appropriate staffing, specialist support and peer relationships. Every pupil will benefit from the resources and expertise of the wider trust network, ensuring that curriculum quality is sustained throughout the school's development.

During the school's early years, curriculum leadership and quality assurance will be supported by Lift's regional and national education teams, ensuring that the small founding staff team can access specialist subject expertise. The Regional Executive Principal will oversee the quality of education through regular visits, curriculum reviews, assessment analysis and professional dialogue with school leaders. National subject specialists and established Lift primary schools in the region will provide curriculum support, professional development and opportunities for collaboration, in particular in the opening years. This approach will ensure that curriculum quality and consistency are maintained as staffing and pupil numbers grow, with subject leadership capacity developed progressively within the school.

Indicative weekly curriculum allocation

The following allocations provide an indicative model to be finalised during pre-opening planning. They show curriculum time rather than the full school week.

Nursery and Reception (EYFS)

EYFS learning will be integrated across adult-led activities, purposeful play and continuous provision. These allocations indicate the planned emphasis within a 25-hour Reception educational week, rather than separate subject lessons. Nursery planning will cover the same seven areas, adapted to children's ages, development and attendance patterns.

EYFS area of learning	Indicative hours per week
Communication and language	4
Personal, social and emotional development	3
Physical development	3
Literacy, including phonics	5
Mathematics	4
Understanding the world	3
Expressive arts and design	3
Total	25

Outdoor learning, stories, purposeful play and continuous provision will support all seven areas rather than being restricted to separate sessions.

The following allocations provide an indicative model to be finalised during pre-opening planning. They represent 25 hours of planned curriculum time per week, excluding lunch and break periods, and will be organised flexibly to reflect the needs of pupils and the effective delivery of the curriculum.

Key Stage 1 and 2

Subject	KS1 (hours per week)	KS2 (hours per week)
English, including phonics, reading and writing	6.5	6
Mathematics	5	5
Science	2	2
History	1	1
Geography	1	1
Computing	1	1
Religious education	1	1
Art and design	1	1
Design and technology	1	1
Music	1	1
Physical education	2	2
PSHE, including relationships and health education	1	1
Forest School	0.5	0.5
Modern foreign language	0	1
Reading enrichment, library and assemblies	1	0.5
Total	25	25

Allocations may be organised flexibly through blocks or alternating units while preserving intended teaching time and progression across the year. Additional phonics intervention, SEND support and specialist therapies will be incorporated into individual timetables without unnecessarily narrowing access to the wider curriculum.

Nursery provision

Lift Bloxham will incorporate a 26 place nursery for children aged two to four, providing high quality early education and continuity from nursery through primary school. The nursery will be an integral part of Lift Bloxham, sharing its ethos, values and commitment to excellence while offering a nurturing, stimulating and developmentally appropriate environment for younger children. Drawing on successful nursery practice across Lift, provision will combine high-quality adult interaction, purposeful play, early language development and strong relationships with families.

The nursery will follow the statutory EYFS framework across all seven areas of learning and development. Communication and language, personal, social and emotional development, and physical development will receive particular attention, alongside early literacy, mathematics, understanding the world and expressive arts and design. Rich indoor and outdoor environments will encourage exploration, creativity, independence and curiosity. Planning, routines and adult support will recognise the different developmental needs of two, three and four year olds.

Staff will observe children's development carefully, using assessment to identify emerging needs, plan next

steps and provide timely support. Language development will be central, with vocabulary introduced and practised through stories, songs, rhymes, conversation and play. Targeted interventions will support children requiring additional help. Early literacy and numeracy will develop through phonological awareness, number sense, mathematical language and frequent opportunities to enjoy books.

Early identification of additional needs will be a priority, with nursery practitioners working closely with the school's SENDCo and families to recognise emerging barriers to learning and development. Where appropriate, we will work with health visitors, speech and language therapists and other specialist services to secure timely advice and intervention. Individualised support, communication-friendly environments and appropriate adaptations will ensure that children with SEND can participate fully in nursery life. This early, coordinated approach will support children's development and provide a strong foundation for successful transition into Reception.

Integration with the wider school will provide continuity in curriculum, relationships and support. Nursery staff will work closely with Reception teachers and the wider EYFS team on planning, assessment and transition. Children will become familiar with the school's environment, staff, routines and values through carefully planned experiences appropriate to their age and development. Information about learning, interests and additional needs will inform transition arrangements, with enhanced support where required.

We intend to offer flexible, accessible provision that supports working families, including year-round childcare where operationally and financially viable. Families eligible for funded childcare entitlements will be encouraged to access provision, recognising the benefits of high quality early education, particularly for disadvantaged children. Appropriately qualified early years professionals will staff the nursery, with staffing levels and ratios meeting statutory requirements. They will access Lift's professional development and expertise in early years, safeguarding, inclusion and SEND, ensuring that the nursery benefits fully from the wider school and trust.

Specialist Resource Provision for ASD and SLCN

Lift Bloxham will incorporate a 14-place Specialist Resource Provision (SRP) for pupils with Autism Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN). Pupils will benefit from specialist teaching and therapeutic support while remaining fully connected to the wider school community. The SRP will share Lift Bloxham's values, ambitious expectations and commitment to ensuring that every child is known, valued and supported.

The SRP will open in the school's third year of operation, 2030/31. This deliberate phasing will allow the school to establish its curriculum, culture, staffing and systems before introducing specialist provision. Pupils will join an existing community with established routines and opportunities to build friendships with children of a similar age. Working with KCC, we will agree an admissions and growth profile that responds to local demand, pupils' ages and needs, and the importance of appropriate peer groups. We propose admitting a small initial cohort in 2030/31 and building incrementally towards 14 places. This will allow specialist staffing, resources and provision to develop sustainably, with each pupil's needs understood and planned for before admission.

The SRP will operate as an integral part of Lift Bloxham. Pupils will access the ambitious mainstream curriculum through teaching adapted to their learning profiles, alongside specialist teaching and intervention. Participation in mainstream lessons, assemblies, enrichment, playtimes and school events will be planned around individual needs and Education, Health and Care Plans (EHCP). Our aspiration is for pupils to learn alongside mainstream peers for as much time as is appropriate, supported by purposeful preparation and collaboration between staff.

This approach draws on Lift's established specialist and enhanced provisions, where the significant majority of pupils access more than 70% of mainstream lessons while receiving targeted support. At Lift Bloxham, the balance will be determined individually, with meaningful participation, progress and wellbeing guiding decisions. Mainstream and specialist teachers will plan together so that learning connects across settings and

pupils remain part of their wider peer group.

The environment will support communication, social interaction, sensory processing, emotional regulation and access to learning. Sensory spaces, quieter teaching areas and facilities for specialist interventions will complement mainstream classrooms. Structured teaching, clear routines, visual supports and communication-friendly approaches will help pupils understand expectations and develop confidence. Individualised programmes will address speech, language and communication, social understanding, emotional regulation, independence and academic development.

Speech and language therapists, educational psychologists and other relevant professionals will help plan and coordinate specialist support. A suitably qualified and experienced specialist teacher will lead the SRP, supported by learning support assistants with relevant SEND expertise. Staffing will be introduced ahead of opening and expanded in line with pupil numbers and needs. The specialist teacher will work closely with the SENDCo, Head of School and mainstream teachers to ensure a coherent educational experience.

Specialist interventions and therapeutic support will be coordinated with classroom teaching to ensure that pupils experience a coherent approach to learning and development. Individual targets, informed by EHCP outcomes and ongoing assessment, will guide provision and be reviewed regularly with families, teaching staff and relevant professionals. Progress will be evaluated across academic learning, communication, independence, emotional regulation and social development, recognising that success will look different for individual pupils. This will enable staff to refine support, celebrate achievements and ensure that specialist provision makes a meaningful contribution to each pupil's wider educational experience.

Professional development in autism, communication and interaction, sensory needs, adaptive teaching and specialist intervention will draw on Lift's national expertise. Shared training and collaboration will strengthen inclusive practice across the whole school, benefiting pupils beyond the SRP. Families will be active partners in planning provision, reviewing progress and supporting their children's development, with regular communication helping maintain consistency between home and school.

As the provision becomes established, we will explore opportunities with KCC to share effective practice, provide professional development and support neighbouring schools with communication and interaction needs. Our ambition is for the SRP to be recognised for excellent specialist teaching, strong outcomes and meaningful inclusion. Its phased development will provide pupils with specialist support, an ambitious curriculum and lasting relationships within a welcoming school community.

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.

Our approach to measuring performance

Lift Bloxham will adopt Lift Schools' established, research-informed approach to assessment and performance monitoring, ensuring that every pupil receives an excellent education and makes strong progress from their individual starting point. Ambitious academic targets, nationally benchmarked assessments, curriculum-aligned evaluation and ongoing classroom assessment will be complemented by monitoring of attendance, behaviour, safeguarding, inclusion and personal development. Together, these measures will help us understand both pupils' achievement and their wider experience of school.

Our assessment model is informed by educational research, including Daisy Christodoulou's *Making Good*

Progress and Daniel Koretz's *Measuring Up*, and rests on four principles:

- Assessment must have a clear purpose and inform meaningful action.
- The curriculum is our progression model, with assessment establishing whether pupils have acquired the intended knowledge and skills.
- Assessment must reflect how pupils learn, remember and retain knowledge over time.
- Assessment is central to effective teaching, enabling teachers to respond to pupils' needs and adapt instruction.

Performance information will identify gaps early, evaluate teaching and intervention, and ensure that pupils receive appropriate support and challenge. Assessment will be proportionate, avoiding unnecessary testing and workload while providing reliable information for teachers, leaders and families.

Determining ambitious targets and key metrics

Lift Bloxham will adopt Lift Schools' '490' commitment, establishing our aspiration that:

- 90% of children achieve a Good Level of Development at the end of Reception.
- 90% of pupils read at or above their chronological age.
- 90% of pupils achieve the expected standard in the Year 1 phonics screening check.
- 90% of pupils achieve the expected standard in reading, writing and mathematics combined at the end of Key Stage 2.

These ambitions reflect our belief that all children should benefit from excellent teaching and achieve highly. They are informed by Lift's strong primary outcomes: in 2026, 89% of pupils achieved the expected standard in phonics and 77% achieved the combined expected standard at Key Stage 2, significantly above national averages.

Targets will be established from opening using baseline assessments, prior attainment, curriculum expectations and trust benchmarks. The Head of School and Regional Executive Principal will agree challenging milestones for pupils and cohorts, taking account of additional needs while maintaining ambitious expectations. As the school grows, milestones will extend across successive year groups towards statutory assessment points. Performance will be evaluated against national outcomes, Lift averages and the school's improvement trajectory.

Alongside attainment and progress, key metrics will cover attendance and persistent absence, behaviour, safeguarding, SEND outcomes, enrichment participation and pupils' sense of safety, wellbeing and belonging. Leaders will examine differences between pupil groups so that strong overall results do not obscure unmet needs.

During the school's early years, performance evaluation will recognise the implications of small cohorts and mixed-age teaching. Leaders will consider individual pupil progress, prior attainment and curriculum achievement alongside headline percentages, ensuring that small changes in pupil numbers do not distort judgements about school effectiveness. As the school grows, increasingly robust cohort-level comparisons will complement this individualised approach.

A coherent approach towards assessment

Three complementary approaches will provide a reliable understanding of learning. Nationally benchmarked assessments will compare attainment with wider expectations, identify areas requiring improvement and inform judgements about readiness for statutory assessments. They will provide early indicators of progress towards our '490' ambitions, allowing leaders to act before difficulties become entrenched. Statutory assessments will include the Reception Baseline Assessment, EYFS Profile, phonics screening check, multiplication tables check and Key Stage 2 assessments as relevant cohorts progress through the school.

Curriculum-aligned assessments will establish whether pupils have acquired and retained the intended

knowledge and skills in each subject. Lift's approach combines periodic nationally benchmarked assessment with bespoke, largely digital curriculum assessments. These will identify specific gaps, evaluate curriculum effectiveness and inform subsequent teaching. Progress will be understood through what pupils know, remember and can do over time, rather than through isolated test results alone.

Most assessment will take place within everyday teaching. Questioning, retrieval practice, discussion, observation, checks for understanding and review of pupils' work will reveal misconceptions and guide immediate adaptation. Teachers will use this evidence to provide feedback, revisit learning and judge when pupils are ready to move on. Assessment will therefore remain integral to excellent teaching, with formal testing used where it adds meaningful information.

Measuring progress across each phase

In our 26 place nursery for children aged two to four, ongoing observation, professional judgement and carefully planned interactions will assess development across the seven EYFS areas. Particular attention will be given to communication and language, personal, social and emotional development, physical development, early literacy and mathematics. WELCOMM assessments will identify communication and language needs, informing timely intervention and discussion with families. Information shared between nursery and Reception staff will support continuity in learning and provision.

In Reception, baseline assessment and ongoing evaluation will establish starting points and inform teaching, with end of year development assessed through the EYFS Profile. Our ambition is for at least 90% of pupils to achieve a Good Level of Development, alongside strong individual progress for children requiring additional support. Leaders will review patterns across areas of learning to identify priorities for teaching and early intervention.

At Key Stage 1, assessment will focus particularly on phonics, reading, writing and mathematics while evaluating learning across the wider curriculum. Regular Read Write Inc. assessments will ensure that teaching matches pupils' phonics knowledge and that additional support is provided promptly. The Year 1 phonics screening check will be a key measure, complemented by curriculum assessments and evidence from classroom learning.

At Key Stage 2, assessment will evaluate fluency, knowledge, understanding and application across subjects. Nationally benchmarked assessments and curriculum evaluations will inform intervention and curriculum refinement. In Year 6, statutory outcomes and appropriate internal assessments will provide principal measures of academic achievement and readiness for secondary education.

Measuring inclusion and individual progress

Our approach will recognise that academic attainment alone cannot capture every child's progress, particularly where pupils have complex additional needs. For pupils with SEND, assessment will combine curriculum achievement with progress towards individual targets, including outcomes identified in EHCPs. Teachers will maintain ambitious expectations while using measures appropriate to pupils' needs and learning pathways.

Our 14 place Specialist Resource Provision for pupils with ASD and SLCN, opening in 2030/31, will follow this approach. Alongside academic learning, staff will evaluate communication and interaction, independence, emotional regulation, social development and meaningful participation in mainstream education. The specialist teacher, SENDCo and mainstream teachers will review evidence together, involving families and relevant external professionals in decisions about provision.

Leaders will analyse outcomes for disadvantaged pupils, children in care and other vulnerable groups, identifying disparities in attainment, attendance and participation. Pupil Premium expenditure will be reviewed termly to assess its contribution to educational outcomes and the removal of barriers. This will help ensure that support improves children's experiences and opportunities as well as their academic achievement.

Attendance, behaviour and well being

Our attendance ambition is at least 98%. Regular monitoring of overall attendance, individual patterns and persistent absence will enable early identification of concerns. Staff will work proactively with families through Lift's established SOL attendance programme, reviewing whether agreed support improves attendance and engagement.

Alongside trust-wide benchmarks, leaders will establish baseline measures for attendance, behaviour, enrichment participation and pupil wellbeing from opening. Trends will be reviewed over time and across pupil groups, with agreed improvement milestones informing the School Improvement Plan. This will enable leaders to evaluate whether changes in provision are improving pupils' experiences as well as their academic outcomes.

Behaviour information will include incidents, suspensions and permanent exclusions, considered alongside pupil feedback and wider evidence of school culture. Our ambition is for suspensions and permanent exclusions to remain exceptionally rare. Leaders will examine patterns, including those affecting particular groups, and evaluate the effectiveness of support for pupils experiencing difficulties.

Safeguarding oversight will draw on trust systems, audits, action plan reviews, half termly Single Central Record checks and safeguarding dashboards. Evaluation will consider the quality and timeliness of action alongside compliance. Pupil, parent and staff feedback will provide insight into safety, wellbeing, belonging and personal development, helping leaders understand whether policies and provision translate into positive daily experiences.

An example of school behaviour and attendance policies can be found in appendix 6 and 7.

Review, accountability and intervention

Performance will be reviewed systematically at classroom, school, regional and trust level. Teachers will use assessment continuously to adapt instruction, while half termly pupil progress meetings will review attainment, identify support needs and evaluate interventions. Agreed actions will specify the intended improvement and provide a basis for checking whether support is working.

The Head of School and Regional Executive Principal will evaluate performance using assessment outcomes, attendance and behaviour information, safeguarding reviews, learning walks, book reviews and pupil voice. Lift's dashboards and assessment systems will support comparisons between cohorts, pupil groups and schools. Leaders will consider this evidence together, using professional judgement to understand the causes of strengths and difficulties.

Findings will inform a focused School Improvement Plan with measurable priorities, reviewed termly by the Head of School, Regional Executive Principal and wider education leadership. Where performance falls below expectations, leaders will identify underlying causes, agree action and review its impact. Support will draw on Lift's national and regional expertise in curriculum, literacy, mathematics, SEND and school improvement. This cycle will ensure that performance information leads to timely action and sustained improvement.

Communicating performance

Parents and carers will receive regular information about attainment, progress, attendance and personal development through parent meetings, written reports and ongoing teacher communication. Information will be accessible and explain what children know, what they can do and their next steps. Where concerns arise, families will be involved promptly so that home and school can work together. For pupils with SEND, reviews will include individual targets, intervention outcomes and agreed support, with EHCP outcomes considered where applicable.

Performance will be communicated through an established cycle of reporting and review. The Head of School and Regional Executive Principal will review key indicators regularly, with termly summaries

informing regional education leadership and school improvement planning. The Academy Council will receive periodic reports on educational standards, attendance, safeguarding and pupil and family experiences, enabling local insight, support and challenge. Trustees will receive consolidated performance information through Lift's governance and accountability arrangements, supporting oversight of educational standards and strategic priorities. The school will also meet requirements to publish performance information and communicate relevant outcomes to families and the wider community.

Continuous improvement

Leaders will regularly evaluate whether the curriculum, teaching and interventions deliver their intended outcomes, using assessment evidence and stakeholder feedback to refine provision. As Lift Bloxham grows, the framework will extend to additional year groups and the introduction of the SRP, while maintaining continuity from nursery onwards.

Our principles will remain consistent: ambitious expectations, reliable assessment, early identification, timely intervention and transparent accountability. By combining academic measures with evidence of inclusion, wellbeing and participation, we will judge success against our wider vision: ensuring that every child receives an excellent education, feels valued and supported, and has every opportunity to achieve and thrive.

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.

Staffing

Our staffing strategy will ensure that Lift Bloxham delivers an excellent education for every child, every day. We will draw on strong leadership and classroom practice across Lift's high performing primary schools, combining experienced regional support with a founding team committed to the school's vision, values and community. Recruitment and staffing growth will reflect the curriculum, pupil numbers, additional needs and financial plan.

Opening year staffing

In September 2028, staffing will be structured around the initial Reception class and mixed Year 1/2 class, with dedicated teaching capacity for each and appropriately deployed support staff. The founding Head of School and Assistant Principal/SENCo will provide leadership, curriculum oversight and inclusion support, complemented by a substantial on-site presence from the Regional Executive Principal. Teachers will benefit from Lift's established curriculum resources and specialist expertise, ensuring that pupils receive high-quality, age-appropriate teaching, including carefully sequenced provision for the mixed-age class. As additional cohorts join the school, staffing will increase accordingly, with leadership responsibilities and capacity reviewed annually to ensure that the structure continues to support effective curriculum delivery and the needs of the growing school.

Melissa Martinez, our Regional Executive Principal, will play a leading role in establishing the school, from the pre-opening phase through to full capacity. Across our regional network, we have both aspirant Heads of School seeking their first substantive headship and experienced leaders interested in the opportunity to establish a new school. These colleagues will be encouraged to apply alongside external candidates,

ensuring a strong field from which to appoint a founding Head of School with the ambition, expertise and commitment to establish a culture of excellence from the outset.

The Head of School will be appointed during the pre-opening phase, providing sufficient time to shape the curriculum, recruit the founding staff team and establish strong relationships with families and the wider community. An Assistant Principal, who will also fulfil the role of SENCo, will be appointed for the first academic year. To provide additional leadership capacity during the school's formative years, Melissa will be based on site for four days per week in year one, reducing to three days per week in years two and three. This sustained support will provide continuity, model excellent leadership practice and develop the capacity of the founding team as the school grows. As the school becomes established and reaches full capacity, the Regional Executive Principal's allocation will reduce to one day per week, reflecting the increasing capacity and maturity of the school's leadership team.

Indicative staffing structure at full capacity:



The Regional Executive Principal will provide support, challenge and oversight within Lift's regional accountability arrangements, with the Head of School responsible for day-to-day leadership, curriculum delivery, staff performance and school improvement. The Head of School will be accountable to the Regional Executive Principal for educational standards and operational leadership, with the Regional Education Director providing wider regional oversight.

At full capacity, three TLR holders will lead EYFS, Key Stage 1 and Key Stage 2, supporting curriculum progression, assessment and consistency in teaching. Teaching and support staff will have clear line management arrangements, with phase leaders responsible for coordinating curriculum implementation and assessment within their respective areas. The nursery leader will work as part of the wider EYFS team, ensuring continuity and progression between nursery and Reception.

The Assistant Principal and SENCo will provide professional oversight and coordination of SEND provision across mainstream classes, the nursery and the specialist resource provision (SRP), working closely with teachers, specialist staff, families and external professionals. The SRP teacher will work collaboratively with the Assistant Principal and mainstream teachers to ensure that specialist provision is integrated effectively within the wider school.

These arrangements will establish clear lines of accountability and leadership responsibility, while enabling expertise and resources to be shared across the school. Leaders and staff will also benefit from operational support, professional advice and specialist expertise provided through Lift's established regional and central

services.

Phased staffing and curriculum delivery

At full capacity, the proposed model provides 8.4 full-time equivalent teachers alongside two full-time senior leaders. Staffing will build incrementally, with appointments linked to the number and age of pupils, curriculum requirements and available funding. Phase leadership responsibilities will develop alongside the school, ensuring that accountability remains clear throughout its growth.

Class teachers will deliver the broad and balanced curriculum, supported by shared planning, established curriculum resources, instructional coaching and trust subject networks. Phase leaders will oversee progression and assessment, while the Head of School and Regional Executive Principal will ensure that staffing and deployment support the full curriculum entitlement. Where mixed-age teaching is necessary during growth, planning and professional development will help staff maintain appropriate progression for each year group.

At full capacity, teaching assistant deployment will provide support for each EYFS class and one teaching assistant for every two classes in Key Stages 1 and 2. A designated HLTA will work with Year 6. Support staff will collaborate with teachers to strengthen classroom access, deliver focused interventions and promote independence. Two support colleagues will also undertake sports coaching and Forest School responsibilities, with appropriate training and preparation to support these elements of the curriculum.

The detailed phased establishment is set out in the staffing tab of the accompanying financial model, based on KCC's projected pupil growth. We will review admissions and staffing requirements regularly, adjusting recruitment and deployment where growth differs from forecasts. Any changes in funding will be considered with finance colleagues and KCC, maintaining a clear focus on educational quality and affordability.

Safeguarding and inclusion

The Head of School will act as Designated Safeguarding Lead (DSL), retaining overall responsibility for safeguarding across the school. During the initial years of operation, they will be supported by a non-teaching colleague who will serve as Deputy Designated Safeguarding Lead (DDSL). This will be an interim arrangement while the school is smaller, with a dedicated SEND and Safeguarding Manager appointed as pupil numbers increase and the school expands. Once appointed, this colleague will assume the DDSL role, providing additional capacity and expertise to support the Head of School in maintaining effective safeguarding arrangements. Both the DSL and DDSL will receive appropriate training and benefit from Lift's established safeguarding expertise, supervision and support. Clear arrangements will ensure safeguarding cover throughout the school day, including breakfast, wraparound and holiday provision, with appropriate escalation procedures and access to trained safeguarding leaders. Staffing capacity and safeguarding responsibilities will be reviewed regularly as the school grows to ensure arrangements remain effective and proportionate to the needs of the school.

Nursery staffing

Our 26-place nursery for children aged two to four will be led by a qualified EYFS leader or qualified teacher, drawing on successful nursery practice across Lift. Appropriately qualified practitioners will provide a nurturing, language-rich environment, with staffing determined by children's ages, attendance patterns and applicable requirements.

Nursery and Reception colleagues will plan together, share assessment information and coordinate transition. This will establish continuity in curriculum, relationships and support while recognising younger children's distinct developmental needs. The proposed year-round offer will require staffing and cover arrangements that sustain safe, high-quality provision throughout its operating periods.

SRP staffing

A designated SRP teacher will be appointed for the first year of operation of the 14 place provision in 2030/31. Working with the Assistant Principal and SENCo, this colleague will develop curriculum plans, prepare resources and coordinate specialist approaches and therapeutic input. Preparation will draw on established Lift resource provisions and close engagement with KCC.

Specialist learning support assistants will be recruited in line with the provision's phased intake and pupils' needs. The specialist teacher will oversee their deployment, working with mainstream colleagues to coordinate classroom participation and targeted support. Staffing will reflect allocated funding, individual needs and the agreed growth profile, ensuring that the SRP develops sustainably and remains integrated within the school.

Breakfast, wraparound and holiday provision

The staffing model includes breakfast and wraparound care colleagues to support provision from 7.30am to 6.30pm on weekdays. Drawing on successful practice elsewhere in Lift, staff will provide safe, stimulating activities that complement the school day. Wraparound staff and sports coaches will also support proposed holiday activities, including visits, creative and performing arts, and sport.

Our ambition is to provide affordable access, with free or subsidised places for eligible disadvantaged pupils supported through Pupil Premium where appropriate. A homework club will be available for a small fee, with free access for pupils eligible for free school meals. We also intend to work with Magic Breakfast to establish a free-to-attend 'Breakfast Bunch', with particular attention to children experiencing disadvantage.

These teams will operate within the school's safeguarding and management arrangements, with appropriate training, supervision and cover. Detailed deployment will reflect participation, operating hours and the resources needed to maintain quality.

Recruitment, performance and professional growth

Recruitment will be supported by Lift's Talent Team and regional HR expertise. Selection will assess professional capability, commitment to inclusion and alignment with the school's vision and values, with safer recruitment embedded throughout. Founding staff will receive induction into the curriculum, safeguarding procedures, routines and instructional approaches before taking up their responsibilities.

Lift Bloxham will follow Lift's Performance and Professional Growth process, connecting individual priorities with the School Improvement Plan and trust goals. Regular discussions will identify strengths, development needs and career aspirations, review progress and celebrate success. Where performance requires improvement, leaders will provide clear expectations, focused support and appropriate follow-up.

Professional development will include Instructional Excellence coaching, subject networks and leadership programmes. Lift works with Ambition Institute to deliver NPQs and provides development for aspirant Principals, Heads of School and executive leaders. Every Principal has a designated leadership coach, alongside Lift's commitment to investing £100,000 over five years in each leader's development. The Lift Leadership Excellence Framework will inform tailored support for the founding Head of School and Regional Executive Principal.

Inclusive leadership will be a particular priority. Eleven Lift leaders have completed The Difference's Inclusive Leaders course, with a further five enrolled this academic year. We intend to enrol the founding Assistant Principal and SENCo, strengthening expertise in meeting complex needs and establishing proactive, inclusive practice.

Through phased recruitment, clear accountability and sustained professional development, Lift Bloxham will build a team capable of delivering its ambitious curriculum and supporting every child to achieve and thrive.

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.

Trust Leadership:

Lift Schools has the leadership, educational expertise and operational infrastructure to establish and run Lift Bloxham successfully. Our national and regional teams bring experience in opening new schools, improving educational outcomes, recruiting and developing staff, managing public funds and delivering school buildings and operational services. Lift Bloxham will benefit from this established capacity throughout pre-opening and as the school grows.

Rebecca Boomer-Clark, Chief Executive Officer, will provide executive oversight. Rebecca has overseen the establishment of six free schools through previous roles with Oasis and Ark, covering application, site development, staffing and educational planning. As Regional Schools Commissioner for the South West, she also oversaw and approved free school proposals across the region. This experience will inform strategic decisions and assurance throughout the project.

Melissa Martinez, Regional Executive Principal, will lead educational preparations during pre-opening. Melissa previously led Lift Trinity and Lift Noel Park to achieve Ofsted ‘Outstanding’, securing outcomes consistently well above national averages. Before the Head of School Designate is appointed, she will provide educational leadership, support school-level strategic decisions within the trust’s delegated arrangements and lead the recruitment of founding staff. She will subsequently work closely with the Head of School Designate to establish the curriculum, teaching approaches, school culture and improvement priorities.

The development of the nursery and Specialist Resource Provision will be supported by Lift's established early years and specialist education expertise. Ruth Murad, Director of Primary, and Chris Taylor, Deputy Director of Primary, will oversee educational planning for the nursery, drawing on effective practice across Lift's existing early years settings. Andrea George Samuels, Assistant Director of Special Schools, will

provide specialist advice on the development of the SRP, including curriculum adaptation, staffing, inclusion and provision for pupils with autism and speech, language and communication needs. These colleagues will work with Melissa Martinez and KCC to ensure that both provisions are appropriately planned, resourced and integrated within the wider school.

The core team will comprise of:

- Rebecca Boomer-Clark, CEO (oversight)
- Ele Lewis, Director of Strategy (project delivery and management)
- Elroy Aidouni-Cahill, Head of Portfolio & Partnerships
- Mark Gregory, Education Director
- Ruth Murad, Director of Primary
- Melissa Martinez, Regional Executive Principal
- Chris Taylor, Deputy Director of Primary
- James Browning, Chief Operating Officer (estates, technology and health and safety)
- Kevin Parish, Director of HR
- Simon Newitt, Chief Finance Officer
- Laura Phillips, Head of Safeguarding
- Joe Nicell, Head of Marketing
- Andrea George Samuels, Assistant Director of Special Schools

Please refer to Appendix 12 for the core team's biographies and further details of their extensive experience and expertise. Additional expertise will include Ally Eynon, Director of Leadership, Learning & Development, who co-founded Reach Academy Feltham, one of the country's most successful free schools and will support the founding leadership team's development. Louise Duthart, Head of Project Delivery, also brings experience of establishing two brand new schools from inception to delivery through previous roles with Ark and E-ACT.

Pre-opening Capacity, Time Commitments, and Gap Analysis:

Dedicated capacity will support delivery for a September 2028 opening. Anticipated commitments will increase or change in emphasis as the project moves through recruitment, curriculum development, construction, operational preparation and opening.

- Melissa Martinez (Regional Executive Principal): 0.5 days per week initially, scaling up to 1.5 days per week in the two terms prior to opening to support recruitment and curriculum planning. A copy of Melissa's CV can be found in appendix 9.
- Ele Lewis (Director of Strategy): 0.5 days per week providing strategic oversight of project delivery.
- Louise Duthart (Head of Project Delivery): 2 days per week dedicated to project management, stakeholder engagement, and operational readiness.
- Amanda Dean (Programme & Project Manager): 3 days per week driving day-to-day project milestones and coordinating with KCC.
- Core Operations Leads (HR, Finance, Marketing, IT, Safeguarding, Health & Safety): 0.5 days per week each, deployed flexibly according to the demands of specific project milestones.

These commitments will be supported by wider national and regional teams. Melissa's increased allocation will focus particularly on recruitment, curriculum planning and support for the Head of School Designate. Louise and Amanda will provide sustained project management capacity, coordinating workstreams and

ensuring that dependencies and outstanding decisions are addressed.

We have not identified additional central expertise gaps or capacity gaps for pre-opening. Our staffing model is intended to support this project while maintaining services to existing schools, with capacity kept under review as delivery requirements become clearer. Where temporary gaps arise through absence or specialist local requirements, we will deploy appropriate capacity from our national pool of associate directors or procure specialist consultancy through established frameworks. School based vacancies will be addressed through a planned recruitment programme aligned with the school's opening and growth profile.

Project Management and Operational Readiness

Our designated project management team will oversee the pre opening programme, working closely with KCC, developers, architects and other key stakeholders to ensure the school is ready to open successfully in September 2028. The team brings extensive experience in strategic leadership, project delivery, school operations and the successful integration of new schools into the trust.

Ele Lewis, our Director of Strategy, will provide strategic oversight of the programme, drawing on more than 15 years' experience at Bain & Company, where she supported private and non-profit organisations with strategy, performance improvement and large-scale transformation. Louise Duthart, our Head of Project Delivery, will lead project delivery, bringing over 25 years' experience in school business and operations management, regional estates and operations, and new school projects. She will be supported by Amanda Dean, our Project Manager, who will coordinate day-to-day activity across the programme. Amanda has more than 20 years' project management experience, including the successful onboarding of over 30 schools into Lift and the management of new building projects.

Accountability for the programme will be clearly defined, with Ele Lewis holding overall responsibility on behalf of Lift's executive leadership, Louise Duthart accountable for delivering the agreed project plan, and Amanda Dean coordinating milestones, workstreams and progress reporting. Workstream leads will report through this structure, ensuring that risks, delays and decisions requiring executive approval are identified and escalated promptly. Educational readiness will be led by Melissa Martinez, working closely with the Head of School Designate once appointed to ensure that curriculum, staffing and school improvement priorities are fully integrated into pre-opening preparations.

The project team will draw on the expertise of Lift's Head of Portfolio & Partnerships, Chief Operating Officer, Chief Finance Officer and HR colleagues, alongside established regional and central services. A comprehensive project plan will bring together educational preparation, recruitment, admissions, marketing, finance, estates, technology, safeguarding and operational readiness, with clear responsibilities, milestones and reporting arrangements. This coordinated approach will ensure that all aspects of the school's development are carefully managed, risks are addressed at an early stage and Lift Bloxham is fully prepared to welcome its first pupils.

Finance expertise and oversight

Simon Newitt, Chief Finance Officer, will provide financial oversight, supported by Lift's regional finance team. Financial planning will connect the educational offer with projected pupil numbers, phased staffing, operational costs and the development of the nursery and SRP. Budgets will be reviewed as assumptions and delivery requirements develop, ensuring that decisions remain affordable and support sustainable growth.

Simon will provide the senior financial expertise required to scrutinise the school's detailed financial model, including pupil number assumptions, income projections, staffing costs, cash flow, capital dependencies and

longer-term financial sustainability. He will challenge financial assumptions and oversee scenario planning to ensure that the proposed staffing and educational model remain affordable as the school grows.

The school will operate within Lift's established financial controls, reporting arrangements and Scheme of Delegation. School leaders will receive professional support with budget planning, monitoring and financial management, with oversight through regional leadership, the executive team and trustee governance arrangements. The Finance Committee will provide scrutiny within its remit, while audit and risk arrangements will support assurance over controls and financial risks.

An 8.5% central support fee will provide access to the trust's educational and operational services, including finance, HR, estates, technology, marketing and talent management. The financial model will reflect this contribution alongside the school's other costs.

School Leadership and phased recruitment

The proposed leadership structure comprises a Regional Executive Principal, Head of School and Assistant Principal/SENCo, supported by phase leaders as the school grows. The Head of School will act as Designated Safeguarding Lead, initially supported by a non-teaching Deputy Designated Safeguarding Lead. As pupil numbers increase, a designated SEND and Safeguarding Manager will be appointed to provide additional capacity and assume the supporting safeguarding role. Recruitment and implementation of the wider staffing structure will be phased in line with pupil numbers, educational needs and the agreed financial plan.

Recruitment of the founding Head of School will begin early in the pre-opening period to enable the successful candidate to contribute meaningfully to curriculum development, staffing appointments, community engagement and operational preparation. Lift's Talent Team will coordinate a competitive recruitment process, drawing on internal leadership talent and external candidates. Selection will assess educational leadership, curriculum expertise, inclusive practice, safeguarding knowledge and the ability to establish a new school. The successful candidate will receive a structured induction and ongoing coaching from Melissa Martinez and Lift's wider leadership development team.

The Head of School Designate will work with Melissa Martinez and regional colleagues to establish the school's culture, curriculum, staffing and operational arrangements before opening. Once open, the leadership team will receive support and challenge through the Regional Executive Principal, connecting school priorities with Lift's wider educational expertise.

Leaders will participate in regional collaboration, safeguarding and SEND networks, early years and key stage groups, and subject networks. They will contribute to curriculum development, internal reviews and the sharing of effective practice, including through Lift's Project H platform. As capacity develops, opportunities for mentoring and supporting other schools will strengthen professional learning and local collaboration.

A coherent professional development programme will address the needs of founding staff and subsequent recruits. Instructional Excellence coaching, subject development and leadership support will help establish consistently strong teaching from opening.

Marketing and community engagement

Our in-house marketing team will develop a five-year plan covering pre-opening and the school's growth towards capacity. Working with the Regional Executive Principal and Head of School Designate, the team

will establish a clear identity reflecting Lift Bloxham's vision and values alongside Paddock Wood's history, heritage and community.

Support will include branding, a school website, prospectus materials and communications that help families understand the proposed offer. Marketing activity will connect with community engagement and recruitment, building awareness and confidence before opening. The team will support positive media coverage at significant milestones and prepare leaders for media opportunities. Crisis communications expertise will also be available where serious incidents or public concerns require a coordinated response.

Human resources

The Regional HR Partner for London and South, supported by Regional HR Managers and administrators, will provide professional HR support. During pre-opening, this will include recruitment processes, employment advice, role evaluation where required, pre-employment checks and the establishment of accurate personnel records and the Single Central Record.

Once open, the team will advise leaders on staff attendance, occupational health referrals, equality and diversity, performance, disciplinary matters, capability and grievances. Support will combine guidance on routine management with specialist advice and assistance where formal processes or investigations are required.

Safeguarding

Safeguarding will be central to pre-opening preparation and everyday school practice. Laura Phillips, Head of Safeguarding, supported by the Deputy Head of Safeguarding for the South, will oversee the establishment of policies, protocols and systems. They will work with educational leaders, HR and estates colleagues on safer recruitment, secure child protection recording, site security and appropriate checks for staff and Academy Council appointments.

The school's Designated Safeguarding Lead will receive professional supervision, comprehensive training and support from the central team. Half-termly audits and ongoing review will provide assurance that practice meets statutory requirements and KCC's local safeguarding arrangements. Preparation will focus on establishing a culture in which staff recognise concerns, act promptly and understand their responsibilities from the first day.

Health and safety

Lift's Health and Safety Team will support the establishment, implementation and review of school procedures, working with estates colleagues to provide a safe learning environment. This will include risk assessment, suitable controls, staff training and arrangements for recording, monitoring and reviewing incidents.

Formal audits and inspections will assess compliance and identify required action. Staff will receive support in using AssessNET for incident management and Evolve for educational visits. The team will advise on adverse incidents, liaise with regulators where necessary and support the management of personal injury claims. Ongoing training will help school leaders and staff maintain safe practice as provision expands.

Governance and scheme of delegation

Lift Bloxham will operate within Lift Schools' established governance arrangements and the Scheme of Delegation provided in appendix 11. Our board of trustees is very strong, and details of the board can be

found here. The board includes expertise in education, finance, research, AI, risk and safeguarding.

The model combines statutory governance through the Board of Trustees, professional oversight through regional leadership and local community engagement through an Academy Council. Further details can be found in our summary in appendix 10.

We operate three pillars of governance:

- Statutory governance: functions held by the Trust board
- Professional governance: regional management and school improvement
- Local community governance: through Academy Councils

Regional Education Directors and Regional Executive Principals connect schools with national leadership, overseeing performance and coordinating support. Regular leadership meetings, including at least fortnightly line-management meetings within regional arrangements, provide opportunities to review priorities, identify concerns and escalate issues.

The Academy Council will connect the school, families and local community with trust leadership. It will provide insight into whether reported performance reflects pupils', parents' and staff members' lived experiences, including whether they feel safe, happy and heard. Members will contribute feedback on priorities, vision and ethos, champion achievements and develop community links. The Academy Council will be advisory, with no delegated decision-making powers.

During pre-opening and the first term, the Governance Team will support the Regional Executive Principal and Head of School Designate to recruit members from a range of backgrounds. Its experience of implementing Academy Councils across 62 schools provides an established foundation for this work.

Lift maintains established arrangements for identifying, declaring and managing conflicts of interest, including registers of interests, declarations at meetings and appropriate restrictions on participation in decisions where conflicts arise. The Governance Team supports the recruitment, induction and ongoing development of trustees and Academy Council members, ensuring that individuals understand their responsibilities and have access to relevant training. Recruitment will consider the skills, experience and perspectives required for effective governance, with particular attention to securing appropriate local representation on Lift Bloxham's Academy Council.

Risk management and assurance

Risk management will form part of project delivery and ongoing governance. Lift's framework covers regulated risks, strategic risks and external events that could affect school operations. Its ten headings address governance and compliance; strategy and culture; reputation; finance; people; educational standards; child protection and wellbeing; estates; health and safety; and technology.

Each risk has executive ownership and appropriate trustee scrutiny. Assessment considers likelihood, impact, existing controls and the residual risk after mitigation. Where risk exceeds the trust's appetite, further actions, owners and implementation timescales are recorded. For Lift Bloxham, project risks will be reviewed alongside milestones so that concerns about recruitment, finance, premises or operational readiness receive timely attention.

The trust risk register is maintained as a living document, administered by the Head of Governance and reviewed through executive and committee processes. Relevant committees scrutinise their allocated areas

and report to the Board, while the Audit and Risk Committee oversees the effectiveness of the framework and directs internal audit assurance.

Together, these leadership, staffing, professional support and governance arrangements will provide the capability and capacity to establish Lift Bloxham successfully, support sustainable growth and maintain a clear focus on excellent education for every child.

Educational track record

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

Section E: Finance

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

Financial viability and prudent financial management

Lift Bloxham's financial planning will support the delivery of an excellent education from opening, with resources directed towards strong teaching, an ambitious curriculum and effective support for pupils. Our approach will combine careful planning for pupil growth, phased staffing, established financial controls and the purchasing power of a national trust. Educational and financial decisions will be considered together, ensuring that the school develops sustainably while maintaining the quality and breadth of its provision.

Financial oversight and accountability

Lift Schools' finances are overseen by the Chief Financial Officer, supported by experienced regional finance teams. The Board's Finance and Audit & Risk Committees provide scrutiny and assurance through the Scheme of Delegation, established financial policies and reporting arrangements. At school level, the Principal will manage the budget with support from the local finance hub, ensuring that expenditure is monitored and decisions are taken within delegated authority.

Our financial controls are supported by a rigorous internal audit programme, currently undertaken by RSM, and annual external audit by Bishop Fleming. These arrangements provide independent scrutiny of financial management and controls across the trust. Lift Bloxham will operate within this established framework, with clear responsibilities for budget preparation, approval, monitoring and corrective action.

At 31 August 2025, unrestricted general funds represented 8.5% of total trust income. This reserves position provides resilience against funding pressures and unforeseen challenges while enabling continued investment in schools and pupils. The school's financial planning will sit within the trust's wider approach

to maintaining financial stability and deploying resources responsibly.

Financial sustainability as the school grows

Lift Bloxham will grow incrementally, with financial planning aligned to projected pupil numbers, staffing requirements and operating costs. Our financial model will cover the school's first five years, using Kent County Council's (KCC) pupil projections to inform assumptions about income and expenditure. We will work closely with KCC to establish the growth funding arrangements applicable to the school, ensuring that any additional funding or financial support is confirmed before being incorporated into budget decisions.

Our approach recognises the particular financial challenges of establishing a new school, especially during the early years when smaller cohorts may generate insufficient income to meet essential staffing and operational costs. Financial planning will distinguish between costs that increase with pupil numbers and those that must be met from opening, including leadership, premises, utilities and essential services. Staffing will be phased in line with pupil growth, balancing affordability with the need to maintain high-quality teaching, effective leadership and appropriate support for individual children. The nursery and Specialist Resource Provision (SRP) will form part of this planning, with their respective funding, staffing and operational requirements considered alongside the wider school's development.

Securing strong pupil numbers will be central to the school's long-term financial sustainability. Lift's marketing and admissions teams will work closely with the Head of School Designate and KCC to promote the school's educational offer, engage prospective families and establish a strong reputation within the growing Paddock Wood community. This will include a coordinated programme of community engagement, open events, digital communications and local partnerships, supporting pupil recruitment ahead of opening and as the school expands. Admissions forecasts will be regularly reviewed against applications, local demand and housing development, allowing staffing and financial plans to be adjusted in response to emerging trends.

The financial sustainability of each phase of growth will be assessed through regular budget monitoring and scenario planning. Actual admissions, income and expenditure will be reviewed against forecasts, with particular attention given to the implications of slower or faster pupil growth, changes in significant operating costs and the timing of additional staffing commitments. Where circumstances differ from projections, school leaders will work with Lift's finance teams and KCC to assess the implications and make timely adjustments, protecting educational provision while avoiding expenditure that cannot be sustained.

Through this carefully managed approach, Lift Bloxham will maintain financial stability as it grows towards full capacity, ensuring that resources remain focused on educational priorities, staffing structures are sustainable and the quality of provision is maintained throughout the school's development.

Central charges and recharges

Lift Schools applies an 8.5% management fee to each school, which will also apply to Lift Bloxham. This covers central costs across education, strategy, governance, talent and trust leadership, together with central oversight of operations, HR and finance. The fee will be included explicitly within the financial model so that the school's affordability is assessed after its contribution to trust support.

Separate recharges cover operational services and school specific expenditure. Estates, finance, HR and technology costs are allocated through a formula linked to Age Weighted Pupil Unit income, supporting a consistent approach across the trust. Critical asset refresh contributions support the planned replacement of condition-related estates assets and critical IT infrastructure. The applicable rate will be confirmed in the financial model.

Services such as cleaning and catering are procured centrally to benefit from Lift's purchasing power and recharged according to school usage. Budget planning will identify the management fee and separate recharges clearly, enabling leaders to understand the full cost of provision and make informed decisions

about resources.

Value for money and efficient use of resources

As a trust of 62 schools, Lift uses collective purchasing power to secure competitive prices and reduce procurement costs. Existing arrangements for management information systems, insurance and energy can provide rates up to 15% below those available to a school purchasing independently. Collective procurement also generates savings on stationery, IT equipment, catering, classroom furniture and curriculum packages, with benefits reflected in school budgets.

Value for money will be assessed through cost, quality, suitability and the contribution to pupils' education. Procurement decisions will consider ongoing expenditure, maintenance and replacement requirements alongside initial purchase prices. Established processes, professional advice and delegated approval arrangements will support appropriate competition, scrutiny and accountability.

Access to shared expertise and services will also reduce the need for Lift Bloxham to establish every function independently. Regional finance support will help leaders review expenditure, identify efficiencies and assess whether resources are producing the intended benefits. Savings will support the school's financial sustainability and investment in teaching and learning.

Pupil premium and educational priorities

Pupil Premium funding will be directed towards removing barriers to achievement and participation, aligned with the School Improvement Plan and Lift's wider approach to improving outcomes for disadvantaged pupils. Decisions will be informed by assessment, attendance and pastoral information, with priorities including high-quality teaching, early literacy and language development, targeted academic support and improved attendance. Funding may also support access to enrichment and wider school experiences where disadvantage creates barriers to participation. Across our trust, the effectiveness of our pupil premium spend is evidenced by the percentage o pupils in receipt of this performing well above their non disadvantaged peers nationally.

The Head of School, supported by the Regional Executive Principal and finance colleagues, will review expenditure and its impact regularly. Our published Pupil Premium strategy will identify intended outcomes, planned activity and evaluation arrangements, ensuring that funding is deployed effectively and contributes to sustained improvements in pupils' attainment, wellbeing and opportunities.

Managing SEND resources effectively

SEND expenditure will be planned around identified needs, available funding and the effectiveness of provision. High-quality adaptive classroom teaching will be the foundation of our approach, enabling pupils to access ambitious learning alongside their peers. Additional support will be determined by individual need and reviewed regularly to ensure that it promotes progress, participation and independence.

Pupils' SEND passports will record learning needs and support, with EduKey used to monitor provision and evaluate its impact. Targeted interventions will have clear objectives, defined review points and close links to classroom teaching. Where withdrawal is necessary, staff will coordinate provision to minimise missed curriculum content. Decisions about continuing or adapting support will be informed by evidence of pupils' progress.

The financial plan will distinguish mainstream SEND provision from the costs and funding associated with the Specialist Resource Provision. Educational leaders, the SENDCo and finance colleagues will work together to ensure that staffing and resources respond to pupils' needs and remain sustainable as provision develops.

Through disciplined planning, regular review and established trust oversight, Lift Bloxham will make prudent financial decisions and use its resources effectively. Our priority will be to sustain excellent education as the school grows, ensuring that expenditure is affordable, purposeful and directed towards the

best possible outcomes for children.

Supporting information

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

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