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]t
2.	**Address:** [redacted]
3.	**Email address:** [redacted]
4.	**Telephone number:** [redacted]
About your organisation	
5.	**How would you describe your organisation or group?** The Mosaic Schools Learning Trust is a Multi-Academy Trust (MAT) that was established in September 2024 combining Connect Schools Academy Trust (CSAT) & Compass Academy Trust (CAT) to form a new dynamic Trust of ten strongly performing schools across Bromley and Kent. Mosaic is also very proud to have three additionally resourced provisions, five nurseries and a range of school led Inclusion bases. The Trust maintains a clear strategic vision that is actively demonstrated through our shared values and key principles, while still preserving the distinct identity and character of each school within its community. Our communities are important to us. Our schools actively seek and respond to the views of children, families and the wider community, with a particular focus on SEND and inclusion. This feedback informs continuous improvement and shapes the actions we take to strengthen provision. Through genuine partnership, we are committed to enhancing the quality, accessibility and inclusivity of the educational and lived experience for every child. We recognise that strong collaboration and the sharing of expertise and resources across the Trust are essential to sustained success. Where alignment adds value, we will adopt a consistent approach to ensure the best outcomes for all. The Trust is driven by a strong and shared moral purpose that underpins all aspects of our work, with every decision centred on the best interests of children. At the core of the Trust's work is a real commitment to school improvement, Inclusion and staff development, ensuring that every pupil has access to and participates in, the highest

quality educational experience. We remain resolute in avoiding complacency, embracing a culture of continuous improvement that drives us to consistently raise standards and outcomes. Our Trust's success is built on strong, visionary leadership, exceptional governance and a clear strategic direction that keeps children at the heart of every decision. We are united by a deep commitment to inclusion and SEND, a passionate workforce dedicated to delivering outstanding education, and a culture of continuous professional development that empowers staff at every level. Through openness, transparency and shared accountability, we have created a family of forward-thinking schools that collaborate, innovate and learn from one another. Our ability to attract and retain talented colleagues, combined with financial efficiencies that maximise value for money, ensures we have the capacity, expertise and ambition to drive sustained improvement and deliver the very best outcomes for all pupils. Mosaic retention information for last year indicates 92.5% for Teachers and 85.3% for Support Staff.
As a Trust, we are committed to being forward-thinking and outward-facing, actively engaging in collaborative partnerships with local and national organisations to share expertise, drive innovation, and enhance outcomes for our communities.

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.

Below is the most recent published information for our schools (2026). Cage Green became part of the Trust as a sponsored academy in July 2019. Rivermill was established as a free school in Dartford, Kent in collaboration with the Department for Education (DfE) and officially opened in September 2019. All other schools were standalone schools that joined us over time and then more recently we led a merger with Compass Trust (4 schools) in Sept 2024.

Information about Schools:

Ofsted Gradings:

School	**Grading**
Cage Green	Nov 2023 -Overall effectiveness Good with 3 elements of Outstanding
Crofton Infants	April 2026 – 6 areas Strong and 1 x Exceptional
Crofton Juniors	July 2024 - Outstanding
Marian Vian	June 2023 - Good
Oak Lodge	October 2024 - Good
Raglan	July 2023 - Good
Rivermill	Dec 2023 – Overall effectiveness Good with 3 elements of Outstanding
Unicorn	July 2024 - Good

Valley	March 2024 - Good
Wickham Common	Nov 2023 - Good

Published results are currently for 2025 but we have added (non published) 2026 in brackets

School	Combined R,W,M	Phonics	GLD	Attendance (all) Nat 94.8%	Attendance (FSM) Nat 89.4%
Cage Green (no SRP)	60% (38%)	87.5% (81.5%)	71% (74%)	94.7% (94%)	95.1% (94%)
Crofton Infants (No ARP)		85.3% (92.9%)	75.7% (80%)	95.9% (96.2%)	97.6% (97%)
Crofton Juniors	91% (84.9%)			96% (95.8%)	94.3% (93.4%)
Marion Vian	83% (73.2%)	87.1% (88.2%)	68.5% (72.2%)	95.5% (95.3%)	94.4% (92%)
Oak Lodge	73% (81.9%)	76.5% (83.8%)	73.4% (76.7%)	95.5% (95.4%)	94.4% (90.8%)
Raglan (No ARP)	78% (75.8%)	82% (84.5%)	76% (77%)	95.9% (95.5%)	95.6% (93.3%)
Rivermill	83% (81%)	88.3% (82.8%)	68.3% (67.8%)	94.9% (94.7%)	92.6% (91.4%)
Unicorn	63% (67.2%)	71.2% (87%)	67.3% (70.7%)	95.1% (94.9%)	87.3% (88.3%)
Valley	83% (76.3%)	78% (89.8%)	83.1% (81.4%)	96.1% (96%)	96% (94.2%)
Wickham Common	63% (75.8%)	87.5% (87%)	82.1% (81.3%)	95.6% (95.6%)	96% (93.2%)

Context of our schools

Our schools serve a diverse range of communities and educational contexts, including Specialist Resource Provisions for approximately 60 pupils with Autism Spectrum Disorder (ASD), Speech and Language Needs, and Severe and Complex Needs, alongside nursery provision for approximately 124 pupils and schools with high proportions of pupils who are disadvantaged or speak English as an Additional Language (EAL). This breadth of experience has equipped us with exceptional expertise in adapting high-quality teaching and learning to meet the needs of all

learners. Regardless of context, we are committed to ensuring that every school creates an environment where children feel a strong sense of belonging, are fully included, and are empowered to thrive academically, socially and personally. Reflecting Kent's ambition to raise aspirations, inspire curiosity and build resilience, the school will provide a broad and balanced curriculum, high-quality teaching, and a nurturing environment in which every child is known, valued and supported to achieve their full potential. Through a relentless focus on inclusion, the school will identify and remove barriers to learning and participation, uphold the expectations set out in Kent's Mainstream Core Standards, and ensure that pupils with special educational needs and disabilities are fully supported to participate, contribute and succeed in every aspect of school life

Expertise in Opening a Free School

Our Trust has a proven track record in the successful establishment and opening of new schools, bringing extensive experience in creating high-quality educational provision from the outset, including working very collaboratively with Kent County Council on the opening of River Mill Primary School. We understand the importance of working closely with stakeholders to develop a shared vision that reflects the aspirations, strengths and needs of the local community. Through our expertise in shaping culture, values and ethos, combined with a relentless focus on educational excellence, we create the strong foundations necessary for long-term success.

We believe that schools flourish when they are at the heart of their communities and are valued by the families they serve. By building trusted relationships, fostering meaningful partnerships and engaging families from the earliest stages across Paddock Wood, we will establish confidence in the school and support sustainable pupil recruitment. Drawing on the breadth of expertise across our Trust, we deploy experienced leaders and specialist practitioners from the outset, ensuring the highest standards, ambitious expectations and exceptional provision across every aspect of the school's development.

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 Trust we work with a number of professional partners to fulfil our strong moral purpose of doing better for children beyond the Trust. We have worked with a national network of schools through Whole Education being proactive in developing a SEND strategy that meets the requirements of the new SEND White Paper. We have been forward thinking in our approach and as a result offered support to other schools nationally in developing their own strategies to support this. The impact of our successful work has led to us being asked to do pod casts and conference sessions to spread our messages further.

A member of the Trust, Chairs a Kent community of schools group. Knowledge of how reduced funding can support children in schools has been shared and supported schools in taking on new ideas.

As a Trust we work alongside other Trusts to share good practice, providing demonstrations in specific aspects of practice. Currently we are working with a

	Trust in Surrey and Hampshire to disseminate aspects of Inclusion and digital expertise in a wider context. As a Trust we have developed a range of early years partners including nurseries and childminders across Bromley and Kent, with a focus on supporting school readiness of children into our schools and beyond. This is a true collaboration and the current focus is on engagement of the community in this process. Members of the Executive Team serve on Local Governing Bodies beyond the Trust. The sharing of expertise wider than the Trust has supported schools in achieving appropriate Ofsted outcomes. The Trust supports the LA in Bromley as a member of the Safeguarding Board and has supported schools across Bromley gaining the appropriate contextual information they need to execute their safeguarding duties effectively. As a Trust we support Greenwich University to deliver ITT training and this has impacted on the knowledge and expertise of teachers entering the profession.	
8.	**How many schools do you have DfE approval to open in the next 2 years?** We are not currently working with the DfE on any new school projects.	
9.	**Did you put together this application with support from another company or organisation?**	**x☐ Yes** **☐ No**
10.	**If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:** The Trust were directly responsible for writing the bid but we then asked Silica Associates to review this for us. Silica is well known to the DfE and has supported the growth of a large number of academies as well as supporting the opening of many free schools, inc. River Mill Primary School. If we are successful in getting this bid, we will run a competitive process to select a Project Manager for this project and we hope Silica Associates would be a part of this.	

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.**
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.** **Our 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.

We fully acknowledge the proposed site and will work collaboratively with the Department for Education (DfE) and Local Authority to support the successful delivery of the project. Through strong project oversight, proactive stakeholder engagement and rigorous planning, we will help ensure that key milestones are achieved and that the school opens on time and to the highest standard, as we have done so in the past.

The school will join Mosaic Schools Learning Trust as a co-educational primary academy serving children aged 2-11. As part of a high-performing Trust, it will benefit from proven school improvement expertise, strong governance, financial sustainability and high-quality central support, while developing a distinctive identity rooted in its local community.

We fully support the opening of the 26-place nursery in September 2028. Early Years provision is a significant strength across our Trust, evidenced by our successful delivery of additional nursery places through the DfE Nursery Expansion Programme. The CEO, EHT and many practitioners and Head Teachers are highly experienced in EYFS including nursery provision. Through targeted marketing, community engagement and exceptional provision, we would establish a nursery that is well attended and highly regarded from the outset.

Inclusion is central to our vision and we strongly support the establishment of a Specialist Resource Provision (SRP) as an integral part of the school. Our Trust has extensive experience of delivering high-quality specialist provision within mainstream settings ensuring that all children benefit from an inclusive culture of high aspirations and belonging. We are confident that the proposed model can be delivered sustainably while remaining responsive to future local needs. Our CEO and Executive Leaders are specifically trained in SEND and the Trust also employs a Strategic Lead of SEND with extensive experience. Our focus is to deliver the right support at the right time to ensure all children are able to be successful both now and in the future.

We recognise the importance of balancing pupil recruitment with local place planning and maintaining positive relationships with neighbouring schools. Working closely with the DfE and Local Authority, we would regularly review demand and demographic trends to ensure that future growth, including Year 1/2 intake arrangements, is carefully planned and aligned to community need.

As an admissions authority, we have considerable experience in developing and implementing fair, transparent and compliant admissions arrangements, including for our free school in Dartford. We would work closely with the DfE and Local Authority to establish admissions criteria that support both community access and the long-term success of the school.

Our ambition is to establish a thriving, inclusive and high-performing school that becomes a cornerstone of its community, delivering exceptional opportunities and outcomes for children and families from its very first 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.

Educational Vision

At Mosaic Schools Learning Trust, our mission, values and strong moral purpose drive our commitment to achieving excellence for every child, every day. We build on strengths, shared expertise and continually seek innovative ways to improve educational outcomes, ensuring every pupil participates in the highest quality education and develops the ambition, confidence and skills needed to thrive in an ever-changing world.

Our vision is to power inspirational learning that ignites curiosity, nurtures creativity and fosters a determination to succeed. We are committed to delivering a highly stimulating, knowledge-rich education founded on evidence-informed pedagogy and designed to reflect the realities of a rapidly evolving technological society. By doing so, we prepare children not only for the world as it exists today, but for the opportunities and careers of the future.

Our Trust is driven by a strong moral purpose and a strong commitment to collaborative excellence. We are outward-facing in our approach, actively seeking to learn from, contribute to, and shape best practice alongside partners across the education sector and wider community. As a learning organisation, we embrace reflection, innovation and continuous improvement, rigorously evaluating our impact and remaining open to new and better ways of delivering exceptional outcomes for children and families. Above all, we are committed to creating lasting positive change, ensuring that every school, community and young person we serve is stronger, more ambitious and better equipped for the future because of our involvement.

Enacting Our Vision Every Day

To bring our vision to life, we are relentless in our commitment to five core principles:

Excellence – Driving continual improvement through innovation, evidence-informed practice and the application of the latest educational research, ensuring highly effective teaching and learning that delivers sustainable outcomes for all pupils.

Inclusion – Placing inclusion at the heart of every decision, recognising each child as an individual and ensuring all children, including those that are vulnerable, can flourish in an environment that meets their unique needs and enables success.

Assertive Collaboration – Working proactively with schools, partners and communities to achieve better outcomes for children, sharing expertise generously and contributing beyond our Trust to strengthen the wider education system.

The Whole Child – Providing and participating in a rich and personalised personal development offer that equips all children, including those that are vulnerable, with the knowledge, skills, character and confidence to thrive in education, employment and future society.

Community-Centred Education – Ensuring our curriculum is rooted in the communities we serve, reflecting local context, fostering aspiration and embedding curriculum drivers that connect learning to children's lives and future opportunities. It is about working in partnership to improve the lived experience of children and families.

Excellent Outcomes

At Mosaic, we have established a sustainable culture of aspiration and excellence, underpinned by a relentless commitment to securing the very best outcomes for every child. Central to this success is a highly experienced Executive Team with expertise spanning Early Years, SEND, school improvement, inspection, digital innovation and evidence-informed practice. Our SEND expertise is recognised nationally through contributions to Whole Education conferences, while our commitment to professional learning ensures our approach remains informed by the latest research and best practice.

This expertise has enabled us to develop a consistent, high-quality approach to teaching and learning across our schools, rooted in evidence-based pedagogy and high expectations. As a result, pupils benefit from highly effective classroom practice that secures strong progress, deepens understanding and promotes achievement for all learners.

Innovation is a defining feature of our approach. We have developed strong expertise in educational technology and are committed to harnessing its potential to enhance teaching, learning and inclusion. The implementation of assistive technology as a universal offer has increased accessibility and engagement, enabling pupils to access the curriculum more effectively and develop greater independence. We also use technology to support assessment and feedback, allowing teachers to identify misconceptions and adapt teaching accordingly.

As a forward-thinking Trust, we recognise the transformative potential of artificial intelligence. Working with partner trusts and drawing on international best practice from countries including Korea, China and the UAE, we have implemented an appropriate AI curriculum from EYFS to Year 6. Alongside this, we are exploring the ethical use of AI to improve efficiency, reduce workload and enable staff to focus on delivering high-quality education and support for children.

A particular strength of the Trust is our comprehensive school improvement offer. Every school receives regular support from an Executive Leader focused on accelerating priorities, developing leadership capacity and securing continuous improvement. This bespoke support includes leadership coaching, curriculum development, quality assurance, peer review and opportunities to share effective practice across the Trust.

We are equally committed to securing the strongest possible start for children. Alongside our nursery provision, we have developed strong partnerships with early years providers and families to improve school readiness and strengthen transition into school, and we would seek to establish similar partnerships in Paddock Wood. Our transition programme begins well before admission, enabling us to understand each child's strengths and needs and ensuring appropriate support is in place from day one.

Our Early Years curriculum is ambitious, carefully sequenced and designed around clear developmental end points. Delivered by highly skilled practitioners and supported by Executive Team expertise, it provides strong foundations across all areas of learning. High-quality teaching, assessment and targeted intervention ensure children make strong progress and that those who fall behind are supported to catch up quickly and confidently.

Inclusion

Inclusion sits at the heart of our educational philosophy. We are committed to ensuring that every pupil is known, valued and supported to flourish, regardless of background, starting point, need or circumstance. We believe all children deserve access to a high-quality education, ambitious opportunities and a genuine sense of belonging.

Our approach is guided by the principle of ‘necessary for some, beneficial for all’. Through high-quality universal provision, adaptive teaching and strong pastoral care, we remove barriers to learning and ensure pupils thrive academically, socially and emotionally. Where needed, individual support plans are established from the outset in partnership with parents, carers and relevant professionals, and are reviewed regularly to ensure support remains responsive and effective.

We work closely with families, external agencies and community partners to secure the best possible outcomes for every child. Our proven approach to SEND ensures that pupils with additional needs, including those with EHCPs and children in care, are fully included in school life while receiving timely targeted support to achieve ambitious outcomes. Our curriculum and wider provision develop confidence, independence and resilience, ensuring all pupils are equipped to succeed in school and beyond.

We recognise that early intervention is critical to positive outcomes. Before pupils join the school, we work closely with families, early years settings and professionals to understand individual strengths and needs, enabling effective transition arrangements

and appropriate support from day one. Through strong relationships and regular communication, support remains timely personalised and responsive.

The school will meet the wide variety of learning needs across the community and support Kent County Council's commitment to the Countywide Approach to Inclusive Education (CATIE), against which the school will be monitored.

Character, Culture and Personal Development

At Mosaic, we are committed to developing the whole child. Whilst maintaining high academic expectations, we provide a rich and engaging curriculum that fosters curiosity, creativity and a lifelong love of learning. Our aim is to equip children with the knowledge, skills and character needed to flourish in an ever-changing world. Examples include the 'I can awards' 52 things to do before you leave Mosaic, wider community engagement through working with PSO's to support road safety in the local area, support in entertaining and teaching the elderly, an on-going forest school offer, many opportunities for leadership within school from nursery and a rich cultural offer such as trips to places of worship, theatres and museums.

Three core values underpin all aspects of school life: **Respect, Resilience and Resourcefulness**. These values are woven throughout our curriculum, culture and daily interactions. We cultivate an environment where respect is demonstrated by adults and pupils alike, where challenges are embraced as opportunities for growth and where resilience is strengthened through perseverance and reflection. We encourage resourcefulness through collaboration, problem-solving, critical thinking and innovation.

Community Context and Engagement

Community engagement will be central to the establishment of the school. From the outset, we will work closely with children, families, local schools, early years providers, community organisations and district partners to ensure our provision reflects the needs and aspirations of the local community. Through consultation, collaboration and active participation in district-based working, we will contribute to collective improvement, share expertise and work alongside education, health and care partners to strengthen outcomes for children and families.

We recognise that a new school must become an integral part of its community from the earliest stages of development. During the pre-opening phase, we will establish a visible presence through engagement events, family workshops and community activities, enabling us to build trust, gather feedback and develop the school in partnership with those it serves.

Our vision is closely aligned with the needs of the Paddock Wood community. While levels of disadvantage are broadly in line with national averages, the area experiences

higher levels of persistent absence, suspension and Education, Health and Care Plans. We recognise both the opportunities and challenges this presents and are committed to ensuring that every child, regardless of background or starting point, is supported to achieve their full potential. Drawing on our strong track record of inclusion and low levels of suspension across the Trust, we will create a culture where children are engaged, supported and enabled to succeed.

Our approach is founded on high expectations, strong relationships and a deep understanding of individual needs. Through an engaging curriculum, effective early intervention, high-quality teaching and strong pastoral support, we will remove barriers to learning, promote excellent attendance and ensure all pupils can thrive.

As the community continues to evolve, our curriculum and personal development offer will reflect and celebrate the diversity of modern Britain, promoting respect, empathy, tolerance and active citizenship, and preparing pupils to make a positive contribution to their local community and wider society.

Wider System Leadership

Our moral purpose extends beyond our own schools. We are committed to strengthening education across the wider community through collaboration, partnership and the sharing of expertise. We actively support local providers, particularly within the Early Years sector, through training, professional development and opportunities to share best practice. An example of support can be seen through the SEND training that we provided for a number of schools and through information sharing at the Kent Community of Schools.

Trust leaders play active roles within local and national networks, including safeguarding, SEND and broader educational improvement groups. We also work closely with initial teacher training providers and professional learning organisations, contributing to the development of future educators and leaders. Through these partnerships, we help raise standards beyond our own schools and contribute to system-wide improvement.

Why Mosaic?

Mosaic has a proven track record of delivering educational excellence across diverse contexts, including the successful establishment of a free school. Our schools are recognised for strong outcomes, inclusive practice, innovation and high aspirations for every child. We are at the forefront of educational technology and inclusive provision, combining evidence-informed practice, strong leadership and a relentless focus on ensuring every child achieves their full potential.

Guided by a strong moral purpose and commitment to partnership, we bring together educational expertise, proven school improvement capacity and meaningful community

engagement. We understand that successful schools are built on trust, strong relationships and a deep understanding of the communities they serve. Through early engagement, collaboration with families and a commitment to excellence, we will create a school that builds local aspirations while delivering exceptional outcomes.

We are confident that our proven leadership, teaching, governance and school improvement capacity will ensure the new school becomes a source of pride for local families and a centre of educational excellence within the region, improving life chances and creating lasting opportunities for children for generations to come.

Section C: plan for education

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

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

Inclusivity

SEND and Inclusion in Mosaic is guided by the principle '*necessary for some, beneficial for all*'. At every point in a child's school career, they will need to access the right support at the right time Our vision that support is accessible to all, ensures our vulnerable children are '*one of, not the one*'.

Inclusion is the golden thread which runs through all our decisions and actions in our schools, getting it right for our most vulnerable groups means we will be getting it right for all. It shapes the school's culture, curriculum and enrichment, considers their culture, any SEND needs or indeed any other vulnerability which may be a barrier to accessing any aspect of school life. All pupils, parents and our local community should be able to feel and live our commitment to equity, inclusion and high aspiration for all pupils. Recognising the needs of a community and school cohort, barriers and vulnerabilities the school will provide a welcoming, ambitious and inclusive culture and environment where all children are supported to participate, achieve and thrive.

An Assistant Headteacher for Inclusion will be employed from the first year onwards to ensure the strategic and operational overview is represented in leadership, guiding the inclusion strategy with the leadership team, through all decisions for the school.

The school's SEND and Inclusion Strategy will be underpinned by the key principles of early identification (which will begin at nursery age), high-quality adaptive teaching, graduated support and partnership working with families and external agencies. Our robust Trust early intervention procedure guides staff at all levels to identify barriers swiftly for all children to ensure new and emerging needs are identified and supported swiftly.

Each year group and cohort will be carefully analysed to ensure the most effective whole-school approach to inclusion. Curriculum design and delivery will be adapted in response to identified needs. For example, where a cohort includes a high proportion of pupils with English as an Additional Language or significant language and communication barriers, curriculum content and teaching approaches will be reviewed accordingly. Reasonable adjustments, alongside accessible and inclusive learning environments, will ensure all pupils are fully supported to achieve their potential and thrive.

Inclusion will be strategically designed to meet both cohort-wide and individual needs through a deep understanding of each child and the barriers they may face. Across the Trust, we have established Ordinarily Available Provision standards, informed in part by the Mainstream Core Standards, which are subject to regular quality assurance and review. Targeted support and professional development ensure these standards are consistently embedded in practice, enabling all children to access and engage successfully with the curriculum, regardless of need or starting point.

The school will operate as a fully inclusive mainstream setting, incorporating an integrated Specialist Resource Provision (SRP) for pupils with identified autism and speech and language needs whose profiles are more complex but can be successfully supported within a mainstream specialist resource provision. This provision will be led by a qualified teacher with SEND expertise. The Trust already benefits from expertise through an autism SRP in Kent and a speech and language provision in Bromley, creating established networks through which specialist knowledge, effective practice and resources are shared. The Trust currently supports approximately 60 children in these provisions within the Trust.

Specialist teaching, targeted intervention and personalised support will enable pupils to access a broad, ambitious curriculum while participating fully in all aspects of school life. Curricula within the SRP will be appropriately adapted whilst maintaining high expectations and, where appropriate, closely aligned with the mainstream curriculum to support seamless inclusion. The SRP Lead will be actively supported to contribute to the local Professional Resource Group (PRG), sharing expertise and strengthening inclusive practice across schools and early years settings.

A graduated pastoral model (alongside a robust RSE and PSHCE curriculum) will support pupils' emotional wellbeing, personal development and engagement with learning. Dedicated pastoral staff will provide early intervention, mentoring, attendance support and

access to wider services where required. Staff will be required to be on the playground each morning and afternoon to support these tricky times of day and to support both parents and children at this time. The pastoral team will work with families to reduce any barriers to accessing education and provide links to other services to ensure our pupils life at home is the best it can be.

The school will promote excellent attendance through a relational, proactive and preventative approach that removes barriers to engagement by building strong partnerships with families. Attendance concerns will be identified early, with underlying causes carefully explored to ensure support is tailored to individual circumstances rather than symptoms alone.

Where barriers are identified, practical solutions will be implemented. For example, a pupil with caring responsibilities for younger siblings may be supported through access to a funded breakfast club place. We will also seek sponsorship opportunities to help provide free breakfast club provision, further reducing barriers to attendance and ensuring pupils start the day ready to learn.

The Attendance Champion will work closely with families to identify needs and coordinate support. Barriers to attendance will be addressed through targeted intervention, effective home-school collaboration, pastoral support and multi-agency working where appropriate. Through this approach, every child will be supported to attend regularly, engage positively in school life and achieve their full potential.

The school will implement structured reintegration pathways for pupils returning following periods of absence, exclusion, illness or emotional barriers to school attendance. Working collaboratively with families, health professionals and local agencies, the school will ensure that vulnerable pupils receive coordinated support to sustain successful participation in education. The school will work closely with any virtual school to support looked after children and allow them to access the support they most greatly need.

We will foster a culture of respect, belonging and inclusion in which bullying is never tolerated and every pupil feels safe, valued and able to flourish. Through a clearly articulated behaviour and anti-bullying framework, explicit teaching of positive relationships and a strong pastoral offer, pupils will develop the knowledge, skills and confidence to celebrate diversity and challenge prejudice. Staff will receive regular professional development to identify, prevent and respond effectively to all forms of bullying, including prejudice-based incidents linked to disability, race, ethnicity, culture, religion, gender and special educational needs. Given current projections that Paddock Wood will be predominantly White British, we will ensure the curriculum actively promotes diversity, inclusion and understanding of modern Britain. This proactive approach will create a safe, inclusive and supportive environment where every child can thrive.

Incidents of bullying will be recorded, monitored and addressed promptly through a restorative and educative approach, alongside appropriate consequences where required. Particular attention will be given to ensuring vulnerable pupils, including those with SEND, pupils eligible for free school meals and those from Gypsy, Roma and Traveller communities, feel represented, included and protected. Pupil voice, parent

engagement and regular wellbeing surveys will help evaluate the effectiveness of our approach and continually strengthen our culture of kindness, respect and inclusion.

An Accessibility Plan will be drafted in the early stages of designing the building, to not only plan for suitable access physically, for all but to ensure sensory and other needs are considered whilst planning including lighting, heating, sound and appropriate spaces. Estates audits will ensure continual improvement in access to the curriculum, physical environment and information. Policies, practices and provision will be regularly reviewed to identify and remove barriers experienced by pupils, families and staff.

Admissions arrangements will be fair, transparent and fully compliant with the School Admissions Code and Equality Act 2010. The school will ensure no child is disadvantaged on the basis of disability, race, religion or belief, sex, sexual orientation, gender reassignment or socio-economic circumstance.

Recruitment and employment practices will promote equality, diversity and inclusion through fair selection processes, safer recruitment procedures, reasonable adjustments and opportunities for professional development. The school will seek to develop a workforce that understands and reflects the diversity of the local community.

British Values will be embedded throughout the curriculum, enrichment programme and wider culture of the school. Pupils will develop an understanding of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs through meaningful participation in school life and citizenship education. They will understand what this means to build a community both locally, nationally and internationally.

The school will meet its Prevent duty through robust staff training and safeguarding procedures. A broad and balanced curriculum, promotion of critical thinking and effective partnership working with external agencies will ensure this is not a standalone discussion or session but thoroughly understood. Pupils will be supported to develop resilience, independence, respect for others and an understanding of how to stay safe online and within the community.

The school will place parents and carers at the heart of its work. It will provide an inclusive and welcoming environment where families from all backgrounds feel valued and able to contribute to the life of the school. Particular emphasis will be placed on building trusted relationships with disadvantaged, GRT communities (As there is a community near by) and those who may previously have experienced barriers to educational engagement themselves. Families will be supported to access information and resources which will support their children to achieve in education.

Communication will be accessible and responsive to all, including the use of translation and interpretation services where required.

Our diverse community will be recognised and understood through our RE curriculum offer, cultural experiences and celebration of languages, culture and community will be

recognised and celebrated as an asset that enriches the school community and promotes belonging.

The uniform policy will be affordable, will meet DfE statutory guidance, and when available, second-hand provision will become available. The uniform will be designed to ensure it can be reasonably adjusted allowing children to dress similarly to their peers but accommodating any disability, SEND, medical, cultural and faith-related requirements.

School meals will comply with national food standards. The school will actively support eligible families to access free school meals and associated entitlements.

The effectiveness of the school's inclusion strategy will be monitored through a comprehensive framework of quantitative and qualitative measures, reported regularly to governors and trustees. We expect challenge at our governance level.

Impact will be evaluated through termly data analysis, stakeholder feedback, case studies, external review, governor scrutiny and annual publication of SEND, equality and inclusion outcomes. This evidence will inform ongoing school improvement and ensure that inclusion remains central to the school's vision and practice.

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

(For timetables please see attached supporting information)

A strong start, high expectations and a rich education

The curriculum will be one of the defining features of the new school. Our ambition is that children develop strong foundations, learn deeply and become increasingly independent from Nursery to Year 6. They will become knowledgeable, articulate, curious and creative learners who think for themselves, communicate confidently, solve problems and apply what they have learned, giving every child the foundations to succeed.

This ambition is particularly important in the context of the proposed school. Local indicators point to higher levels of persistent absence, suspensions, exclusions, EHCPs and FSM than surrounding areas. We know the school will serve children who may arrive with gaps in prior learning, communication and language, as well as differences in experience, confidence and readiness to learn. The curriculum will therefore emphasise securing foundations, building knowledge and language, developing positive learning behaviours and creating belonging, while maintaining high expectations for every child.

The school will draw on the Trust's established expertise to ensure the right foundations are in place from the outset. Expertise includes the Executive Team alongside Head Teachers within Mosaic who have built numerous high quality curriculums from scratch.

A knowledge-rich curriculum with inquiry at its heart

The curriculum will be designed around the knowledge, vocabulary and skills that matter most, with clear progression from Nursery to Year 6. The initial curriculum will be devised through the Trust's expertise in curriculum design, informed by what we know about the local community and the children the school is likely to serve. This will ensure the school opens with a coherent and ambitious curriculum. As the school develops, leaders will take increasing ownership, evaluating and strengthening the curriculum in response to pupils' needs.

The curriculum will build a connected body of knowledge, with careful decisions about what children need to know and understand at each stage. Content will be sequenced so that new learning builds on prior knowledge before children encounter more complex ideas. This will be particularly important for a cohort in which some children may arrive with gaps in learning, making it essential to secure strong foundations.

Inquiry will be a core feature of the curriculum because it provides opportunities to develop oral language and subject vocabulary. Inquiry will not replace explicit teaching or require children to discover essential knowledge for themselves. Planning will identify the

knowledge, vocabulary and processes pupils need, with tasks providing opportunities to ask questions, investigate, solve problems, interpret evidence and explain thinking. In the early years, inquiry will grow from stories, conversation and practical exploration. Through Key Stages 1 and 2, pupils will increasingly investigate questions and apply knowledge to unfamiliar situations. This will always be underpinned by secure knowledge.

Communication, language and oracy

Communication and language will underpin the curriculum as we recognise that some children may enter school with gaps in vocabulary, confidence or experience of sustained conversation. We will deliberately build the language children need to understand, think and communicate. In Nursery and Reception, this will begin through rich adult-child interaction, storytelling, songs, rhymes, high-quality books and imaginative play. Adults will teach and model ambitious but accessible language, introducing and revisiting vocabulary so children increasingly use it independently.

We will use a progressive structure of think, talk, listen, justify and respectfully disagree from the early years to Year 6. This will be woven through the curriculum rather than taught as a separate programme. In the early years, children will describe, explain and question. In Key Stage 1, they will increasingly give reasons, build on others' contributions and explain ideas clearly. By Key Stage 2, pupils will use evidence to support views, consider alternatives, debate ideas and adapt communication for different audiences. Children will learn to challenge ideas, not people.

The curriculum will take a words-first approach, with essential vocabulary identified and explicitly taught. New vocabulary will be introduced, revisited and applied in different contexts. Where it strengthens understanding, pupils will explore morphology, etymology and word families. Through purposeful dialogue, questioning and explanation, pupils will rehearse and apply new vocabulary and develop confident communication.

Reading

Reading will be a priority from Nursery as we want to develop confident, fluent readers through rich language experiences, systematic phonics, explicit teaching of fluency and comprehension, and access to high-quality texts.

In Nursery, children will experience daily stories, rhymes and poetry, with adults modelling fluent reading, introducing vocabulary and talking about books. Read Write Inc. phonics will begin in nursery through three small-group sessions each week and continue with daily sessions from reception to Year 2, providing a systematic approach supported by closely matched books to develop secure decoding and fluency. From Reception to Year 2, children will develop sounds, blending and decoding through explicit teaching and

closely matched texts. Early assessment of the mixed Year 1/2 cohort will identify gaps requiring additional practice.

As pupils become secure in phonics, teaching will increasingly develop fluency, expression and comprehension, with reading becoming progressively more independent through Key Stages 1 and 2. Guided reading will take place regularly alongside teacher modelling and evidence-informed fluency approaches. Comprehension will develop from discussion and questioning to inference, interpretation and the use of evidence. Where appropriate, Read&Write and text-to-speech tools will remove barriers to accessing texts, while additional teaching will address specific gaps in knowledge or skill.

The curriculum will provide a rich reading diet, including fiction, non-fiction, poetry and a range of literary forms, explored through Big Read. Reading will connect with the wider curriculum so pupils encounter the vocabulary, ideas and knowledge needed to understand subjects in greater depth.

Writing

The school will develop confident, fluent and increasingly independent writers, building from strong foundations in the early years and ensuring pupils acquire the knowledge and skills required by the National Curriculum. This will be particularly important for a cohort who may arrive with different levels of language, physical development, phonics knowledge and previous experience of writing. In Nursery and Reception, children will develop the physical control, language and confidence needed through purposeful mark-making and early writing experiences. Dough Disco and Squiggle Whilst You Wiggle will support the fine-motor foundations for writing, alongside taught sessions to develop pencil grip, letter formation and control. Children will learn letter families and apply their phonics knowledge to write words and simple sentences. Multisensory approaches will provide different ways to practise these skills. High expectations will be established from the outset, with provision adapted to children's starting points rather than expectations being lowered.

As children move through the school, they will be explicitly taught and regularly practise the knowledge and skills required to become fluent and independent writers. Writing will develop alongside spelling, handwriting, grammar, punctuation, sentence construction and composition, with pupils learning to write accurately and make deliberate choices about vocabulary, structure, form and audience. Talk will come before writing, allowing children to rehearse ideas, develop vocabulary and organise their thinking. Colourful Semantics and other appropriate scaffolds will support pupils who need additional help, with these supports reduced as independence develops. Editing will be introduced in Year 2 and established from Year 3 onwards. Handwriting will be practised daily across the school, while spelling will be taught systematically and applied through writing.

For the initial mixed Year 1/2 cohort, early assessment will identify children who have not yet secured the foundations for successful writing, with gaps addressed through catch-up programmes.

The curriculum will place strong emphasis on giving children real reasons to write and real audiences for their work. This is a deliberate response to the proposed cohort, recognising that for some children writing may be a barrier to engagement. The school will therefore create immersive experiences that give children something meaningful to think about, talk about and write about. Virtual reality and interactive spaces will provide rich contexts for developing ideas, vocabulary and writing, while opportunities to write for authentic audiences, including within the local community, will help children see the impact of their work. These experiences will sit alongside evidence-informed teaching, modelling and guided practice so that children do not simply complete writing tasks, but write because they have something meaningful to communicate.

Mathematics

The mathematics curriculum will develop connected mathematical knowledge and the confidence to use it, rather than simply learning procedures. Strong foundations will be built through number sense, mathematical vocabulary, fluency with key facts and calculation, providing the knowledge pupils need to reason, solve problems and apply mathematics independently. Learning will be sequenced so new knowledge builds on secure foundations, with opportunities to practise, reason and apply understanding.

White Rose Maths has been selected because its use of concrete resources, visual representations and mathematical talk supports conceptual understanding. In Nursery, children will have a daily White Rose session alongside continuous provision and everyday mathematical experiences. Through Reception and Key Stage 1, practical resources and pictorial representations will support pupils in making connections between mathematical ideas and increasingly formal representations. As pupils progress, teaching will develop fluency, reasoning and problem-solving as connected aspects of learning. Children will explain and compare methods, identify errors, justify answers and apply mathematics to unfamiliar problems using mathematical vocabulary.

For the initial mixed Year 1/2 cohort, early assessment will identify gaps in key mathematical foundations, which will be addressed alongside the year-group curriculum.

Technology will support mathematical thinking where it adds value. Pupils will use iPads and Explain Everything to record and explain reasoning, revisit modelling and access personalised practice and support when needed. Times Table Rock Stars will provide regular multiplication fluency practice.

Teaching and learning

Teaching will be designed around the needs of the cohort and informed by strong evidence about how pupils learn. The school will use explicit instruction, clear modelling, guided practice and formative assessment to help pupils build secure knowledge and work increasingly independently.

Lessons will be structured so teachers introduce new learning in manageable steps, explain and model clearly, check understanding and provide guided practice before independent work. Checking for understanding will be central to teaching. Teachers will use formative assessment to identify what pupils know, understand and can apply, informing whether learning should be revisited, adapted or moved on.

The teaching model will expect every pupil to participate. Pupils will regularly be asked to recall, explain, reason, solve, create and apply, with participation supported through evidence-informed no-opt-out strategies such as think-pair-share and cold calling. These routines provide continual feedback, enabling teachers to identify misconceptions quickly and adapt teaching responsively. Scaffolding will remove barriers to learning but be reduced as pupils become more secure. Practice will be purposeful and frequent, with challenge provided through depth, reasoning, application and independence rather than harder or earlier content.

Feedback will be timely and purposeful. Where a pupil has not secured an important concept or skill, the first response will be strong classroom teaching through revisiting prior knowledge, adapting modelling or providing additional guided practice. Where further support is needed, focused intervention will address the specific gap without routinely removing pupils from new curriculum learning.

Inclusion, SEND and barriers

The school will maintain high expectations for all pupils, including those with SEND, disadvantaged pupils and children who have experienced disruption to their education. Inclusion will mean identifying and addressing barriers to learning rather than providing a less ambitious curriculum.

Teachers will consider the specific barrier a pupil is experiencing, whether this is language, access to reading, working memory, fine-motor development, sensory processing or a gap in prior knowledge. The first response will be high-quality classroom teaching and appropriate adaptation, including modelling, guided practice, scaffolding, reasonable adjustments and opportunities to revisit learning.

Where additional support is required, it will have a clear purpose. This may include targeted phonics or reading-fluency teaching, language and vocabulary development, or practical and pictorial approaches in mathematics. Additional adult capacity, costed into afternoons, will provide personalised catch-up and targeted intervention, reviewed and reduced or withdrawn once the underlying skill has been secured. Assistive technology,

including speech-to-text and text-to-speech, will be used where it removes a barrier to accessing or communicating learning.

Digital learning and technology

The school will provide a strong computing curriculum alongside purposeful use of technology across subjects. Pupils will develop the knowledge and skills needed to use technology confidently, safely and creatively, while understanding how it works, its limitations and the opportunities it presents. From the early years onwards, pupils will use technology to explore, create, communicate and solve problems. As they progress through Key Stages 1 and 2, they will develop increasing technical skill and independence, learning to select appropriate tools, refine their work and communicate ideas effectively. Pupils will also develop an age-appropriate understanding of artificial intelligence, including its uses, limitations and the importance of questioning and validating the information it produces.

Technology will be used where it strengthens learning rather than simply replacing traditional approaches. Pupils may use retrieval, recorded explanations, simulations and collaborative tools where these support learning. Each class will have access to iPads, including accessibility features, enabling pupils to revisit learning, access personalised support and communicate their understanding in different ways. This will help remove barriers to learning, support independence and ensure technology is a normal part of classroom practice rather than a provision reserved for particular pupils.

Creativity

Creativity will be a genuine part of the school's educational identity because every child should have the opportunity to discover and develop their strengths, find their voice and broaden their horizons. Every child a creator, performer and storyteller will be reflected in the curriculum and wider life of the school. Pupils will be taught the knowledge and skills to create, perform and communicate ideas, with opportunities building progressively from Reception to Year 6.

Music will be taught within the curriculum. In Reception and Key Stage 1, musicality will develop through singing, movement, listening and instrumental performance. Every pupil will learn a whole-class instrument, progressing from ukulele to electronic keyboards. Pupils will develop singing, composition, improvisation and ensemble skills through diverse musical traditions. Every pupil will perform publicly at least once each year, with families and the wider community invited to performances. Whole-class instrumental teaching will make music an entitlement rather than something dependent on access to tuition outside school.

Drama will be taught through role play, storytelling, movement and performance. In the early years, this will grow from imaginative play, puppetry, songs and stories; through Key Stages 1 and 2, pupils will develop character, voice, movement, dialogue and different viewpoints. Performance poetry will further develop fluency, expression, confidence and presence through spoken language. Adaptations will ensure pupils with communication, sensory or confidence needs participate successfully. Drama will also be used across the curriculum to deepen understanding and provide alternative routes into learning.

Languages will broaden pupils' understanding of the world and develop confidence in communicating with others. The school will introduce a progressive Modern Foreign Languages curriculum in Key Stage 2. The language taught will be informed by community needs, local context and future progression, including transition to local secondary provision.

Personal development and the Life Curriculum

Personal development will be woven through the curriculum and wider life of the school. The Life Curriculum will be organised around five areas: ME, OTHERS, COMMUNITY, FUTURE and WORLD. Through these themes, pupils will develop self-awareness, resilience, positive relationships, aspirations and an appreciation of different cultures and perspectives. These themes will be brought to life through curriculum content, enrichment, leadership opportunities and community partnerships.

Character development will be taught, sought and caught. The school's values of resourcefulness, respect and resilience will be reflected in curriculum content, classroom expectations and opportunities for leadership, service and contribution. We want pupils to leave the school as confident, responsible and compassionate young people who believe they can make a positive contribution to society.

SMSC will be developed through opportunities to wonder, question, belong, contribute and explore. Pupils will experience awe and curiosity, consider moral questions and ethical choices, develop a sense of belonging and encounter the diversity of cultures, faiths and experiences that shape modern Britain and the wider world. British values will be experienced through curriculum content, relationships and decision-making rather than taught as isolated terminology.

RSHE will be taught through SCARF, helping pupils develop healthy relationships, make safe and responsible decisions, understand and manage emotions, and look after their physical and mental wellbeing.

Enrichment and the wider life of the school

Enrichment will extend the curriculum and provide children with opportunities to discover interests, develop talents and experience activities that may not otherwise be accessible.

Activities will support curriculum learning and broaden horizons. Provision will operate before school, at lunchtime and after school, alongside breakfast and after-school childcare.

Every child will have an entitlement and expectation to attend at least two clubs each week, with provision monitored to ensure disadvantaged pupils and those with fewer opportunities benefit fully. Clubs will include a range of sporting, creative, academic and cultural opportunities.

Children's interests and needs will inform the activities offered, with children able to apply to design and run their own lunchtime clubs. Local community groups will contribute where this adds expertise or meaningful links beyond school. Vulnerable pupils and their parents will be supported to identify beneficial clubs and additional provision where needed.

This approach is particularly important in a community where some children may have limited access to wider opportunities outside school. Enrichment will strengthen belonging, confidence and engagement, helping every child discover interests, talents and success.

Outdoor learning will be built into subject planning, with every class accessing planned outdoor learning at least once every two weeks, including forest schools his will provide opportunities for physical development, collaboration, language, problem-solving and practical application of curriculum knowledge, while developing pupils' connection with the natural world.

Nursery

The Nursery will provide from the onset the first stage of the schools curriculum. It will give children a strong start to school, building the foundations for future learning and ensuring that their individual needs and next steps are understood as they move into Reception. The Nursery will also offer families flexible childcare options to support their working arrangements.

To make the best use of the 26 places, 20 places will be reserved for children accessing 30 hours of funded provision and six for children attending for 15 hours. Families taking up the 15-hour entitlement can choose five morning sessions (9am–12pm) or five afternoon sessions (12pm–3pm), with lunch available at an additional cost. Breakfast care will be available from 8am, with after-school care from 3–4pm or through to 6pm giving families flexibility around their working arrangements.

The Trust’s established experience of early years provision brings an in-depth understanding of statutory requirements, including safeguarding, welfare, staffing ratios and qualification and training requirements. Day-to-day management will be led by a full-time Nursery Manager holding a full and relevant Level 3 early years qualification,

working from 8am to 4pm and closely with the school's EYFS leader to oversee the curriculum, provision, assessment and transition into Reception.

Two further Level 3 practitioners will work across core Nursery hours, alongside two part-time Level 3 practitioners working 8am–1pm and 12pm–6pm. Together with the Nursery Manager, they will provide staffing across morning and afternoon sessions, while enabling breakfast care and after-school provision. A Level 2 midday supervisor will support practitioners over lunchtime, allowing staff breaks while maintaining appropriate staffing and supervision. All staff will hold paediatric first-aid training, and staffing will maintain the required EYFS ratios throughout Nursery sessions.

The Nursery will follow the EYFS statutory framework, with Development Matters and Birth to 5 informing staff's understanding of children's next steps. Within this framework, the Trust's curriculum will set out intended learning across the year, with mapped curriculum intentions and weekly intentions identifying the knowledge, vocabulary and skills children should develop. This will ensure important learning is introduced, practised and revisited across all seven areas of learning. Themes and topics will reflect children's interests and experiences, the world around them and the local community, providing meaningful contexts to explore planned learning, ask questions and make connections.

Staff will use a plan, do and review approach, assessing children against weekly intentions through observations, interactions and what children demonstrate. They will work closely with parents to understand each child's development and emerging needs, identify any barriers to learning and agree how best to support them. This may involve revisiting ideas, modelling skills, providing further practice or focused small-group support, working with the SENCO and external specialists where appropriate. Information about children's learning, communication, independence and relationships will inform transition into Reception, enabling staff to build on what children know and plan suitable next steps.

Children will experience a balance of adult-led teaching, small-group activities, play and exploration. Daily key-worker groups will include planned early literacy and mathematics activities, alongside a further curriculum focus. Stories and nursery rhymes will support language development and familiarity with books, sounds and words. Children will take part in physical activity, use the school library and eat alongside Reception children, helping them become familiar with school routines and build relationships beyond their group. They will also join whole-school activities and celebrations, helping them feel part of the wider school community.

Parents will be supported to play an active part in their children's learning. The school's online communication platform and weekly newsletters will share the following week's learning, including the focus storybook, nursery rhymes and vocabulary. Three suggested activities, organised around Let's Create, Let's Sing and Let's Explore, will give parents practical ways to build on learning at home through everyday experiences, conversation, play and shared reading.

Specialist Resource Provision

Our ambition for pupils within the specialist resource provision will be the same as for every pupil in the school: that they experience a high-quality, ambitious education which enables them to achieve, communicate, build relationships and develop increasing independence. The curriculum will retain clear links to the age-appropriate curriculum of the mainstream classes, while recognising that pupils may be working at different developmental levels and require specialist teaching, greater repetition and carefully adapted approaches to secure their learning. This will start with knowing each pupil well: what they already know and can do, how they communicate, their strengths and interests, the barriers they experience, and the aspirations they and their families have for the future. The curriculum will be carefully designed to integrate EHCP outcomes, wherever possible, alongside specific timetabled therapy sessions to deliver individual programmes.

Each pupil will have a parallel mainstream class as well as a class in the specialist provision, with the balance shaped around how they learn best. Integration will not be fixed timetable or the same for every child, instead, staff will consider where pupils can access learning and enrichment successfully. A pupil might, for example, join their mainstream class for maths but experience the writing curriculum within the specialist class, where a quieter environment, different pace or more specialist communication support is beneficial. This will be regularly reviewed, using pupils' learning, communication and growing independence to decide whether the balance needs to be reviewed. As pupils develop their skills, their provision will adapt with them.

Pupils will access an ambitious and broad curriculum, drawing wherever possible on the age-appropriate curriculum taught within their mainstream class. Where assessment identifies a gap in knowledge or skills that would prevent success in outcome, the specialist provision will provide the additional teaching needed to address it. Specialist provision teachers will use their expertise to break learning into smaller steps and deliver targeted teaching, interventions or individual programmes matched to need. This specialist curriculum will address specific barriers while maintaining a clear route back into, and continued access to, the wider curriculum alongside their peers.

Teaching will be shaped by a strong understanding of how each pupil learns and communicates, with specialist approaches used purposefully to make learning accessible. Staff will make new learning explicit, carefully manage its complexity and give pupils the time and support needed to process, practise and secure it. Communication will be developed through learning, with vocabulary deliberately taught and opportunities for pupils to understand, express themselves and interact. Visual approaches, communication systems and assistive technology will be used where they improve access or independence, with support adapted as pupils' confidence and capability grow.

Movement between specialist provision and mainstream classrooms will be coherent rather than feel like two different educational offers. Specialist and mainstream staff will plan together, with shared expectations and consistent approaches, so learning connects

across both settings. Communication strategies used within the provision will also be understood and used in mainstream classrooms where appropriate, ensuring the environment does not create an additional barrier. Specialist staff will work alongside mainstream colleagues, sharing expertise that strengthens inclusive practice across the school which creates inclusion for all pupils.

Being part of the school will extend beyond the classroom. Pupils will access enrichment, assemblies, visits, play, clubs and shared experiences in ways that support genuine participation and belonging. The wider curriculum will provide purposeful opportunities to develop independence and apply learning to everyday life, including communication, relationships and, where appropriate, practical skills such as using money, road safety and accessing the local community. These experiences will help pupils generalise their learning beyond the classroom.

The Trust brings established experience of developing and leading specialist resource provision. Across our schools, we already have specialist resource provisions for autism, speech, language and communication needs and complex needs. Our Executive Team SEND lead has direct experience of leading specialist resource provision and currently chairs a Kent Community of Schools, bringing practical experience of integrated provision and an understanding of the local SEND context. This expertise will shape the provision from pre-opening and provide ongoing support, challenge and quality assurance. Staff development will build expertise across all the staff team, informed by evidence and the needs of pupils.

We will evaluate the provision through the difference it makes to pupils, considering learning and EHCP outcomes alongside communication, participation and growing independence. Pupils' views and family aspirations will help shape priorities as they develop. Families will receive regular updates and opportunities to share in learning, including termly 'Come Learn With Me' sessions. Success will mean pupils learning well, belonging to their school and increasingly using what they know and can do with confidence and independence in school and beyond.

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.

Robust baselines processes

From the moment pupils join the school, we will establish a comprehensive understanding of their individual needs and starting points. Baseline assessment will be undertaken promptly through the national Reception Baseline Assessment, complemented by a robust school-based assessment process. This will ensure that teachers have a clear and detailed understanding of each child's attainment and development across the prime areas of learning from the outset.

In addition, all pupils will be screened for speech, language and communication needs, while the Pupil Attitudes to Self and School (PASS) survey will be used to identify wider vulnerabilities and potential barriers to learning and engagement. We have staff within the Trust who are trained to assess across these areas. During the term prior to admission, parents and carers will be invited to participate in both formal and informal transition meetings, enabling a rich exchange of information between home and school and supporting a seamless start to school life.

We recognise that disadvantaged pupils are not a homogeneous group and will therefore be treated as individuals. Each disadvantaged child will have a personalised profile that captures their strengths, needs and barriers to success. The profile will also detail the targeted support and interventions in place to address these barriers, with regular review points involving parents, staff and, where appropriate, external professionals. This collaborative approach will ensure that support remains responsive and effective.

Through these carefully planned processes, we will identify the needs of every child quickly and in depth, enabling timely, tailored intervention and ensuring that no child is left behind from the very start of their educational journey.

A consistent ‘school on a page’ style that will inform leaders and directors of key indicators of success on a termly basis. (this seems an incomplete sentence)

Effective Use of Data

Attainment and progress targets are established through a comprehensive analysis of multiple sources of evidence, including whole-school performance trends, cohort-level data, national benchmarks, the performance of comparable schools, and research-informed interventions proven to accelerate learning. This detailed evaluation enables leaders to set ambitious yet achievable targets that reflect the unique context and needs of each pupil and cohort.

Once agreed, these targets drive a relentless focus on high-quality teaching, effective curriculum implementation and timely intervention.

Assessment, Progress and Accountability

Progress towards targets is reviewed regularly through Mosaic Trust's established school improvement processes, ensuring appropriate support and challenge enable pupils to achieve their potential. These systems are already embedded successfully across Mosaic schools and have contributed to sustained improvements in outcomes. Paddock Wood Primary School will benefit from this proven model from opening.

Mosaic Trust has robust systems for formative and summative assessment, underpinned by the expectation that every child will make strong progress from their starting point. Each school delivers an ambitious curriculum, tailored to its context and fully aligned to the National Curriculum. Curriculums are sequenced from Nursery to Year 6 with clearly defined end points, meaning progress is primarily measured through pupils' success in keeping pace with curriculum expectations.

High-quality teaching is supported by evidence-informed approaches, including Rosenshine's Principles of Instruction. Teachers continually assess understanding, identify misconceptions and adapt teaching in real time. Educational technology further strengthens this approach through adaptive programmes that provide personalised support and practice.

Summative assessment complements daily classroom assessment through a Trust-wide framework. Teachers use evidence gathered over time to make termly judgements on attainment and progress, which is then recorded on Arbor. Outcomes are reviewed through structured pupil progress meetings where leaders analyse performance, identify trends and agree targeted actions.

To ensure consistency, termly moderation takes place across all Mosaic schools before data is finalised. Collaboration with other trusts and local authority schools further strengthens assessment practice, validates judgements and supports benchmarking.

Additional tracking systems support the early identification of need and targeted intervention. These include detailed phonics tracking and small-step assessment frameworks for pupils working below age-related expectations. Such approaches provide leaders and teachers with a precise understanding of progress, particularly for pupils with SEND, those accessing inclusion provision and, where appropriate, pupils attending the Specialist Resource Provision (SRP).

These systems ensure that all pupils' achievements are recognised, support is responsive and intervention impact is monitored closely. Through these established approaches, Paddock Wood Primary School will be well placed to accelerate progress for all learners, including those with the most complex needs.

Ambitious Indicative Targets

As in all Mosaic schools, targets will be ambitious and set above local authority and national averages, with the longer-term aim of performing within the top 25% of schools nationally.

For 2028/29, targets will include:

GLD: 83%

Phonics: 85%

90%+ expected progress in core subjects across all year groups

At each assessment point, attainment will be RAG-rated against agreed targets and scrutinised by Trustees. Targets for higher standards will also be ambitious, exceeding national and local averages.

Wider Success KPIs

Alongside academic outcomes, success will be measured through indicators linked to inclusion, technology, wellbeing and community impact:

95% of parents identify inclusion as a school priority.

95% of pupils state technology effectively supports learning.

100% of pupils enjoy attending school.

Attendance exceeds 96%.

Minimal behaviour incidents and no exclusions.

100% of teaching is at least good.

95%+ of parents agree Paddock Wood is a good school.

95%+ of stakeholders agree the school has a positive impact on the community.

80%+ participation in enrichment activities.

100% of staff feel valued and have access to professional development.

Attendance Expectations

The Trust maintains an aspirational attendance target of at least 96% across all schools. Strong attendance is secured through an in-depth understanding of pupils and families and by implementing personalised strategies that remove barriers to attendance.

Attendance is viewed as everyone's responsibility and as a key element of safeguarding and inclusion. Building positive relationships with families from the outset enables constructive conversations and collaborative solutions where concerns arise.

Monitoring Behaviour and Attendance

Mosaic's vision is founded on creating a values-led community where pupils develop self-discipline, responsibility and positive decision-making. The school's behaviour culture focuses on character, integrity and belonging, encouraging pupils to make the right choices because they understand their importance.

A clear and compliant behaviour policy will establish high expectations from opening. A behaviour curriculum will explicitly teach routines, behaviours and values, supported by consistent rewards and sanctions.

Behaviour incidents will be recorded through CPOMS and analysed regularly to identify patterns and inform interventions. This evidence-informed approach will help maintain a safe, calm and purposeful learning environment.

Attendance will be monitored rigorously through Trust systems. School leaders will review attendance data regularly, focusing on pupils below agreed thresholds and vulnerable groups. A Trust-wide attendance policy provides clear trigger points, intervention strategies and escalation procedures.

The Trust also works closely with local authorities and partner agencies to support families facing challenges. These proven approaches have secured attendance outcomes that are consistently in line with or above national averages and will be embedded at Paddock Wood from opening.

Quality Assurance

Paddock Wood Primary School will be fully integrated into Mosaic Trust's established quality assurance framework. Academic performance will be benchmarked against local and comparable schools to support ambitious target setting. Termly Trust reviews will provide challenge, support and validation of school self-evaluation, complemented by an annual external review.

The Trust also maintains strong oversight of staffing, curriculum delivery and financial performance. Staffing models draw upon national SEND expertise to ensure equitable provision, while financial performance is reviewed against Department for Education benchmarks and key performance indicators, providing assurance that resources are deployed effectively to maximise outcomes for pupils.

High-Quality Teaching and Learning

Mosaic Trust's Educational Strategy and Teaching and Learning Policy establish clear expectations for Quality First Teaching across all schools. These are supported through professional development, coaching and access to high-quality training informed by research, innovation and technology.

Professional growth is supported through performance development processes, line management and core Trust training programmes. The Trust recognises its staff as its greatest asset and is committed to investing in their development.

At school level, quality assurance activities will include work scrutiny, learning walks, planning reviews, lesson observations and fortnightly pupil progress meetings. Leaders will analyse performance information and report findings to the Headteacher and Trustees through the Trust's 'School on a Page' framework, ensuring accountability and continuous improvement.

Reporting Academic Information to Parents

Parents and carers will receive regular information about their child's progress through formal and informal channels. Three parents' evenings each year, supplemented by additional meetings where appropriate, will support strong home-school partnerships.

Termly reports will provide clear information on attainment and progress, while online platforms, including the school management information system and Seesaw in the Early Years Foundation Stage, will provide ongoing access to learning information.

Curriculum workshops and family learning events will further strengthen parental engagement. Families will also have access to the Mosaic Hub, offering support services across Bromley and Kent, including guidance relating to neurodiversity, wellbeing and additional needs.

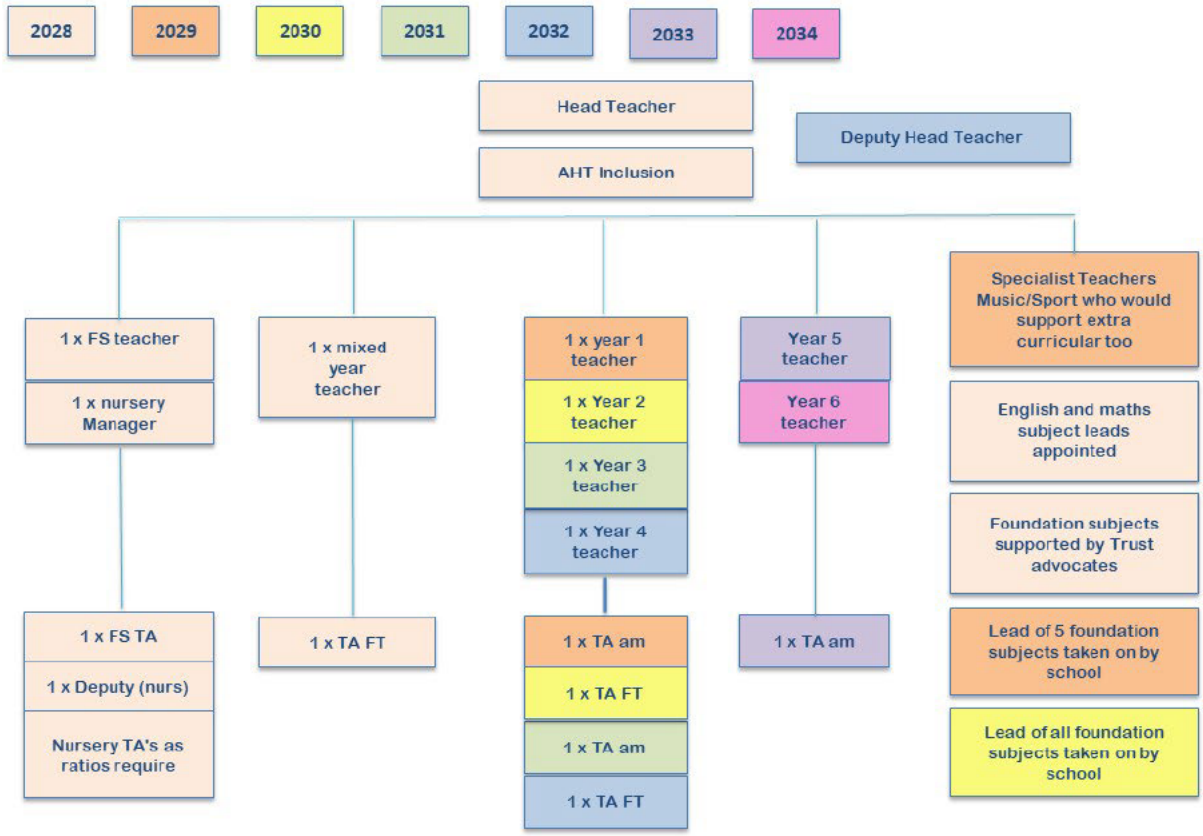
Alignment with Ofsted Expectations

Mosaic Trust benefits from the expertise of two serving Ofsted Inspectors whose knowledge of the Education Inspection Framework informs Trust-wide practice. Consequently, systems, policies and procedures are aligned to current Ofsted expectations, promoting effective, evidence-informed practice while minimising unnecessary workload so staff can focus on achieving the best possible outcomes for pupils.

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 Structure



English and Maths- TLR posts - 2b to be taken by teachers. To be in place by 2028, The Headteacher and AHT of Inclusion will be in post from the start with additional leadership capacity in terms of the DHT in 2032. This model has been costed and is supported by the funding available.

Specialist resource provision

2030	2031	2032
Teacher (1 FTE)	Teaching Assistant (1 FTE)	Teaching Assistant (1 FTE) Teaching Assistant (1 FTE)

In terms of the SRP, we envisage that one teacher will be employed from 2030 for the 4 children as stated in the bid information. We envisage that these children will reintegrate into mainstream in the mornings with the support of the teacher and Mosaic SEND TA's within our classrooms. There will be additional mainstream SEND TA's that can support as necessary. In 2031 we have assumed 8 children, with an SRP TA being recruited to support this and when we have 14 children in 2032, an additional SRP TA will be employed. We believe this to be an effective model of working.

This model has been costed and is supported by the funding available.

Leadership

Mosaic has established a strong and effective leadership model across its existing schools, underpinned by robust systems, processes and quality assurance frameworks. These structures enable Headteachers to lead their schools with a high degree of autonomy while ensuring that the Executive Team maintains a clear and accurate understanding of standards, performance and school improvement priorities. Through a balance of support, challenge and accountability, the Trust has successfully secured strong educational outcomes across its schools. Importantly, this well-established operating model provides the capacity to grow without compromising the quality of provision within existing schools.

Our accountability framework provides a clear and robust line of sight from classroom practice to Board oversight, ensuring that school improvement remains both rigorously monitored and strategically aligned. The Headteacher will work closely with their designated Executive Headteacher to review progress against agreed priorities, evaluate impact and identify any areas requiring additional support or challenge. Executive Headteachers will provide regular assurance and performance updates to the CEO, enabling Trust-wide analysis of strengths, risks and emerging priorities. The CEO, in turn, will report to the Board of Trustees, ensuring effective governance, accountability and strategic oversight. This structured approach combines professional support, challenge and transparency at every level, creating a culture of continuous improvement and securing the highest standards of education for all pupils.

Recruitment and Training

The Trust is well placed to recruit a high-calibre Headteacher for Paddock Wood. Mosaic has invested significantly in leadership development and currently has a number of highly capable Assistant Headteachers who are ready to progress to headship. These leaders have been developed within the Trust's proven school improvement framework and have extensive experience of the systems, values and practices that underpin Mosaic's success. Should the application be approved, the Headteacher position would be advertised both internally and externally to ensure the strongest possible field of candidates. However, the Trust is confident that it already possesses the internal leadership capacity required to successfully lead the new school from its inception.

Similarly, Mosaic has developed a strong pipeline of future senior leaders. Through a comprehensive talent management and professional development programme, the Trust identifies individual aspirations and provides targeted opportunities for growth. As a result, a number of colleagues are prepared to take on Assistant Headteacher responsibilities, ensuring a sustainable succession plan for both the new school and existing schools across the Trust. This depth of leadership capacity enables Mosaic to support the staffing of a new school while maintaining strength and stability across its current provision.

Recognising that high-quality teaching is the single most important in-school factor in improving outcomes for pupils, Mosaic has established a highly successful workforce development strategy focused on growing and retaining talented teachers. As a Trust we are committed to flexible working and ensure that all requests are considered appropriately. Again, our desire to keep our most talented teachers ensures that we consider all options when trying to accommodate such requests.

The Trust delivers an in-house Initial Teacher Training programme in partnership with the University of Greenwich and also supports apprenticeship pathways into teaching. These programmes have proven highly effective, with the majority of trainees securing employment within the Trust upon completion. The Trust also offers personalised career development meetings yearly, with follow up support to enable staff to achieve their aspirations. The Trust provides a core offer of SEND training to support the Inclusion agenda as well as regular Trust training to support work in schools. As the Trust continues to grow, it will further expand these programmes, ensuring a sustainable supply of skilled and committed teachers to support both the new school and the wider family of Mosaic schools.

Curriculum

Mosaic will adopt a forward-thinking and ambitious approach to curriculum development, ensuring that planning begins well in advance and reflects the long-term vision for the school. From the outset, the curriculum will be designed around the aspirations of the National Curriculum, with a commitment to securing excellence for all pupils. However, the Trust recognises that successful schools are rooted in the communities they serve. As the school grows and a clearer understanding of the pupil population emerges, the curriculum will be continually refined to reflect the needs, strengths and aspirations of the local community while maintaining the highest academic expectations.

A key strength of the Trust's approach is its ability to respond proactively to changing circumstances. Curriculum design and implementation will be regularly reviewed to ensure they remain relevant, inclusive and responsive to emerging needs, demographic changes and educational developments. This continuous cycle of evaluation and improvement will ensure that pupils benefit from a curriculum that is both highly relevant and future focused.

To support this vision, Mosaic will implement a carefully planned and fully costed staffing model that aligns educational priorities with financial sustainability. Workforce planning will be undertaken well in advance, enabling the Trust to recruit high-quality staff at the earliest opportunity and secure the strongest candidates within the resources available. This strategic approach to recruitment will ensure that staffing capacity grows in line with pupil numbers, maintaining both educational quality and value for money.

The Trust will establish clear expectations for curriculum delivery and timetabling, ensuring that all pupils experience a broad, balanced and enriching education from the

moment the school opens. Sufficient curriculum time will be protected across all subjects to provide pupils with access to a wide range of learning opportunities that promote academic success, creativity, personal development and preparation for later life.

During the early stages of the school's development, elements of curriculum leadership, particularly within foundation subjects, will be supported by experienced Trust-wide leaders. This approach will provide immediate expertise and quality assurance while enabling school leaders to focus on establishing strong systems and culture. As the school grows, staff will be systematically developed through coaching, training and leadership opportunities, gradually assuming responsibility for subject leadership and ensuring long-term sustainability and capacity within the school.

Mosaic is also committed to developing a curriculum that embraces innovation and prepares pupils for a rapidly evolving world. New technologies and emerging educational practices will be continually evaluated and incorporated where they enhance learning, ensuring that the curriculum remains dynamic, relevant and future ready.

Central to the Trust's vision is a commitment to genuine inclusion. The curriculum will be designed so that every pupil can participate, achieve and thrive, regardless of need or background. High-quality accessibility tools, adaptive technologies and inclusive teaching approaches will be embedded from the outset, ensuring that inclusion is not an additional consideration but a fundamental principle underpinning the design and delivery of the curriculum. Through this approach, all pupils will have equitable access to the full richness of the educational experience.

Together, these arrangements demonstrate how Mosaic will deliver a curriculum that is ambitious, inclusive, innovative and financially sustainable, providing a secure foundation for exceptional educational outcomes as the school grows and develops

Efficiency metrics

Mosaic has established rigorous financial management and governance arrangements that ensure all schools operate within a sustainable and transparent financial framework. School budgets are monitored monthly against agreed expenditure plans, with regular reporting to both the Executive Team and Board of Trustees. Any variances are identified promptly, analysed thoroughly and addressed through appropriate intervention. This robust monitoring cycle ensures that leaders and Trustees maintain a clear understanding of the Trust's financial position and are able to make informed decisions that safeguard long-term financial sustainability.

To strengthen financial planning and resource allocation, the Trust operates a curriculum-led financial planning model across all schools. This approach provides detailed analysis of key indicators, including teacher contact ratios, leadership and staffing structures, non-contact time and intervention capacity. Financial modelling is undertaken annually as part of the budget-setting process and reviewed more frequently where additional support is

required. This enables the Trust to identify emerging pressures early, benchmark provision against established parameters and implement timely corrective action where necessary.

Alongside its financial monitoring processes, Mosaic maintains a comprehensive suite of workforce metrics to ensure the effective management of its most valuable resource, its people. The Trust regularly reviews staff turnover, attendance, recruitment and retention trends, staffing costs and engagement with employee support services. These measures provide valuable insight into workforce stability and organisational health and are routinely reported to the Board of Trustees. As a result, staffing remains a strategic priority, enabling the Trust to make informed decisions that support staff wellbeing, workforce sustainability and the delivery of high-quality education.

Together, these robust financial and workforce planning arrangements provide strong assurance that Mosaic has the operational capacity, governance oversight and strategic discipline required to successfully establish and sustain a new school, while continuing to maintain high standards across its existing family of schools.

Contingency plans

If the income level were to drop due to NOR not reaching full capacity, we would look to initially have a part time AHT Inclusion supported by the Trust Strategic Lead of SEND. In year two we have the flexibility to remove the specialist teachers for sport and music if needed until finances supported this. We currently have some TA capacity in the afternoons to support intervention but this could be a part of the AHT Inclusion role. With the support of the CEO, Executive Head Teacher and the new Head Teacher in post we are confident that these changes would not detract from the Outstanding education Paddock Wood will provide.

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.

Name	Where they live, town/city	Member of Trust	Role	Relevant Experience	Days available per week
Andrea Harris	New Ash Green - Kent	Yes	CEO	Extensive strategic leadership experience across diverse educational settings, including the successful establishment of a Free School. Demonstrable expertise in designing and embedding highly effective systems, structures and operational frameworks that translate vision into sustained educational excellence and strong pupil outcomes. A deep understanding of outstanding educational practice, evidenced through consistently positive Ofsted outcomes across our schools.	1/2 days
Wendy Giles	New Ash Green - Kent	Yes	EHT/Safeguarding Lead	Highly experienced Executive Headteacher with a strong track record in leading curriculum development, teaching and learning, and educational improvement. Skilled in designing and implementing evidence-informed approaches that raise standards, improve classroom practice and accelerate pupil achievement. An expert understanding of outstanding education, reflected in strong school performance and positive Ofsted inspection outcomes. Lead person in safeguarding	1/2 days

				expectations and audits across the Trust.	
Vicky Mayer	Tonbridge - Kent	Yes	Strat Lead of Inclusion	Highly experienced SEND leader with a strong record of collaborating with national organisations and sector partners to influence and develop SEND strategy. Skilled in translating strategic vision into coherent Trust-wide practice, building inclusive cultures and strengthening provision for children and young people with additional needs. An expert understanding of the evolving SEND landscape, ensuring readiness for reform and sustained improvement in outcomes and experiences for pupils and families.	1 day
Rachael Finan	Medway - Kent	Yes	CFO	Significant experience in financial leadership within the education sector, with expertise in strategic planning, audit, compliance and effective resource management. Proven success in maintaining balanced budgets, ensuring regulatory compliance and delivering strong financial governance in line with the Academy Trust Handbook. An appropriately qualified finance professional with a track record of supporting sustainable organisational growth and educational success.	1 day
Sue Wray	Bromley	Yes	Head of HR	Highly experienced HR leader with comprehensive expertise in workforce planning, employee relations, policy development and organisational culture. Skilled in creating environments where staff feel valued, supported and empowered to succeed, while building	1 day

				strong professional relationships across the Trust. Proven success in enhancing recruitment, retention and wellbeing, positioning the Trust as a leading employer within the education sector.	
Pedtech Lead	N/A	Yes	Pedtech Lead	Currently being recruited, in post by Christmas. We have already advertised to recruit a highly experienced digital leader with a strong track record of harnessing technology to transform teaching and learning, will improve operational efficiency and drive educational improvement. They will be skilled in developing digitally enabled environments that enhance accessibility, support staff development and ensure all pupils can engage fully with the curriculum. Someone who is committed to using innovation strategically to deliver inclusive, future-focused education.	1 day
Rama Venchard	London	Independent	Project Manager	Highly experienced Project Manager with a strong record of delivering large-scale educational projects in partnership with the Department for Education. Skilled in establishing new Free Schools, supporting academy mergers and organisational change, and coordinating stakeholders to achieve shared objectives. An expert understanding of educational systems, programme management and statutory requirements, ensuring projects are delivered efficiently, compliantly and successfully.	1/2 day

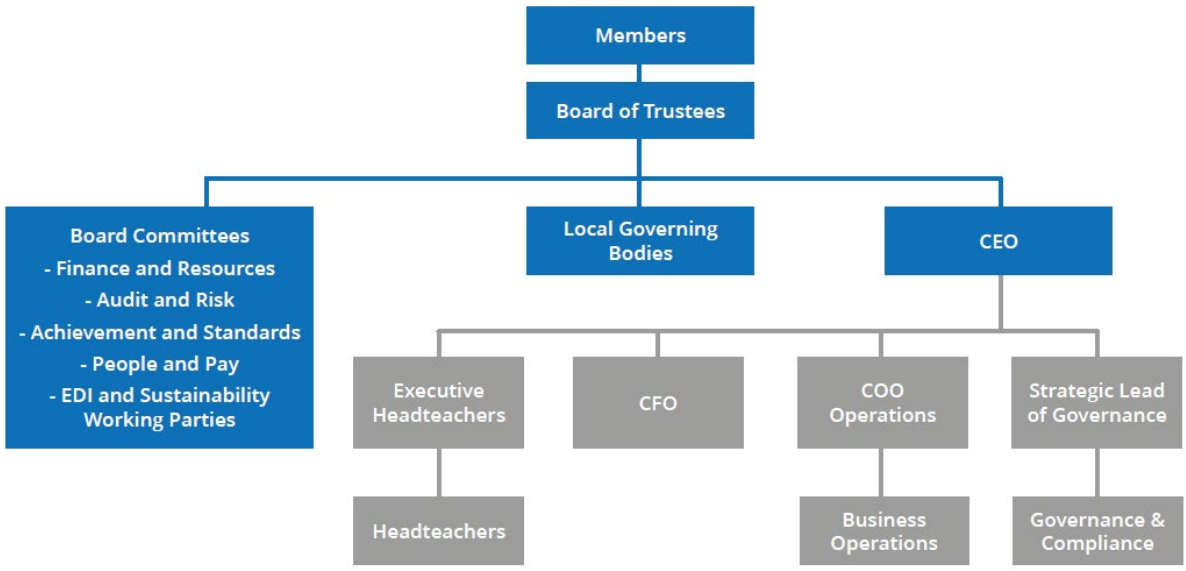
Michael Field	Bromley	Yes	Estates Manager	Highly skilled and experienced Estates Manager with a strong track record of leading health and safety, compliance and estate operations across multiple sites. Expert in establishing effective systems and procedures that ensure regulatory compliance, mitigate risk and maximise the quality, sustainability and efficiency of educational environments. Committed to creating safe, inspiring and well-managed facilities that enable pupils and staff to thrive.	1 day
Tina Luckhurst	Beckenham	Yes	Marketing Lead	Highly skilled Marketing Lead effectively combining marketing expertise with an understanding of education, community engagement, and parent communications. Delivering effective communications, relationship building, content creation, digital marketing and brand management Committed to building trust and reputation across the community, quality recruitment, increasing admissions and strengthening the Trust brand.	1 day
Elaine Cooper	Bromley	Yes	Strategic Lead of Governance	The Strategic Lead of Governance provides expert leadership to ensure that governance across the Trust remains effective, compliant and aligned to best practice. Working closely with Members, Trustees, Governors and senior leaders, they establish consistent governance systems, policies and procedures that promote efficiency, accountability and robust decision-making across all schools. They oversee statutory and	1 day

				regulatory compliance, provide high-quality advice on governance matters, and ensure that governance structures evolve to meet the needs of a growing Trust. The role also includes the recruitment, induction and ongoing development of Governors and Trustees, delivering training and support that strengthens governance capacity and enables governing bodies to fulfil their responsibilities with confidence and impact.	

ACCOUNTABILITY AND DECISION MAKING – POST-OPENING

Governance structure

The governance model including the proposed school will look like this:



Governance Structure

Members

The Members will provide strategic oversight of the Trust through an "eyes on, hands off" governance approach, ensuring that the Board of Trustees remains effective, accountable and focused on delivering the Trust's charitable objectives. They will receive regular high-level reports on educational performance, financial sustainability and organisational effectiveness, enabling them to hold the Board to account without becoming involved in operational decision-making. Members will retain important constitutional powers, including the appointment and removal of Trustees and the ability to

intervene where governance arrangements are not operating effectively. Meeting at least annually, Members will approve the Trust's audited accounts, appoint external auditors and provide an additional layer of assurance that the Trust is being governed in the best interests of its pupils, staff and communities.

Board of Trustees

The Board of Trustees will provide the strategic leadership and corporate governance of the Trust, holding overall responsibility for educational outcomes, financial stewardship, risk management and the long-term success of all schools within the Trust. The Board meets on a half-termly basis and is supported by a robust committee structure, including Finance and Resources, Audit and Risk, Achievement and Standards, People and Pay, together with Equality, Diversity and Inclusion and Sustainability Working Parties. This structure enables Trustees to maintain strong oversight while ensuring effective decision-making and accountability across the organisation.

The Board benefits from a diverse range of professional expertise and experience, allowing it to provide collective leadership as a responsible civic organisation committed to improving life chances for all children. Trustees are responsible for setting the Trust's vision, values and strategic direction, ensuring that every school provides at least a good standard of education while maintaining a relentless focus on continuous improvement. The Board ensures financial propriety and compliance with the Academy Trust Handbook, oversees the effective use of resources in support of educational priorities, and maintains rigorous arrangements for the recruitment, development and retention of high-quality educational and business leaders. Trustees also hold executive leaders to account through robust performance management processes, including the appraisal of the CEO and Executive Headteachers.

Local Governing Bodies (LGBs)

Each school within the Trust is supported by a Local Governing Body (LGB), providing strong local accountability and ensuring that schools remain responsive to the needs and aspirations of their communities. Operating within a clearly defined scheme of delegation, LGBs provide both challenge and support to school leaders while ensuring that the Trust's vision, values and strategic priorities are embedded at school level. LGBs meet half-termly to fulfil their delegated strategic and statutory responsibilities and play a vital role in maintaining strong relationships between the school, its families and the wider community.

A key focus of the LGB is maintaining oversight of the Trust's four core priorities: Standards, Safeguarding, SEND and Stakeholders. Governors work closely with school leaders to develop and monitor school improvement priorities, evaluate academic standards and wider pupil outcomes, and ensure that improvement plans are having the desired impact. They scrutinise safeguarding arrangements to ensure that statutory responsibilities are met and that children remain safe, happy and well supported. Each LGB appoints a dedicated Safeguarding Governor to provide additional oversight of safeguarding practice and compliance. LGBs also champion inclusive practice, ensuring that all pupils, including those with SEND and vulnerable learners, are able to thrive, while actively engaging with parents, staff and the wider community to ensure stakeholder views inform school development and decision-making.

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.

(See Question 7 in general Information)

Information in question 7 is for all of our schools in terms of current data and Ofsted ratings. The majority of Mosaic schools perform well with sustained results over time. Cage Green is a turn around school with significantly above national levels of pupil premium children. As can be seen in data results from 2022 onwards, there has been a steady increase in combined achievement with the school on a trajectory to achieve sustained results in line with national. Predictions for next year are showing a combined of 84%. The only anomaly is Cage Green results for this year (2025/2026) which are very cohort specific. PP within this year group was 80% with significant SEND need at 54%. 20% of this cohort had also only been at Cage Green for 2 years or less. Despite the year 6 results for this year, you will see phonics and GLD remain above national.

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.

Mosaic Schools Learning Trust (MSLT) has the financial experience, capacity and established systems to ensure that Paddock Wood Primary School is financially sustainable from opening and throughout its growth.

We take a prudent, practical approach to financial management, with school leaders and the central finance team working closely together to ensure resources are directed where they have the greatest impact on children.

Importantly, we have direct experience of opening and growing a new school. River Mill Primary School opened as a free school in 2019 and has grown successfully under the Trust. From September 2026, it is at full capacity, with a balanced budget and sustainable staffing structure. We therefore understand the financial planning required when establishing a new school, including forecasting pupil growth, phasing staffing, managing expenditure and securing appropriate funding. We will apply this experience directly to Paddock Wood.

Financial strength and resilience

At the time of submitting this application, MSLT's statutory accounts for the year ended 31 August 2026 are being finalised. However, the Trust enters 2026/27 with balanced budgets across all ten schools and reserves of approximately £2.5 million. This provides financial resilience while allowing continued strategic investment in our schools.

Pupil numbers are stable across eight of our ten schools. Where numbers are more challenging, we work closely with Headteachers to support recruitment and retention while maintaining sustainable staffing and expenditure. Budgets, pupil numbers and staffing are monitored throughout the year, allowing early intervention where pressures emerge.

Pupil growth and financial planning

Our financial planning will be based on the pupil growth profile provided by Kent County Council (KCC). The school is expected to open in September 2028 with 60 mainstream pupils: 30 in Reception and 15 each in Years 1 and 2, initially operating as a Reception class and a mixed Year 1/2 class.

Numbers are projected to increase to 90 in 2029/30, 120 in 2030/31, 150 in 2031/32, 180 in 2032/33, 195 in 2033/34 and 210 in 2034/35, reaching its initial one-form-entry capacity. Our staffing and financial planning will reflect this growth and the smaller initial cohorts.

KCC's forecasts are supported by identified demand arising from significant housing development and projected shortages of Reception places.

Attracting and retaining pupils will be a priority from the pre-opening stage. We will work with KCC and the local community to engage prospective families, build awareness and promote the school's educational offer. Applications, demographics and housing development will be monitored as the school grows. Our financial assumptions will reflect KCC's projections rather than relying on accelerated recruitment.

Our financial strategy is to achieve a balanced budget in each year of operation, supported by appropriate growth funding during the school's early years and a proven staffing model already operating sustainably across Mosaic schools.

We have established the school's anticipated pupil growth profile and proposed staffing structure, providing the foundations for a detailed financial plan covering its first five years. However, the funding arrangements applicable from September 2028, particularly the level of growth funding available to support the diseconomies of scale during the early years, have not yet been confirmed.

We will work closely with KCC to establish these arrangements and develop a fully costed five-year forecast during the next stage of the process. This will include projected income and expenditure, phased staffing, cash flow and sensitivity analysis for changes in pupil numbers, funding and costs. We will ensure that staffing and expenditure commitments are aligned with confirmed funding and that the school remains financially sustainable as it grows.

Resource and staffing planning

Financial planning will be closely aligned with the school's educational, staffing and improvement plans.

The proposed staffing structure, outlined earlier in this application, is based on an established model already adapted and implemented successfully across Mosaic schools. Its affordability and financial sustainability can be evidenced through existing school budgets, staffing structures and financial performance. This provides assurance that the proposed educational offer is both deliverable and financially realistic.

As staffing represents the largest area of expenditure, recruitment will be phased alongside pupil growth, ensuring appropriate leadership, teaching and support capacity from opening without committing to an unsustainable structure ahead of available funding. Decisions will consider immediate educational needs and the school's longer-term development.

The Headteacher, supported by Trust educational and finance leaders, will ensure that the School Improvement Plan and budget are developed together. Resources will be targeted towards curriculum delivery, staffing, SEND, professional development, technology and disadvantaged pupils, with expenditure evaluated against educational impact.

Pupil Premium funding will be separately identified and allocated through an evidence-informed strategy aligned with school improvement priorities. Its effectiveness will be monitored by school and Trust leaders and through governance.

Managing the early years of growth

We recognise that the financial sustainability of a new school depends on appropriate funding arrangements during its initial growth phase. With only 60 mainstream pupils expected at opening, the school will need to meet essential leadership, teaching, premises and operational costs before reaching the pupil numbers required to support these costs through recurrent funding alone.

We therefore recognise the importance of KCC's Growth Funding Policy in supporting the additional costs and diseconomies of scale associated with establishing a new school. KCC has also identified up to £76,195 towards eligible pre-opening revenue expenditure, subject to the applicable arrangements.

Our financial planning assumes that appropriate growth funding will be available alongside mainstream funding to support the school's phased development. We will work closely with KCC to establish the funding required, confirm the applicable arrangements and ensure that staffing and expenditure commitments remain affordable. As the published funding information relates to 2026/27, a detailed five-year financial forecast will be developed at the next stage, once the arrangements applicable from September 2028 become clearer.

Our objective is to achieve a balanced budget throughout the school's growth, with a staffing structure that expands alongside pupil numbers. As the school approaches its planned capacity, reliance on temporary growth funding will reduce, with the school ultimately operating sustainably through recurrent funding.

KCC's specification confirms that the County Council intends to meet the capital construction costs, including the nursery and Specialist Resource Provision (SRP), with funding identified within its Education Capital Funding Budget. We recognise that final arrangements remain subject to the necessary approvals. Any expenditure commitments

falling to the Trust will be assessed against confirmed funding and authorised through established financial controls.

The 26-place nursery will be planned separately, using prudent assumptions for occupancy, income and staffing rather than assuming full occupancy immediately.

The 14-place SRP will also be separately identifiable within financial planning. Consistent with KCC's assumptions, we will anticipate no placements in 2028/29 or 2029/30 and up to four in 2030/31, avoiding reliance on income before placements and associated funding can reasonably be expected.

Finance team, systems and governance

Paddock Wood will benefit immediately from MSLT's established centralised finance function, led by the Chief Financial Officer and supported by a Head of Finance, Finance Managers and Finance Assistants. Finance Managers work closely with Headteachers on budgeting, forecasting, staffing and financial monitoring.

Headteachers retain responsibility for managing their schools within agreed budgets and delegated authority, supported and appropriately challenged by the central finance team.

Established systems covering purchasing, payroll, budgeting, management accounts, financial reporting and internal controls will operate from opening. Regular financial reporting will compare actual performance with budgets and forecasts, ensuring emerging issues are identified and addressed promptly.

The Local Governing Body will scrutinise educational priorities, pupil outcomes and the effective use of resources. The Trust's Finance and Resources Committee provides oversight and constructive challenge on budgets, forecasts, procurement and significant expenditure. The Board of Trustees retains ultimate responsibility for financial strategy, stewardship and the appropriate use of public funds.

Value for money and investment

Our centralised approach supports value for money through Trust-wide procurement, stronger purchasing power, reduced duplication and specialist expertise. Contracts and expenditure are regularly reviewed and benchmarked across schools, enabling good practice to be shared and costs challenged where appropriate.

We actively manage cash balances, placing reserves not immediately required into interest-bearing accounts in accordance with our Investment Policy, while prioritising security and accessibility. This is currently expected to generate approximately £150,000 annually, supporting strategic priorities and areas of greatest need.

Financial prudence does not prevent investment. Our latest completed accounts include nearly £200,000 invested in iPads, while a further £250,000 has been committed to ICT infrastructure and upgrades across 2025/26 and 2026/27. We will apply the same

strategic approach at Paddock Wood, drawing on Trust-wide purchasing arrangements where they offer best value.

MSLT brings established financial systems, experienced leadership and proven experience of opening and growing a new school. Through realistic pupil forecasts, a financially tested staffing model, phased expenditure, effective governance and a clear focus on educational outcomes, we are confident that Paddock Wood can deliver an excellent education while maintaining long-term financial sustainability.

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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