

Application to Sponsor

A New Primary School in Paddock Wood

REAch2 ACADEMY TRUST

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

Proposer Details

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

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

Main contact for this application

1	**Name:** [redacted]
2.	**Address:** [redacted]
3.	**Email address:** [redacted]
4.	**Telephone number:** [redacted]

About your organisation

5. How would you describe your organisation or group?

REAch2 Academy Trust is the largest primary-only Academy Trust in the country. We currently support 65 primary academies across England, all of whom share our mission to provide the best possible education for our young people. This is wider than a focus on how children perform in tests and exams; we want our pupils to enjoy a rich and rewarding curriculum that focuses on them as individuals, supports them to develop their character and become well-rounded young people who go on to live fulfilled lives.

Vision

Since REAch2 was founded in 2012, the heart of the Trust's vision has been to enable all children in the Trust to have exceptional opportunities for learning. Under the previous inspection framework the Trust has taken its total of 'Good' and 'Outstanding' schools from a baseline of 9% to 98%. Under the current inspection framework, the proportion of grades at the expected standard or higher is consistently better than current national benchmarks.

Building on this strong and resilient foundation the Trust now looks ahead, leveraging its success and positive culture, to continue to secure the very best outcomes for children. The Trust will do this by always aiming higher. A vision statement built on a determination that every REAch2 school will become a 'great' school. The vision for REAch2 is a Trust characterised by schools that are remarkable places, with remarkable people and remarkable learning. By always aiming higher the Trust will make sure that every one of its schools sets the highest aspirations for children and makes

an exceptional contribution to the community it serves.

In short, we want every REAch2 school to be a 'great' school meaning that each and every child will be given the best possible experience at school – ready for the next stage of their education.

Our four key drivers are:

- Great Schools – Remarkable places, remarkable people, remarkable learning
- Social Justice – Relentless responsibility for dignity, fairness, and fulfilment
- Sustainability – Upholding responsibility for our shared future
- Digital Transformation – Creating a future where we learn, work, and connect better

Cornerstone and Touchstones

REAch2 Academy Trust forms the strong, responsible, foundation from which every school develops, grows, and flourishes. It is the cornerstone that ensures all its schools deliver the best possible learning experience based on quality, excellence and high standards.

'Touchstone' values are at the very core of the Trust: seven principles which inspire our provision and ensure REAch2 academies are unique. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our Touchstones find what is precious and set these things apart. They embody the values and ethos of the Trust and act as our guiding principles for every decision taken.



Structure

REAch2 Academy Trust is a charitable voluntary organisation, which relies on the valuable input of a considerable number of non-executive volunteers, supported by an experienced team of staff. This is due to the size of the organisation and the number of schools for which it is responsible, coupled with its drive for accountability, it is also a complex organisation with various important elements of governance.

Effective governance in our large Academy Trust is supported by the following:

Trust Members	The guardians of the constitution
Trust Board	The Directors / Trustees
Trust Board Sub-Committees	Made up of Trust Board members
Cluster Boards	Including the Cluster Non-Executive representatives
Local Governing Bodies	Local Governors including community, staff, and parent governors
The Executive Team	The CEO and COO together with Executive Leaders and their respective teams

Educational management is organised on a Cluster basis, with 10 Clusters managed by a Deputy Director of Education (DDOE) who, in turn, line manages the Headteachers within the Cluster. Schools are supported by a REAch2 central team. Each school will have a designated person, working regionally or by cluster across the following areas:

- Finance
- HR
- Payroll and Pensions
- Estates
- IT
- Governance
- Safeguarding

	In addition to the areas above, schools also benefit from the following areas of Trust-wide support: • Heads of Subject • Associate School Leaders • Programme Management • Catering • Marketing • Learning and Development • Coaching • Procurement REAch2 operates under a shared services model to enable the expertise within each school to focus on the needs of the children within the school. The shared services model is fundamental to the REAch2 vision of equity across all schools. We harness the passion that every member of the REAch2 team has for doing great work within their own field of expertise and ensure that every school has access to this expertise. **Specialist Resource Provision** At REAch2, 8 of our schools include successful Specialist Resource Provisions. These provisions cover needs such as: Hearing Impairment, Physical Impairment, Autistic Spectrum Disorder, Speech and Language, Severe and Moderate Learning Needs. Within our Kent and Bexley cluster of five primary schools, three of our schools already have Specialist Resource Provisions and two of these provide for children with ASD and SLCN. In addition to this, 34 of REAch2 schools operate *Enhanced Provisions.* These are provisions for our most vulnerable children, providing a personalised provision to meet a child's individual needs or to bridge a significant gap in development. These provisions are for children who spend a sustained period of time in school, but require a different teaching and learning approach than mainstream. **Nurseries** REAch2 operates 44 school-based nurseries, with ages ranging from 0-4. REAch2 recognises the positive impact nursery education has on a young child's learning. Research consistently shows that children who attend nursery are better prepared for school, with improved language skills, emotional regulation and social interaction abilities. It is our ethos to provide safe and stimulating environments for children to play, explore and learn, providing a firm grounding for progression into school life. Attached to the application is a map showing the location of all 65 REAch2 schools – *Appendix 1: R2 map*
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.** This data is too large to include within this section of the application form so we have attached as appendices to answer this question: 1. Appendix 2: Recent Ofsted outcomes for all 65 REAch2 schools 2. Appendix 3: Attainment data for the last 3 academic years for all REAch2 schools 3. Appendix 4: REAch2 SATs summary 4. Appendix 5: Phonics GLD and MTC outcomes N.B. The grey boxes in the school tables indicate where a school was either: *a) Not part of REAch2* b) *Did not have a year 6 cohort (i.e. infant schools or growing new schools)*

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?

REAch2 Academy Trust supports the national RISE programme in the following ways:

Universal Support

- REAch2 is leading the East of England RISE programme to raise attainment in Year 6 across the region. As part of this work, our Director of Transformation chairs a cross-sector working group comprising colleagues from teacher training institutions, local authorities, multi-academy trusts and subject hubs. Together, they design and deliver a programme of online training, professional development and networking opportunities for school leaders, subject leaders and Key Stage 2 teachers.
- In 2025, we established the East of England Teaching Exchange, creating a collaborative platform through which schools can share effective practice, access high-quality resources and learn from one another. Building on its success, the Teaching Exchange has continued to expand this academic year, providing the regular network events focused on raising standards and improving outcomes for pupils.
- The Teaching Exchange website hosts a growing library of resources, recordings, guidance materials and practical tools linked to each network session, enabling participants to revisit learning and share it within their own schools. All sessions and resources are provided free of charge, helping to ensure that schools across the region can access high-quality support and professional development regardless of size, context or budget.

Targeted Support

- REAch2 is currently supporting five schools identified by the Department for Education for targeted improvement support. This bespoke programme draws upon the expertise of leaders and specialists from across the Trust and provides a comprehensive package of support tailored to each school's individual needs.
- The support includes subject-specific improvement work, leadership development, attendance strategy and guidance, SEND provision and practice, staff training (including areas such as managing challenging conversations), and wider curriculum development. By utilising expertise from across our Trust, including leaders within our own schools, the targeted schools benefit from practical, evidence-informed approaches that strengthen capacity and drive sustainable improvement.
- This partnership work is now entering its second year, with four of the five schools demonstrating significant progress, evidenced through improved pupil outcomes, strengthened leadership, and enhanced school performance. The positive impact seen to date reflects the effectiveness of collaborative, targeted support and the commitment of both the schools and REAch2 colleagues in delivering meaningful and lasting improvement.

Behaviour and Attendance Support

- One of our schools has been designated by the Department for Education as a Behaviour and Attendance Hub, recognising its strong practice and proven track record in improving pupil attendance. Through this national programme, the school and Trust have been allocated six partner schools to support in strengthening behaviour systems, improving attendance and fostering positive school cultures.
- This work draws on the extensive expertise that exists across REAch2, combining the knowledge of Trust-wide specialists with the practical experience of school leaders and practitioners who have successfully implemented effective behaviour and attendance strategies. Partner schools benefit from tailored support, including leadership coaching, policy

	development, evidence-informed practice, staff training and opportunities to observe effective approaches in action. REAch2 is committed to system leadership and school-to-school support, enabling successful schools to share their expertise for the benefit of the wider education sector alongside our central team experts. By working collaboratively with partner schools, we are helping to build sustainable capacity, strengthen leadership and secure lasting improvements in behaviour, attendance and pupil engagement.	
8.	**How many schools do you have DfE approval to open in the next 2 years?** 1 – New 3FE Primary School with 18 place Specialist Resource Provision and Nursery in Buckinghamshire	
9.	**Did you put together this application with support from another company or organisation?**	☒ **No**
10.	**If yes, please list the name(s) of the organisation(s) and clearly describe the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Academy if your application is successful:**	
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.** **X Yes** ☐ **No**	
12.	**If yes, please provide details.** Appendix 6: Trust Board and Member statutory declaration	
13.	**Would your proposed school be designated as having a religious character or have a faith ethos? Please give details below.** No	

Section A: Essential Information

In this section, you should set out:

- Confirmation that the proposed school will meet each of the requirements set out in the essential information section of the specification published by the local authority, or an explanation of any deviations from the essential information section of the specification.

REAch2's vision for the new school in Paddock Wood fully aligns with the vision set-out in the specification published by Kent County Council. We acknowledge the school will be built as a 1FE Primary School with capacity for future expansion should local need arise, and that planning approval will be sought for a 2FE Primary School from the outset. We acknowledge that the school will also accommodate a 26-place nursery which will open in the first year and that a 14-place Specialist Resource Provision for children with ASD and SLCN will be accommodated, opening in 2030 with the children attending the SRP also sitting on the main school roll.

The new school will be ambitious and inclusive, setting high expectations for every child. The school will be a beacon of the local community, supporting local families and working in collaboration with other local education providers. REAch2's ethos of *Always Aiming Higher* will ensure that children attending Paddock Wood will be encouraged to explore and aspire, setting no limit to the achievements any child can reach. We believe inclusivity is founded upon creating equity in opportunity, and that means equity in ambition as well. Children who arrive with SEND or who are disadvantaged will not find this as a barrier to their opportunities at Paddock Wood. They will be encouraged and supported to reach their maximum potential, to be courageous in learning new things and to feel safe in their environment to allow them to flourish.

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 and ethos

REAch2's mission, '*Always Aiming Higher*', reflects the relentless ambition embodied through its pupils, its people and itself as a high-performing organisation within a school-led system. This mission will be reflected locally in the new school, but part of a wider family of schools who are determined that education can be the very best for the pupils it serves.

At the heart of our mission is the unshakeable belief that every child deserves a rich, rewarding, education, regardless of their background or geographical location. Our schools offer exceptional teaching from staff who make sure children get the best possible experience. Whether inside the classroom or extra-curricular activities, we offer pupils a great school which helps to shape the people they will become.

Distinctiveness of vision and ethos

REAch2 will be the cornerstone of the new Paddock Wood school: a strong, responsible foundation providing a solid base from which the school can build and grow.

At the Paddock Wood new school, we will provide an enriching, engaging, broad and balanced curriculum which encourages our learners to become confident and resilient life-long learners. We want our children not just to achieve, but to exceed expectations and attain the very best outcomes they can, academically, creatively, socially, and personally.

We will offer safe, nurturing, and creative learning environments, which enable us to ensure our learners are supported, challenged, inspired, and motivated through a breadth of learning experiences and opportunities.

At each of our new academies, every child will be respected and treated as an individual, with no limits placed on their learning – just opportunities to continually improve with a growth Mindset approach. We are cautious of the labels that children can receive in education, often by perceived 'ability'; as a result, we are mindful of the way in which our curriculum is implemented so that we give all children equity of opportunity and empowering them to take ownership and responsibility for their own learning. This will be reflected in each of the academy's own individual ethos and vision.

Inclusivity and equality of opportunity will be at the heart of the ethos and vision for the new school, with a clear vision that every pupil is unique, and that each pupil can be whoever they want to be as they grow into adults. As schools within diverse areas and populations across Kent, it is paramount that our pupils learn about the world and people around them and learn to understand and celebrate the differences that exist between individuals and groups. REAch2 is committed to closing the gap between the attainment of children who are considered 'disadvantaged' and those who are not. Paddock Wood will prioritise early recognition of pupils who are 'disadvantaged' putting measures in place to provide equity in every child's learning opportunity. Furthermore, we acknowledge that children with EAL do not receive the same exposure to the English language outside of school, meaning their development of oracy will require additional intervention from the outset, ensuring the children are exposed to rich vocabulary and that they can both comprehend works spoken; and use language to express themselves effectively.

A distinctive part of the vision and ethos for the schools is our ambition to provide the highest quality learning opportunities, coupled with exemplary attitudes, behaviour, and personal development, which lead to learners who are confident, capable, and ready for the next stage in their education when they leave for Key Stage 3. Our pupils will know they have been to a REAch2 school through their shared experiences, such as the 11Before11 programme, their wider understanding of the world around them as sustainable citizens and through the opportunities afforded them as part of the curriculum.

Paddock Wood will join a cluster of schools who work together regularly, discussing and sharing strong practice, train together, rotate half-termly meetings around settings to enable showcasing of particular aspects of provision.This work is overseen and facilitated by one of the Trust's Deputy Directors of Education who is dedicated to Cluster 8. Each school's commitment to collaboration also extends beyond the Trust schools. Our schools have established links with other settings and organisations in their local areas, including local secondary schools for transition work and other local primary schools. One of our schools provides inclusion support to twelve schools across the Gravesend area. The SENDCO is recognised as a Kent Inclusion Champion and is leading work across the local area to develop a continuum of need and provision. This has included producing a series of professional webinars for SENDCOs across Kent, sharing effective practice and building capacity within the wider education community.

All REAch2 schools recognise the importance of working in partnership with families, the wider community and other key stakeholders. By supporting the network around each child, the schools strengthen relationships, promote shared aspirations and create the conditions for every child to make sustained progress and flourish. To achieve our vision of the school being a community hub, we are involved in the Reach

Foundation's 'Cradle to Career' programme and are rolling out training with a phased approach to developing hubs within our communities. In line with this aim, we will identify opportunities within the Paddock Wood community, making links with local settings and local communities to establish practices and provision within and around the school to support its children and families.

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.

Inclusion

Paddock Wood new school will be an inclusive school where every child is welcomed, valued and supported to thrive academically, socially and emotionally, regardless of their starting point, background, need or disability. We are committed to ensuring that children with additional needs and SEND achieve ambitious outcomes, participate fully in all aspects of school life and develop the confidence, independence and skills needed for successful futures. We are steadfast in our ambition to fully close the attainment gap for Disadvantaged children and children with EAL, creating an equitable learning opportunity for all children and giving them the best footing to progress through to secondary school.

Our inclusion strategy is founded on the belief that high-quality teaching, strong relationships and early intervention are the key drivers of success for all learners. We identify needs as early as possible, work collaboratively with children, families and professionals, and provide graduated support that is responsive to individual strengths and barriers. Through evidence-informed practice, targeted interventions, adaptive teaching and a commitment to removing barriers to learning, we ensure that all children can access a broad, balanced and ambitious curriculum.

The seven principles of inclusion are embedded throughout our strategy:

1. **Inclusive culture and ethos –** We promote a strong sense of belonging where diversity is celebrated and every child is respected.
2. **High expectations for all –** We maintain ambitious aspirations and outcomes for every learner, including those with SEND.
3. **Participation and engagement –** Children are supported to take part fully in learning, enrichment activities, leadership opportunities and the wider life of the school.
4. **Early identification and intervention –** Needs are recognised promptly and support is provided at the earliest opportunity.

5. **Person-centred approaches –** Children's strengths, views, aspirations and lived experiences are central to planning and decision-making.
6. **Collaborative working –** Staff work closely with families, external agencies and wider services to provide coherent and effective support.
7. **Continuous improvement and accountability –** We use data, pupil voice, family feedback and regular review processes to evaluate impact and strengthen inclusive practice.

Social Justice

REAch2 has a vision that every school will be a great school. The pandemic accentuated the social disadvantages that are too common across our families. But it also highlighted the important role that schools can play at the heart of their communities, and the work we can do to erode the barriers which prevent the most disadvantaged children from fulfilling their potential. Social justice is one of the Trust's four strategic goals, and it states the Trusts relentlessness in breaking down the barriers which prevent primary children from fulfilling their potential and so, enable them to face life's challenges with confidence. We believe that every child deserves the opportunity to flourish regardless of their background, circumstances or starting point. REAch2 recognises that 'disadvantage' is not always captured by formal definitions. Many children experience vulnerability through periods of family hardship, instability or other challenges not reflected in data. Our commitment to social justice extends to these children as well so that all children attending a REAch2 school receive equity in their education.

Disadvantaged children make up around 40% of our school population at the end of Key Stage 2, which is well above the national average. We are proud that since 2022, the attainment of our disadvantaged children in RWM at the end of Key Stage 2 has outpaced national improvements. The attainment gap between disadvantaged children in REAch2 and non-disadvantaged children nationally is also smaller than the national gap and is continuing to narrow at a faster rate.

Year	REAch2 Disadvantaged Pupils	National Disadvantaged Pupils	National 'Other' (Non-Disadvantaged Pupils)	National Gap (Disadvantaged Vs Non-Disadvantaged)	Gap between REAch2 Disadvantaged and National Non-Disadvantaged
2022	48%	43%	66%	23%	18%
2023	48%	44%	66%	22%	18%
2024	53%	46%	67%	21%	14%
2025	56%	47%	69%	22%	13%
2026	58%	49%	70%	22%	12%

Using data from the 2021 ONS census, we know that 49% of households in Paddock Wood are deprived in at least one dimension. At REAch2, we are committed to ensuring that deprivation in the home does not extend into the school. Children are given an equitable education, meaning support is given to all who need it to meet expected targets and to prepare them for secondary school. Our Great Schools Strategy dictates five key principles which underpin our commitment to bridging the gap for children who are disadvantaged or educationally vulnerable.

1. Every member of school staff knows our disadvantaged and educationally vulnerable children personally, not just statistically.
2. Disadvantaged pupils data analysis is timely and shared – driving target setting, planning and ambition.
3. The pupil premium strategy is completed and shared early in the autumn term and is rooted in evidence.
4. Pupil progress meetings place disadvantaged and educationally vulnerable children in the centre.
5. Implementing effective transitions at every stage of a child's education – ensuring continuity, consistency and a sense of belonging.

Approach to teaching and learning, including supporting pupils with SEND

We believe high-quality teaching should be non-negotiable for all pupils, including any who are educationally vulnerable, those who are disadvantaged and those with Special Educational Needs and/or Disabilities (SEND). At Paddock Wood we will ensure that teaching is highly effective in ensuring children learn, understand and apply the knowledge and skills in the curriculum over time. To do this, we will ensure that approaches to teaching are evidence informed and built upon a clear understanding of how children actually learn. We will draw upon the research and cognitive science that is promoted as effective by the Education Endowment Foundation, as well as that which underpins the Early Careers Framework. For example, Willingham's model of memory, cognitive load theory and the use of spaced retrieval practice to ensure knowledge is revisited and embedded over time.

Two approaches that have particular significance in our approach to developing teaching are Rosenshine's Principles and the EEF's "5-a-day' approach. The pedagogy within these approaches is threaded through our conception of what quality looks like in all Trust schools as well as the training and development that teachers receive. As a Trust we have also developed our own model for effective practice which builds on this research as well as a range of other well evidenced pedagogical practice. This model underpins highly effective Trust wide CPD for leaders and teachers. It will be a key driver to how we ensure teaching at Paddock Wood is highly effective in supporting all children to learn, including those with SEND.



Over the last two years, we have focused on using this model to support staff development in learning about the very best practice for adaptive teaching. All teaching and support staff in our schools have benefitted from a programme of Trust wide professional development on adaptive teaching, the impact of which is clear to see in our improving outcomes over time, including for our most vulnerable learners.

This approach exemplifies our commitment to supporting every teacher in a REAch2 school to be the very best they can be. Paddock Wood will benefit from leaders and teachers who are experienced and proactive in adaptive teaching and learning, to meet the needs of all pupils.

Teachers will have a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for their classroom teaching. We will also provide opportunities to develop our most expert and experienced teachers to apply for Chartered College Teacher status. This will build capacity for improving within the school, as well as provide opportunities to contribute to improving teaching beyond the school.

As a Trust, we maintain a robust and systematic approach to monitoring levels of need across all schools and clusters, using data in a way that is comparable to the CATIE District Dashboard model used within Kent. Through regular analysis of SEND profiles, pupil outcomes, intervention impact, and emerging patterns of need, leaders are able to develop a clear understanding of both individual school, cluster and Trust-wide trends. This enables us to ensure that provision is appropriately matched to the specific needs of learners,

whether relating to communication and interaction, cognition and learning, social, emotional and mental health, or sensory and physical needs. By reviewing this information regularly, we can identify areas requiring additional support, deploy resources strategically, and adapt provision in a timely manner to ensure that all pupils receive the most effective support to achieve positive outcomes.

REAch2 already has experience of working with KCC's SEND team as we have two SRP's at local primary academies; Copperfield Primary and Tymberwood Primary. Our experience brings a shared vision of inclusion and equity, preparing children for secondary school and young adulthood in the modern world. KCC's 5 key ambitions noted in the 2025-2028 SEND strategy resonate with REAch2's own principles around SEND education. We act intentionally to improve the lived experiences of both children and their wider families. We want children to have the best possible opportunity to learn in an environment tailored to their needs. An environment which makes them feel safe, included and inspired. Children who attend the SEND unit at the new school will be integral members of the school. They will participate with as many activities, as suitable for their needs, with their peers. We do not believe in SRP's sitting isolated from the main school. REAch2 SRP's serve to support children who require extra help in accessing mainstream education, but with a focus on readying those children for the next step of their education and teaching vital life skills which will help them cope in the modern world.

Identification and Support for SEND Pupils

We are dedicated to ensuring that pupils with SEND receive the individual support and provisions they need to thrive. Paddock Wood will receive the support of our expert Trust SEND team to ensure the very best use of resources so that children's needs are met. Recent resources developed by our SEND team include 'bitesize' SEND modules to support school staff with specific pupil needs, and a codified strategy for setting up and running an enhanced provision learning space for pupils requiring a highly personalised curriculum.

We will invest heavily in supporting teachers to teach effectively for every child. Additionally, we will accurately identify the needs of SEND pupils within a structured plan/do/review cycle that promotes continuous improvement and responsiveness to each child's needs within the graduated approach:

1. Identification and Assessment: Assess and Plan - We will conduct comprehensive assessments, including observations, standardised tests, and consultations with parents and external specialists, to identify each pupil's unique needs and strengths. Personalised SEND Support Plans will be developed, and Education, Health and Care plans will be applied for where required for a child.
2. Implementation: Do - Our dedicated SEND team will collaborate with teachers, support staff, and external professionals to implement tailored interventions. These may include differentiated instruction, additional adult support, specialised resources, and assistive technology. Inclusive classroom practices will ensure that SEND children participate fully in all aspects of school life. Regular training for staff on SEND best practices will be prioritised.
3. Monitoring and Evaluation: Review - We will use various assessment methods, including formative and summative assessments, to monitor pupil progress. Regular review meetings with parents, teachers, and specialists will provide opportunities to discuss progress, address challenges, and adjust the support plan as needed. This iterative process ensures that our approach remains dynamic and responsive to each pupil's evolving needs.

At Paddock Wood, our commitment to the Assess, Plan, Do, Review cycle will ensure that children with SEND receive consistent, high-quality education and support. By fostering a collaborative and inclusive environment, we aim to empower all children to achieve their full potential and create a school community where diversity is celebrated. We have significant expertise in inclusive practice to draw upon within the local REAch2 Cluster that Paddock Wood would join. For example, one of our Kent schools has recently achieved the Inclusion Quality Mark with Centre of Excellence status.

Religion and British Values

Paddock Wood will be committed to welcoming people of all faiths and from different cultures, ensuring that every child and parent feels valued and included. We will create an environment where children learn to appreciate diversity and develop a sense of responsibility and citizenship. We will actively engage with local families, promote our inclusive ethos, and provide a welcoming atmosphere. Through collaborative projects and

cultural events, we will encourage families from different communities, faiths, and backgrounds to work together, learn about each other's customs and beliefs, and respect each other's views, fostering a harmonious and inclusive school community. This will be reflected in the curriculum, which will be a driver to develop pupils' character. This includes their sense of identity, understanding of equality and British values and their understanding of the wider world. Children will learn to have meaningful and reflective discussions about a range of issues, as well as learning to listen to and respect different perspectives. This includes PSHE, which will also tackle any local and contextual safeguarding issues, such as supporting families with understanding the need for online safety, and the risks for children around excessive screen time, gaming and social media.

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.

At REAch2, we ensure our schools deliver an ambitious curriculum that meets the needs of learners and each individual school's context. From the Early Years to Year 6, Paddock Wood will provide a well-sequenced curriculum in each subject that enables children to build on prior learning, deepening and applying their knowledge and skills over time and in different contexts. Meaningful connections will be made between subjects by revisiting essential knowledge within stimulating topics. This will be taught through own REAch2 curriculum for most areas, which has been developed using our extensive primary expertise and is underpinned by evidence-informed research.

We use our significant expertise within the Trust to support schools in developing their curriculum to reflect each school's unique local context and community. At Paddock Wood we would deploy a project team, including the headteacher-designate, to work from the school site in the months leading up to its opening, during which time they would learn about the local area and establish connections with local providers and organisations. We want to ensure that we utilise the local area to support delivering the curriculum. For example, as part of our PSHE and enrichment programme, we would engage with the local community, building relationships with local care homes, schools, churches and businesses.

In addition to our own subject-specific schemes of work, we have recently developed and implemented a comprehensive new Behaviour Curriculum: a whole-school programme for pupils from Early Years to Year 6, designed around three core themes: Being Ready to Learn, Being Respectful and Being Safe. Each week, a new behaviour concept is introduced through a whole-school assembly and a 15-minute classroom session, supported by resources, with staff reinforcing the learning throughout the week while continuing to embed previously taught expectations. The curriculum teaches children the shared culture of being ready, respectful and safe through age-appropriate learning about routines, behaviour, relationships, self-respect, respect for others, human rights, wellbeing and personal safety. The Behaviour Curriculum also identifies links to British Values and protected characteristics and highlights content that schools can adapt to reflect their own policies and procedures.

We have also launched our own Early Years Strategy and would use this to implement a high-quality Nursery and Reception provision. School based nurseries are a key priority for REAch2, as we recognise that children

who join Reception from a school based nursery have a higher chance of being assessed as 'on track' at baseline to achieve a 'Good Level of Development' (GLD). In 2025, 45% of children who joined Reception from a REAch2 nursery were assessed as 'on track' compared to 32% of children who did not attend a REAch2 nursery.
A key benefit of nursery education is its ability to reduce developmental gaps between children from different socio-economic backgrounds. Early access to structured learning environments helps disadvantaged children catch up with their peers, particularly in areas such as vocabulary, numeracy and self-confidence. Nurseries also provide a safe and stimulating environment where children can explore, play and learn through guided activities. These experiences foster curiosity, resilience and independence – qualities that are essential for success in school and beyond.

Moreover, nursery settings often identify and support children with special educational needs, offering tailored interventions that can make a significant difference in their development while supporting families in accessing support. Reaching children earlier in their schooling means that children with special educational needs can be identified and supported before reaching school, easing transition and supporting access to external support while providing guidance and further training where necessary.

A key objective of our Early Years strategy is getting our children ready for school; socially, emotionally, physically and cognitively. This includes objectives such as:

- **Growing independence –** Hand washing, tidying up, playing curiously and creatively, discovering new ideas and games
- **Building relationships and Communicating –** playing alongside others, expressing needs and thoughts with both peers and staff, listening and responding.
- **Physical Development –** Running, jumping, climbing, etc to build strength and co-ordination, fine motor skills, such as, holding a pencil or using scissors to build dexterity.
- **Healthy Routines –** Teeth brushing, use of toilets, hand-washing all form part of a child's daily routine. By establishing these core routines we embed key skills to prepare children to start school life.

We prioritise foundational knowledge and skills in speaking, listening, reading, writing and mathematics for younger children. This ensures they have the necessary tools to make strong progress and access a broad and balanced curriculum, by securing the strong foundations they need to build on, as early as possible.

Speaking and Listening

Children need secure foundations in listening attentively, understanding and using a wide range of vocabulary and following instructions with increasing independence. Early communication also develops through speaking clearly in sentences, taking turns in conversation and asking and answering questions during play and interaction. Developing strong language and communication skills in the Early Years Foundation Stage requires a rich, intentional blend of play-based learning, high-quality interactions and carefully planned experiences. Children will have daily opportunities to listen, talk, explore new vocabulary and communicate their thoughts, feelings and ideas in a supportive environment. Storytelling, books and rhymes will be used to expose the children to rich vocabulary, helping children to understand narrative structure and meaning. Role-play enables children to use their learnt vocabulary, creating their own stories and applying learnt words within context to demonstrate understanding.

Early Reading

Phonics focuses on developing children's ability to hear, recognise and blend the sounds (phonemes) in spoken language and match them to the letters (graphemes) in written words. This gives children a reliable strategy for decoding unfamiliar words, rather than relying on guessing from pictures, memorising whole words or using context clues alone. Synthetic phonics is a method of teaching where words are broken into phonemes (the smallest units of sound). It then teaches them to develop the skills necessary to decode and encode. Synthetic phonics refers to the verb 'synthesise', meaning 'to combine'. In REAch2 we promote the use of either Read, Write Inc or Little Wandle Phonics schemes to ensure our children become confident, fluent readers. REAch2 nurseries focus on phonological awareness as we recognise this as a critical precursor to begin phonics learning in Reception. Furthermore, by introducing vocabulary at the foundation stage of learning, we create a basis of understanding, reducing the risk of children falling behind due to lack of exposure to rich spoken vocabulary or books at home.

Early Writing

Understanding early writing also involves recognising the four strands of language development:

- **Language by ear** involves listening, understanding vocabulary and interpreting meaning from speech.
- **Language by mouth** supports expressive language, helping children form sentences, retell events and communicate confidently.
- **Language by hand** encompasses handwriting, spelling and fine motor control, enabling children to record their thoughts clearly.
- **Language by eye** allows children to make sense of written symbols, decode words and connect print to meaning.

When these elements are taught deliberately and cohesively, children develop the full range of skills needed to thrive as early writers.

REAch2 nurseries recognise handwriting as an essential part of early childhood education, as children need strong physical, sensory and coordination foundations long before they are ready to form letters with a pencil. Sensory activities such as sand and water play, play dough, plasticine, clay and model making allow children to explore different textures while strengthening the small muscles in their hands and fingers, which in turn encourages children to use a wide range of movements that later contribute to writing. These sensory opportunities help refine touch, control and exploration, ensuring that children build confidence and dexterity through meaningful, playful experiences.

Early Mathematics

REAch2 nurseries design a curriculum to establish the essential building blocks upon which future learning is built. Young children require many opportunities to explore numbers, manipulate objects, talk about what they notice and form secure concepts. Without this solid foundation in early mathematics, children are more likely to struggle with increasingly complex content in Key Stage 1 and beyond. Children will be given the opportunity to build foundational skills such as accurate number formation, one-to-one correspondence, subitising, counting and recognising numerals to form the bedrock of mathematical understanding. In EYFS, children will be immersed in
activities that enable them to practise these skills repeatedly and in meaningful contexts.

Early Years

Paddock Wood will follow the Early Years Foundation Stage Framework, focusing on best practice guidelines to guarantee high-quality education and care for all. We will achieve this by giving children opportunities to explore and investigate the world around them, while developing independence, resilience and perseverance to grow their individuality and encourage all to flourish. Our bespoke REAch2 EYFS curriculum ensures all 17 aspects of learning are developed as well as offering a range of opportunities for all children to become effective learners. This helps them make sense of the world, by linking new learning to prior knowledge, thinking critically about a range of problems, and undertaking tasks to develop their skills and build their executive function.

Our nursery will offer a safe and supportive space where children can develop essential skills through play-based learning. It will be staffed by qualified early years educators who are dedicated to fostering each child's physical, cognitive, emotional, and social development.

We will prioritise early intervention and identification of SEND to ensure children's needs are accurately assessed and a graduated response is implemented for each child as soon as possible. As part of the 'assess, plan, do and review' process, we work closely with parents/carers to ensure intervention and support enables all children to succeed, including making referrals to local professionals and healthcare providers to work together as a team around the child.

At Paddock Wood we will use statutory welfare arrangements such as supervision meetings and meaningful assessment to identify developmental and wellbeing goals for every child. The key-person system will then be used to engage and support families in understanding how to help their child. We will be deliberate in our actions and pay due consideration to our transition arrangements, whether it be transitioning into school, through the

Early Years, or into Key Stage 1. We will work in partnership with parents and adapt provision to ensure we meet individual needs.

Our pedagogical practices are rooted in what we know about child development, drawing upon the research that prioritises the quality of interactions between adults and children as the most important factor in stimulating early learning, whereby practitioners skilfully listen, extend and co-construct, using sustained shared thinking. We will ensure our environments are curated to scaffold learning and promote curious and critical thinking.

Developing excellent communication and language skills is central to our ethos and pedagogical approach. Serving a diverse community, we understand our children's range of starting points and know that communication and language development has the biggest impact on their future life chances.

Communication and language pedagogy is an integral part of our CPD offer that Paddock Wood will benefit from, including language-rich environments, teaching of core vocabulary, storytelling, and supporting language acquisition through effective interactions.

Through our practitioners' understanding of executive function and how to develop the skills that build it, we see our children's ability to self-regulate increase over time. In turn, this develops each child's emotional literacy, which allows them to successfully contribute to the community. Our curriculum encompasses typical development at each age and stage with high ambition for all, including those with SEND - making relevant adaptions for individuals where necessary, with a view to supporting all children to become rounded individuals who achieve well and are prepared for the next stage in their learning journey. The design of our topics and themes responds to children's interests and widens their experiences, whilst being relevant to the community. When we meet our children, the learning journey focuses on the individual to help us get to know each of them and understand their knowledge and experiences so far, enhancing the induction process. As the year progresses, we broaden the children's experiences of their community, build their cultural capital, and explore the world around them. They begin to understand the locality, observing and describing what they see, whilst learning how to care for themselves, others and their immediate environment.

School curriculum

The schools' curriculum will be designed as follows:

English (including spoken language, reading and writing)	REAch2 Curriculum Little Wandle Phonics Programme
Mathematics	White Rose
Science	REAch2 Curriculum, incorporating our award-winning sustainability content
Art and Design	REAch2 Curriculum
Computing	REAch2 Curriculum
Design Technology	REAch2 Curriculum
Languages (KS2)	Language Angels
Geography	REAch2 Curriculum, incorporating our award-winning sustainability content
History	REAch2 Curriculum
Music	Charanga
Physical Education	REAch2 Curriculum
Religious Education	Discovery R.E
Personal, Social and Health Education (PSHE)	REAch2 Curriculum
Behaviour	REAch2 Behaviour Curriculum
Early Years	REAch2 Curriculum

We envisage the school day starting at 8.45am and ending at 3.15pm. This meets the government's 32.5 hour minimum per week and provides time for a comprehensive curriculum and enrichment offer. We plan to offer wraparound care through the provision of Breakfast and After School clubs, to cater for the needs of working parents.

Pupils' learning and the impact of the curriculum will be carefully monitored and assessed by staff as pupils progress through the new school. With the oversight and support of the Trust, leaders will keep the curriculum under regular review to ensure it is delivering the school's vision for excellence as more families join the school community.

Our curriculum at Paddock Wood will ensure that pupils not only achieve excellent outcomes in national tests at the end of primary school, but that they are well rounded, thoughtful and caring individuals who are well prepared for secondary school and their futures as citizens in modern Britain.

Enrichment and Wider Opportunities

The children at Paddock Wood will have access to a wide range of enrichment opportunities. Our enrichment programme will include visits, trips and visitors to bring the curriculum alive. Furthermore, our Trust-wide '11 before 11' will be fully embedded. This will ensure that children experience 11 inspiring activities before age 11 that they might not otherwise have the opportunity to experience. These include 'Shake it up Shakespeare', visiting another country and 'sleeping beneath the stars'. There are also opportunities to take part in wider Trust initiatives, such as Pupil Parliament and the 'Cultural Champions' Programme - in collaboration with the Royal Ballet and Opera House.

We will constantly look for opportunities in the local area to inspire, enrich, and challenge our children, for example, taking part in sporting tournaments, music days, and local and national competitions. The children will also benefit from a wide range of extra-curricular clubs. We will engage and work with other local schools and signpost our children to local opportunities. Not only do enrichment activities bring about excellent learning opportunities that can be applied within the school curriculum, but it develops our young children with regards to confidence, self-esteem and resourcefulness that are essential skills to be well-rounded citizens for the future.

We will also use the curriculum to teach children about Paddock Wood's history. Examples of this could be growing our own fruit and vegetables when learning about the Hop industry, or map making to understand where the single line steam train travelled from Kent to London. By taking inspiration from the school's home town, we create a sense of belonging to the local area, making children proud of their community and proud of their school.

Attendance

Paddock Wood will benefit from our comprehensive Trust-wide approach to attendance, including guidance and resources from the Tidemill attendance hub. To support a rapid response to attendance issues, we provide weekly, cumulative attendance data to all our schools, broken down to analyse the attendance of different pupil groups which our school leaders can use to inform their attendance policy and procedures.

Our Deputy Director of Education (DDoE) and Trust Attendance Lead will work closely with school leaders to ensure that there is a strong focus on attendance and punctuality so that disruption to children's learning is minimised. This focus will include:

- Reviewing and analysing the attendance data to identify any specific areas for attention
- Supporting in assigning an attendance lead who will take responsibility for all aspects of the school's strategy.
- Supporting leaders in carrying out an attendance audit.
- Agreeing an attendance plan which is shared with the Local Governing Body.
- Agreeing a RAG'd (Red, Amber, Green) tracking system which captures the attendance of any child whose attendance drops below 95%, with the school's actions clearly recorded.
- Reviewing their attendance policy and procedures, using any of the attendance toolkit documents.
- Supporting leaders in raising the profile of attendance across the school.
- Providing staff training to ensure whole staff awareness of their responsibility to support a culture of high attendance.
- Maintaining an evaluated action plan and a persistent absence tracker which can be shared with the DDoE on a weekly or half-termly basis.
- Maintaining an individual attendance tracker where pupils' attendance is tracked weekly with actions noted chronologically.

- Identifying any local or contextual barriers to attendance and supporting leaders to devise strategies to overcome them.

Extended Services

Based on the needs of parents and our local community, we are committed to offering a range of extended services and wraparound care. We believe this will be beneficial to working parents, as well as in the following ways:

- Supporting some of our most vulnerable children and families by keeping the children in familiar surroundings and providing stability and continuity
- The safeguarding of our vulnerable children (staff are trained to recognise signs of abuse and neglect and to act promptly to protect the child)
- Offering stimulating and enriching activities that children enjoy
- Supporting attendance, by offering a soft start to the day
- Investing fees into the school community
- Attracting parents to the school.

Our extended services offer will be designed based on the specific needs of the community and will be responsive to the needs of parents, but as a minimum will include:

- A breakfast club is a club which operates childcare before the start of the school day. (Usually between 7:30am and the start of the school day).
- An after-school care club which operates childcare after the end of the school day. (Usually from the end of the school day until 6:00pm).
- Enrichment/Extra-curricular activities, supporting parents with child-care as well as provide stimulating wider opportunities for children. These clubs will be established as the school grows and may include activities such as: Art, Dance, Science, Reading, Cooking, Sports, etc.

In the longer term, we are committed to our schools becoming **community hubs** that can provide, facilitate and signpost a range of additional support for parents, carers, families and community members.

We are involved in the 'Cradle to Career' programme and are rolling out training with a phased approach to developing hubs within our communities. As part of this, we will identify opportunities and established practices within our schools and local communities for the support of our children and families.

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.

Pupil Achievement

All schools in REAch2 use Insight as our online platform for rigorously tracking children's attainment and progress and for setting annual targets. This enables standardised, comparable data across the Trust.

We have developed a robust and detailed assessment programme which will be used at Paddock Wood. This outlines an annual programme for every year group, from EYFS to Year 6. It includes details of what assessments take place and when, as well as the clear criteria to inform assessments. The Deputy Director of Education (DDoE) will line manage the headteacher and work closely with the school to monitor and review assessments, support with target setting and to hold leaders to account for pupil achievement.

At REAch2, we assess children's learning for three purposes:

- To support learning (formative),
- To evaluate learning (summative),

- To compare attainment against a common standard (standardised).

Formative Assessment (Assessment for Learning)

Formative assessment is an ongoing process used during teaching to identify pupils' understanding and inform next steps. This takes place continuously throughout lessons and focuses on identifying strengths, misconceptions and learning gaps. Formative assessment provides timely feedback, helping teachers adapt teaching and differentiate learning. To support ongoing formative assessment, we will create a new set of objectives for each subject. These break down the foundational knowledge required by children to be successful in each year of primary school. They are particularly useful in identifying gaps in knowledge that can then be targeted by teachers during lessons. This system is designed to also support leaders in evaluating learning across the school, inform pupil progress meeting discussions about groups and individuals, and support moderation and transition meetings that rely on detailed assessment information.

Summative Assessment (Assessment of Learning)

Summative assessment evaluates what pupils have learned at the end of a period of teaching. Summative assessments are conducted at the end of a learning phase, whether it be end of a unit, term or academic year. Summative assessments measure attainment and produce evidence for reporting to parents and other stakeholders, whilst also evaluating the effectiveness of the teaching and curriculum. We will record summative teacher assessment judgements for every child termly using our Trust summative assessment language (see detail below). These judgements will be informed by tracking of formative assessment objectives and triangulating with standardised assessments.

Working at Greater Depth (GDS)	• The child has met and mastered the objectives outlined in the National Curriculum by applying learning in different contexts. • The child shows confidence and requires no pre-teaching or reminders when revisiting. • Learning can be transferred and applied in more complext contexts. • The child can synthesise, reason and explain their understanding to others. • In core subjects, this is supported by outcomes in standardised tests or against detailed teacher assessment frameworks. • In wider curriculum subjects, this judgement should be reserved for children with exceptional talent in the subject and used discerningly and infrequently.
Working at the Expected Standard (EXS)	• The child has met and mastered the objectives outlined in the National Curriculum by applying learning in different contexts (Mastery). • In core subjects, this is supported by outcomes in standardised tests or against detailed teacher assessment frameworks.
Working Towards the Expected Standard (WTS)	• With support and adaptation, the child can access the curriculum objectives for their year group but is not yet secure in what has been taught. • They may require more revisiting and repetition to secure their knowledge during the year. • They may need to revisit prior knowledge regularly to achieve mastery. • In core subjects, the child's outcomes are close to, but not yet at age-related expectations.
Working Below the Expected Standard (WB)	• The child is accessing curriculum objectives within the Key Stage, but has significant gaps in their knowledge, preventing them from securing age-related content. • The child is regularly revisiting prior learning in order to secure it and only accessing age-related curriculum objectives with significant adaptation.

	• In core subjects, the child's outcomes are significantly below age-related expectations.

Standardised Assessment

Standardised assessments are designed and administered under consistent conditions so that scores can be compared reliably with those of other pupils. These assessments are based on nationally representative samples and enable comparisons between pupils but also school to benchmark its overall performance against other schools. This would include:

- Phonics screening in Year 1
- Phonics screening in Year 2 (only for children who do not pass year 1)
- Phonics screening in Year 3 (only for children who do not pass year 2)
- Multiplications Tables check in Year 4
- Reading, GPS and Maths SATs in Year 5
- Reading, GPS and Maths SATs in Year 6

We have an example assessment guide attached to the application - Appendix 7: Example assessment plan

Engagement Model

The engagement model is an assessment tool to help schools support pupils who are working below the level of the National Curriculum, below Pre-Key Stage Standards and not engaged in subject-specific study. If a child is working on the engagement model, teachers will record this in their summative assessment (EM). Children working on the engagement model will have their small steps assessed to track understanding and progress.

The Engagement Model has five areas for assessing a child through observations and interactions. These areas are exploration, realisation, anticipation, persistence and initiation. Progress through each of the 5 areas of engagement will be measured by identifying how established the pupil is against each of the areas of engagement.

Establishing Baselines for children who do not speak English

A speech and language screening programme will be used to assess children who do not speak English. This will provide framework to establish the child's needs and support their learning. We will use an interpreter where appropriate, for example to understand a child's mathematical ability.

Children joining after the start of the academic year and beyond Reception

We recognise that Paddock Wood may have a number of children joining the school outside of the normal point of entry as a result of new housing which will not align with the school year. We have experience in meeting the needs of these children and Paddock Wood will be well adept to setting early baselines for these children to inform their personal learning requirements. Children joining in Reception and Year 1 will be assessed against the foundational knowledge milestones (17 areas). Meanwhile, children who join in year 2 and beyond will take an old SATs paper as well as complete a piece of unaided writing. We will combine this information with the information received from any previous school or nursery to make a starting point judgement.

Key performance indicators and targets for the opening year

We would expect to set the following KPIs for the opening year:

- A minimum of 75% of children in Reception to achieve a Good Level of Development.
- All teaching is at least good or better, with examples of exceptional practice in key areas.
- 85-90% pupils on track to pass the phonics screening check by the end of year 1.
- To ensure attendance of pupils is at least 96% and/or above the national average.

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 Model

The new school will be staffed incrementally as the school grows. Attached to this application is a staff structure (which the budget has been costed against) projecting the school's staff set-up right through to capacity in 2035 – Appendix 8: Paddock Wood Staff Structures. The staffing model demonstrates a carefully planned and sustainable approach to growth, illustrating how the school will expand from its initial intake to a fully established one form-entry primary school over seven years. In Year 1, the structure is intentionally lean, comprising a headteacher, core administrative and site management capacity, and teaching staff for Nursery, Reception and a mixed Year 1/2 class. As pupil numbers increase, additional teaching posts are introduced annually, alongside a gradual expansion of support roles, including teaching assistants, HLTAs, administrative staff and midday supervisors. Leadership capacity also develops in line with the school's growth, progressing from a single Headteacher and part-time SENCO function to the introduction of Assistant Headteacher SENCO, Pastoral leadership and Deputy Headteacher roles as the school reaches maturity.

By Years 6 and 7, the staffing structure reflects that of a fully operational one-form entry primary school, with dedicated teaching staff for Nursery through to Year 6, an established senior leadership team, specialist SEND support, pastoral provision and a comprehensive team of support staff. The model has been designed to ensure that staffing growth remains proportionate to pupil numbers while maintaining high-quality educational provision and operational resilience. Catering and wraparound care are not included within the school staffing establishment, as these services will be provided by local external partners to ensure viability whilst the school builds staff capacity. Breakfast and after-school clubs will operate on the school site from 7.30am to 6.00pm, enabling families to access extended childcare provision without creating additional staffing costs or significant extra management responsibilities for the academy.

The critical Headteacher appointment

Our approach to recruiting a Headteacher for the new school would be three-fold:

- Recruitment from existing senior leaders from schools within the Trust
- Recruitment by national advert
- Recruitment from our relationship with recruitment partners.

We are clear that the challenges of opening a new school are different to those of leading an existing school with a set of established ways of working, a loyal school community and pre-existing relationship in the local area. To meet these challenges, we will select the best candidate after following the processes outlined above. Given the increasingly challenging demographics of school leadership, our ability as necessary to draw on staff already performing highly within the trust can be a crucial factor in successfully developing a new school. Indeed, five of the new schools most recently have been staffed in this way. We have excellent succession planning systems in place and thus have a number of school leaders who would be suitable candidates for the post of Headteacher at the new school. Given this, we intend to benchmark any internal candidates through inviting applications from a national advert and from our recruitment partners to ensure we secure the very best possible candidate for the new school.

We would ensure that the new Headteacher has strong support, particularly in the pre-opening phase, from Headteachers or Executive Headteachers in the trust who have recently undertaken the same process. In doing this, we can use our experience in the area to best advantage.

Staff Recruitment

The core of our staffing is the class teacher and teaching assistant (TA). The REAch2 philosophy for the right balance of teaching and support staff is that the single greatest impact on children's learning is delivered through high quality teaching. Our staffing structure reflects this through the provision of teaching assistants which are deployed to meet the needs of individuals and groups within the academy. The leadership team will operate to support and develop the teaching and learning; develop a strong foundation of pupil development; create in the early cohorts of teachers and TAs the role models and mentors of best practice for subsequent cohorts of practitioners.

The Site Manager will be recruited in the final stages of 'pre-opening' enabling them to be a part of the building handover process, receive training and take ownership of the school's O+M files. The Site Manager will be the person on-site for the Trust raising defects and ensuring that any maintenance obligations attached to installed systems are met to preserve warranties. In the first year, the Site Manager will also undertake cleaning duties. This additional duty is off-set by the reduced nature of the role in the first year, but as the school grows and their responsibilities widen, a full cleaning team will be employed. The Office Co-ordinator will also be employed from the outset, with their role being critical to the administration function and operation of the school.

DSL and Safer Recruitment

In the first year, the Headteacher will be the Designated Safeguarding Lead. As the school grows, deputies will be appointed to support the Headteacher. The DSL and Deputy DSL(s) are overseen and supported by the Trust Safeguarding Team who regularly undertake a number of checks and audits, as well as providing ongoing training and CPD for staff in schools. The central Safeguarding Team also aid schools by responding to requests for ad hoc and bespoke support and guidance. The DSLs across our schools regularly meet in organised "DSL Forums", these forums allow for the sharing of best practice across schools, swapping ideas and case studies, receiving and providing training, and establishing peer networks of support. All DSLs work closely with local agencies including children's social care. They attend local network meetings outside of the Trust, receiving local updates from local authorities on a regularly basis. The Trust, and the schools within our Trust, engage regularly in multi-agency meetings to discuss issues and next steps for individual children when required.

We recognise that it is critical to ensure that our pupils are taught and supported by adults who are safe to do so, and that we are responsible for promoting a culture of safety within our Trust and our academies. There is a Trust-wide Safer Recruitment Policy whereby all adults working in school are vetted and checked, as per statutory guidance. The Trust provides a template for the Single Central Record to school which is frequently commented on positively by Ofsted. Trust-wide Safer Recruitment Training is provided to all applicable staff within the Trust, along with regular refreshers and webinars.

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.

Track record of opening new schools

REAch2 has a long history of opening brand-new schools, opening 15 new schools since 2012. Below are two excerpts from the Ofsted reports of two brand-new REAch2 schools.

Lower Farm Academy, Nuneaton, graded good by Ofsted in February 2024: ***Pupils with special educational needs and/or disabilities (SEND) are well supported. Successful and carefully considered adaptations are made to ensure pupils with SEND understand the curriculum and are involved in all parts of school life…***

Green Ridge Primary Academy, *Aylesbury graded good with outstanding personal development* by Ofsted: ***Leaders have put in place an ambitious curriculum and pupils achieve well across a wide breadth of subjects. Ofsted Green Ridge January 2022.***

Governance Structure: The Trustees

All the powers of the Trust are vested in the Trust Board. Trustees delegate certain functions to committees (including trustee sub committees, cluster boards, local governing bodies, transition boards, intervention boards and working groups) and employees but remain responsible for the performance of those delegated functions and must monitor the delegations.

The following committees have been established by REAch2:

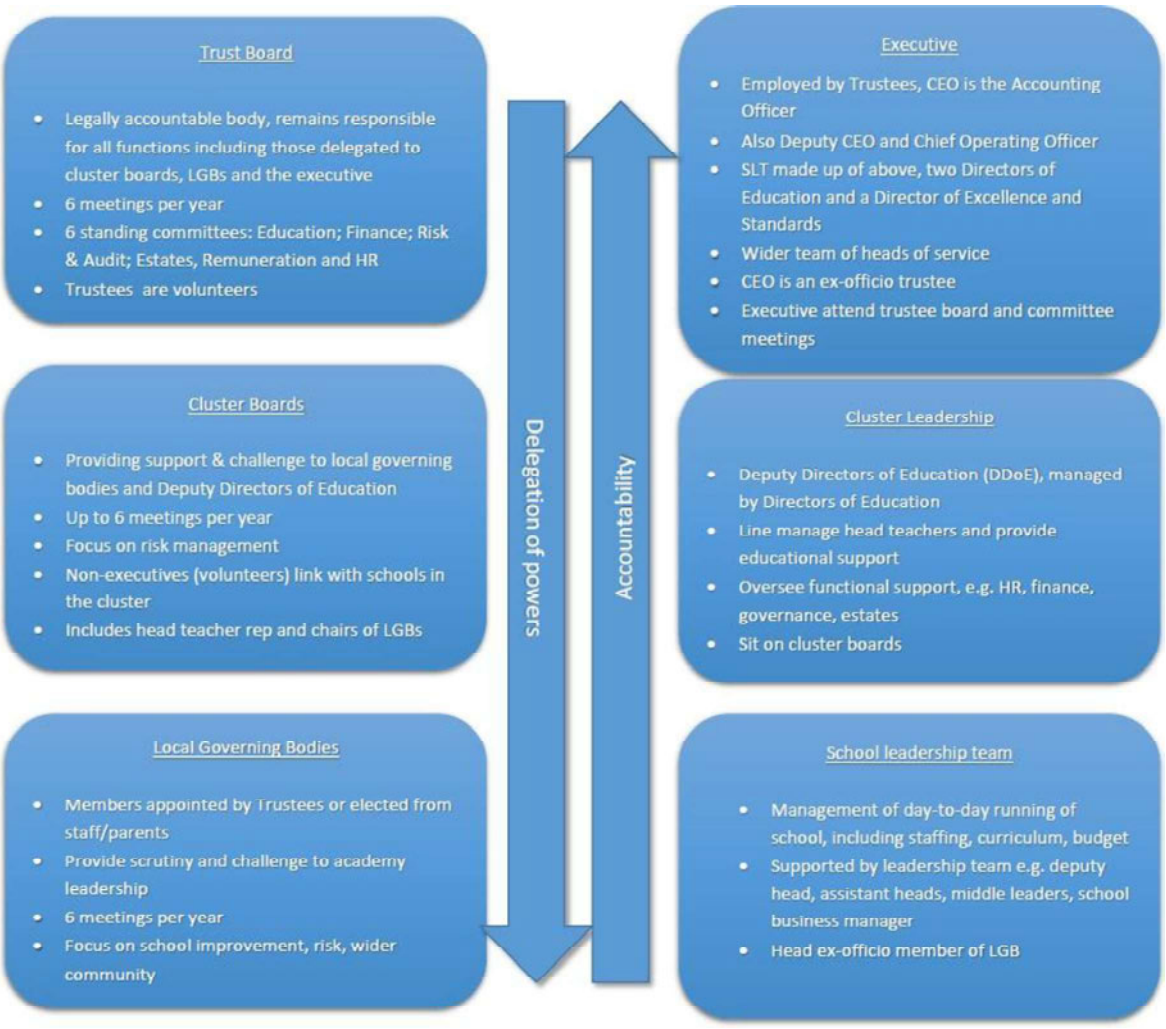
Trust Board sub-committees
- Risk and Audit Committee
- Finance Committee
- Estates and Free Schools Committee
- Education, Standards and Performance Committee
- Human Resources Committee
- Remuneration Committee

Cluster Governance
- Cluster Boards (10 clusters)

Local Governance
- Local Governing Bodies
- Intervention Boards
- Transition Boards

The Trust Scheme of Delegation can be found by following this link and provides further detail around the responsibility and terms of reference for each board.

Below is a diagram to further explain the relationship between the layers of governance within REAch2.



GOVERNANCE: Ensuring strong accountability both before and after the new school opens:

Prior to opening, REAch2 will form a Transition Board. The transition board is put in place to establish local governance within a new school or to establish Trust principles within a school moving into REAch2. There is a small membership made up of at least one external member alongside staff from the cluster in which the school is managed. This usually comprises the Deputy Director of Education with further members drawn from the Trust leadership, often a head teacher at a school in the cluster.

REAch2 Pre-opening Project Team

Name	Base	Job Title	Project Role and relevant experience
Cathie Paine	Lincolnshire	Chief Executive Officer	Is Accounting Officer for the Trust, Cathie holds over-arching responsibility for the schools in REAch2. Cathie is an experienced leader in education and has held positions as, Executive Headteacher of outstanding schools and National Leader of Education, before joining REAch2 at the Trusts inception in 2012 as Deputy CEO. Cathie took the reigns as CEO in 2021, guiding the Trust to the position today where 98% of schools are graded 'good' or better under the previous Ofsted framework.
Andrew Rigby	London	National Director of Education	Andrew Rigby provides strategic leadership across REAch2's 65 schools, leading the national school improvement team to support every school to be a great school. At REAch2, he has helped drive sustained improvement in educational performance, with KS2 combined attainment increasing from 57% in 2022 to 68% in 2026; alongside significant post-pandemic gains in phonics (72% to 84%) and Early Years (65.6% to 74.3%). He has led major trust-wide strategies including COVID recovery, tackling educational vulnerability, quality assurance, and leads the trust's Great Schools Strategy, focused on strengthening collaboration, leadership and securing sustainable school improvement. Andrew is also a serving Ofsted inspector since 2015.
Gill Ellyard	Bedfordshire	Director of Transformation	Gill is responsible for Trust-wide strategic leadership of SEND, attendance, behaviour, assessment and digital transformation, while also leading a range of projects that bridge education and operational priorities. Gill has worked for REAch2 since 2012 in various positions of Executive leadership. Prior to that, Gill spent 18 years a primary Headteacher, a Lead Ofsted Inspector and a School Improvement Partner, bringing extensive experience in school improvement, system leadership and organisational change.
Louise Johnson	Kent	Deputy Director of Education	Louise oversees 5 primary schools in Cluster 8, providing guidance, support and challenge to leaders and co-ordinating support as needed from the wider Trust team. Louise will be the education lead for the Trust in the early stages of 'pre-opening' and will lead the recruitment of the Headteacher for the school, who Louise will then line manage. Louise is an experienced school and system leader, bringing considerable expertise in primary education, school improvement and educational leadership. She has over 20 years of experience in primary education as a teacher, headteacher and executive head and for the last 6 years has worked in senior MAT school improvement roles. Louise was designated as a National Leader of Education in 2022 and as part of a REAch2/Best Practice Network partnership arrangement, regularly facilitates NPQSL and NPQH programmes.

Katherine Alexander	Leicestershire	Chief Operating Officer	As COO for the Trust, Katherine is responsible for the operations across REAch2, including Trust growth. Katherine holds Director responsibility over the Programme Management Office, holding the team accountable for bringing the new school into the Trust in accordance with statutory compliance and that all operational elements such as staffing, pupil recruitment, leases, etc are in place. As an experienced leader and qualified accountant, Katherine has been a Director of REAch2 for more than 10 years, first as Finance Director before taking the role of COO.
Kelly Johnson	Brighton	Chief Finance Officer	Kelly provides strategic financial leadership and oversight to the whole Trust and her team will work closely with the new school, setting a cost-effective budget that achieves the school's objective to provide an enriched curriculum for all children. Kelly has 20 years' experience in the finance sector, including 7 within MAT leadership. Over the past two years at REAch2, Kelly has successfully led the Trust's finances into a strong surplus position, whilst the Trust also experiences strengthening educational outcomes.
Jackie Griffiths	Bedfordshire	Head of Early Years	As Head of Early Years, Jackie holds responsibility for the quality of provision and outcomes across the trust in Eary Years. Jackie will work with Early Years leaders and Headteachers to develop curriculums and set up provisions in accordance with statutory guidance such as: Statutory Early Years Framework Statutory. Jackie also works within the education team holding joint responsibility of early reading and the teaching and leadership of phonics. Jackie has extensive teaching experience over a range of key stages from nursery through to KS3 and varied leadership experience across the primary phase where she has supported all REAch2 Early Years Provisions (61 schools) across the trust to achieve 'Good/Expected' of better.
Jon Collinson	Nottinghamshire	Head of Facilities and Assets	As Head of Estates, Jon has overarching responsibility for the operation and strategic management, maintenance and development of the Trusts physical Estate, Trust-wide Health & Safety and Statutory Compliance. Jon has been with REAch2 since 2016 and has more than 40 years' experience in construction and Estates Management. Jon holds qualifications in Teaching (PGCE), Construction Technology, Health & Safety and Estates Management and is a Fellow of the Chartered Institute of Building having become chartered in 1999.
Lee Francis	London	Head of Programme Management	As Head of Programme Management, Lee will provide strategic oversight of the project, ensuring alignment with REAch2's educational vision, growth strategy and long-term objectives. Working alongside the Project Manager, he will support governance, stakeholder engagement, key decision-making and risk management throughout the project lifecycle. Lee joined REAch2 in 2012 following five years with the DfE Academies Group. He has supported the opening of 10 new schools and more than 40 academy conversions,

			working with Local Authorities, government agencies and contractors to deliver complex education projects. Qualified in PRINCE2 Project Management, Change Management and CIPFA Contract Management, Lee brings extensive experience in programme leadership and project delivery.
Calum Marriott	London	Project Manager	As Project Manager, Calum will be the central point of contact for all parties throughout the project, managing the opening of the new school on behalf of the Trust. Responsibilities include: attending design and contractor progress meetings, overseeing pupil recruitment, completion of legal paperwork and statutory duties, handover and close-out of defects. Calum is an APM qualified Project Manager and has worked for REAch2 since 2014. In that time, Calum has worked on over a dozen new school projects, 40+ academy conversions, including two sister Trusts of REAch2 and currently leads the delivery of the Trust's School Based Nursery Capital Programme.
Colm Sullivan	Kent	Senior Surveying Partner	As Senior Surveying Partner, Colm will be the conduit between the appointed school Site Manager and the Contractor. Colm has extensive experience in construction management and estates management, working regionally at REAch2 to support schools with maintenance and capital projects. Colm will ensure that the school is ready to occupy and maintain the building prior to handover and work with the contractor and client team to ensure statutory and regulatory items are met to facilitate smooth handover and opening of the school. Colm is a member of the Chartered Institute of Building.
Rowan Oliver	Birmingham	Director of People	Rowan leads the Trust's People function across its network of primary academies. Rowan oversees employee relations, recruitment, people systems, safer recruitment, workforce planning, reward and recognition, and employee experience. During pre-opening, Rowan will work with the DDOE to design a staff structure which works operationally and financially. Rowan's team will then support the appointed Headteacher in recruiting the staff to serve the new school. Rowan is a CIPD member and brings a practical, people-centred approach to organisational change, balancing employment practice, organisational needs and the experience of employees. She has extensive experience in people and HR leadership across a number of sectors, including almost 10 years within the education sector.
Siobhan Chester	Hertfordshire	Senior Governance Advisor	Siobhan will advise on the setting up of a local board for the school so that governance is implemented at local level, supporting the Headteacher from the outset. Siobhan will also advise on membership, recruitment and training of new governors. Siobhan has worked in governance for 18 years, with the last 10 years being in REAch2. She has taught on the Chartered Governance Institute's Level 4 Certificate in Academy Governance and is an active member of the Trust Governance Professionals network. At REAch2, Siobhan supports the Board of Trustees, setting board agendas and

			providing reports and local layers with advice, training and resources.
Michelle Rosemond	London	Director of Brand and Marketing Communications	Michelle leads REAch2's marketing, strategic communications, brand and stakeholder engagement across the Trust. Having been with REAch2 since 2012, initially as a primary Headteacher, she brings first-hand experience of opening a brand-new school and building a thriving school community. Michelle later established and now leads the Trust's marketing and communications function, combining her educational leadership experience with communications expertise. She leads the team that supports schools to build their local identity and reputation, engage families and stakeholders, and drive pupil recruitment through effective marketing and community engagement.
Adele Kane	Staffordshire	Head of IT	Adele is responsible for IT across REAch2. Adele will work with the contractor to co-ordinate IT infra-structure at the new school, ensuring usability with trust-wide systems and that active IT equipment complements the school design. Adele has been head of IT at REAch2 for 6 years, prior to that Adele was an IT Project Manager specialising in new school set-up.

REAch2 employs a Programme Management Office who manage all of the trust's large projects and programmes. These include Free school and presumption projects, academy conversions and transfers, large scale capital refurbishment, Trust-wide consultations and trust-wide system implementation. The project manager will lead and co-ordinate all pre-opening activities for the Trust. The project manager will report internally to the Head of Programme Management and Chief Operating Officer.

REACH2 CENTRAL TEAM SERVICES

- Education
  A central team of experienced school leaders and subject experts offer day to day monitoring and support to all REAch2 schools. This includes half termly monitoring and quality assurance of data; moderation training for core subject leaders; bespoke Ofsted support and pre, during & post inspection; coaching and mentoring for school SLT.

- SEND and Behaviour
  REAch2 Academy Trust's SEND and Behaviour Team provides comprehensive support for Special Educational Needs and Disabilities (SEND). Their key principles focus on delivering high-quality, individualised education to empower every child. Key priorities include:
  - Ensuring each school has a qualified SENCO.
  - Embedding adaptive teaching to remove learning barriers.
  - Supporting children and families in navigating SEND systems.
  - Providing specialist advice and support.
  - Guiding schools and parents through SEND statutory processes.
  - Creating enhanced provisions for children with complex needs.
  - Improving outcomes and transitions for children with SEND.
  - Investing in SEND governance for effective school leadership.
  - Offering quality training for staff.

  The team includes a Thrive Licensed Practitioner for SEMH needs and collaborates with organisations like Ambition Institute and Whole School SEND. They operate eight specialist units across REAch2, focusing on various needs such as ASD, hearing impairment, and physical difficulties. Their vision is to ensure every school addresses social disadvantages and promotes social justice.

- Finance
  A centralised finance team provides support to the School's through the Finance Business Partner, as well as a quality assurance of budget monitoring and management reporting to ensure that the school's finances are properly managed and governed. The central finance team manage statutory reporting on behalf of its schools to include the Annual Accounts Return (AAR), Budget Forecast Return (BFR), and co-ordinate the annual external audit process and submission of the annual Trustees Report and Financial Statements. REAch2 has an in-house procurement team who manage Trust-wide contracts, seeking best value for money for all schools.

- Human Resources/People
  The HR/People Team provides centralised support across a number of key areas; recruitment, employee relations, policy development, compliance and employee data and records management. Comprised of specialists with expertise in key areas of Human Resources, the team ensures consistent practices across all academies. The Trust manage statutory reporting on behalf of its academies to include The Trade Union Facilities Time reporting, Public Sector Equality Duty reporting, Gender Pay Gap reporting etc.

- School-Centred Initial Teacher Training (SCITT)
  REAch Teach's School-Centred Initial Teacher Training (SCITT) programme recruits, develops, and retains high-quality teachers, ensuring a sustainable pipeline of professionals aligned with the trust's ethos.

  Benefits to Partner Schools:
  - Tailored Recruitment: Trainees are immersed in the school's culture, preparing them for permanent roles and reducing reliance on external recruitment.
  - Improved Teaching Quality: Trainees, supported by expert mentors, bring evidence-based practices to enhance teaching and pupil outcomes.
  - Leadership Development: Mentoring trainees provides professional development opportunities for existing staff, boosting leadership capacity.

  Benefits to the Local Area:
  - Addressing Local Needs: SCITT ensures schools are staffed by teachers committed to the local community.
  - Increased Aspirations: SCITT raises community aspirations by offering clear routes into teaching for graduates and career changers.

  Financial Impact:
  - Reduced Recruitment Costs: SCITT minimises the need for expensive external recruitment services.
  - Funding Opportunities: Hosting trainees attracts funding, supporting additional resources and training for staff.

- Facilities & Estates (including Health & Safety)
  A centralised Estates team supporting statutory maintenance and compliance checks. The team employ four Cluster Surveying Partners who work regionally to support schools with condition maintenance and improvement projects. The team manages the Trust's School Condition Allocation, procuring and managing required works to maintain the condition of REAch2's Academies. Academies use the Parago system for recording compliance checks (including health and safety) and have access to centrally procured contracts such as fire risk assessment, legionella and water hygiene testing and gas appliance servicing and testing to name but a few.

There is a Trust wide health and safety policy, and schools are supported by a qualified professional in managing and advising on health and safety within a school setting. Schools are also support with training, risk assessing and any required investigations.

- Governance
  A team of governance advisors who support schools with LGB formation, recruiting and inducting new governors. They have oversight of all LGB meeting minutes via an online platform (GovernorHub) and support with meeting planning and agendas. The governance team will support LGB's to provide strong and positive challenge by delivering regular training, resources and weekly newsletters.

- ICT
  A centralised ICT team providing remote and on-site support to all REAch2 schools. A central helpdesk manages basic queries remotely, whilst on-site technicians support with technical issues and hardware installation. The ICT team manages the procurement, set-up and installation of licenses, software, hardware and telephony. Schools joining the Trust are on-boarded to the Trusts' tenancy providing access to the Microsoft platform (Outlook, Excel, Teams, OneDrive etc.) the Trusts' security systems (firewall, safeguarding monitoring etc.) and as part of this gain Cyber Security Essentials accreditation.

- Marketing
  A marketing team who provide support to all schools and the Trust in relation to press and media, public communications and advertising, brand identity and marketing materials. Our marketing team includes an in-house graphic designer who will work with the school leadership team to create the school brand, ensuring the logo and wider branding embellishes the school vision and that local identity is captured early on. The marketing team will support with pupil recruitment from creating adverts to marketing materials to display at open events.

- Legal Support
  We have a partnership contract with Browne Jacobson LLP, who provide legal services to the Trust Board and our academies.

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.

REAch2 performance and attainment

Over the last 5 years, REAch2 as a Trust has surpassed the national average score for Reception GLD, Year 1 phonics, year 4 MTC and Year 6 SATs. REAch2's schools support a significantly higher proportion of disadvantaged children compared to national and a higher proportion of children with SEND. REAch2 is working persistently to close the gap between disadvantaged and non-disadvantaged pupils. In 2026, 58% of disadvantaged pupils achieved 'expected level' in RWM. Attached to this application is a list of all REAch2 schools and their current Ofsted grading and all

REAch2 schools attainment information, as well as the Trust's performance as a whole. Below are some key examples of the Trust's performance.

Reception GLD

	2022	2023	2024	2025	2026	Change
National	65.2%	67.2%	67.7%	68.3%	TBC	+TBC
REAch2*	65.6%	68.2%	69.3%	69.5%	**74.3%**	+8.7%

Year 1 Phonics

	2022	2023	2024	2025	2026	Change
National	75%	79%	80%	80%	TBC	+TBC
REAch2	72%	75%	80%	81%	**84%**	+12%

Year 6 RWM (expected)

	2022	2023	2024	2025	2026	Change 2022 to 2026
National	59%	60%	61%	62%	**63%**	**+4%**
REAch2	57%	60%	63%	66%	**68%**	**+11%**

Section E: Finance

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

Financial Viability and Value for Money

REAch2 Academy Trust has a strong track record of delivering sustainable and financially successful primary schools. The Trust currently operates 65 primary academies with annual income exceeding £175 million, providing significant experience in financial planning, resource management and educational delivery at scale. This financial strength, coupled with robust governance and centralised support functions, ensures that the proposed school will be financially viable from opening and throughout its growth phase.

A detailed five-year budget forecast accompanies this application and demonstrates the school's ability to operate within available funding while delivering a high-quality educational offer. Financial planning has been based on realistic assumptions and informed by the Trust's extensive experience of opening and operating new schools. Costs and staffing structures have been benchmarked against other recently established REAch2 schools, providing assurance that expenditure assumptions are both achievable and appropriate.

Financial Planning and Oversight

The Trust adopts a rigorous approach to budget setting and financial monitoring. School budgets are reviewed against a range of key performance indicators, including teacher contact ratios and staffing expenditure as a percentage of income. These measures align with the principles promoted through ICFP and enable early identification of financial risks or inefficiencies.

In addition to national benchmarking data published by the Department for Education, REAch2 benefits from its scale and specialist focus on primary education by undertaking extensive internal benchmarking across its schools. This provides a deeper level of scrutiny and allows the Trust to identify and share best practice, ensuring resources are deployed effectively and consistently across the organisation.

The Trust's central finance function is led by the Chief Finance Officer and includes qualified Accountants, Strategic Business Partners, Procurement specialists, Accounts Payable and Payroll teams. This structure provides schools with expert support across all areas of financial management, including:

- Financial management and oversight
- Budget planning and monitoring
- Audit and compliance
- Statutory returns and reporting
- Procurement
- Payroll administration

This centralised expertise reduces risk, strengthens financial controls and enables school leaders to focus on educational outcomes while maintaining strong financial discipline.

Governance and Accountability

Financial accountability is underpinned by the REAch2 Financial Scheme of Delegation. Whilst the Headteacher has discretion over the use of funds allocated to the school, it operates within a clearly defined framework that ensures effective stewardship of public money.

The Headteacher is responsible for ensuring that funding is used with due regard for economy, efficiency and effectiveness, the three key principles of value for money. They must also ensure compliance with all relevant legislation, the Academy Trust's Articles of Association, the Funding Agreement and the requirements of the Academy Trust Handbook.

This governance structure provides a balance between local agency and strong central oversight. Schools are supported to make decisions that meet local needs while benefiting from the Trust's financial expertise, challenge and assurance processes.

Delivering Value for Money

REAch2 achieves significant value for money through a combination of strategic procurement, economies of scale and robust financial management.

The Trust predominantly procures goods and services through recognised public sector procurement routes, including the Government Commercial Function, ESPO, YPO and Everything ICT frameworks. By leveraging the purchasing power of a large multi-academy trust, REAch2 is able to secure competitive pricing, high-quality services and favourable contractual terms that would not typically be available to a standalone school.

Central procurement arrangements also reduce administrative burden and contractual risk for individual schools while ensuring consistency and compliance across the Trust.

Recent examples of Trust-wide procurement include:

- Catering services
- Building and grounds compliance services
- Safeguarding software
- Human Resources software and systems
- Other key educational and operational technology platforms

These arrangements generate substantial efficiencies and enable schools to redirect resources towards teaching and learning.

Budget Assumptions and Sustainability

The accompanying budget forecast – Appendix 9: Paddock Wood I&E 2028-2035 has been prepared using prudent and realistic assumptions. These include:

- Inflation set at 2% from 2027 onwards
- Classroom teachers employed at Main Scale Point M3
- Headteacher employed at Leadership Scale Point L15
- Teaching Assistants employed at NJC SCP6
- No Teaching and Learning Responsibility (TLR) allowances included
- No capital investment required within the first five years
- No provision for sickness or maternity cover within baseline staffing costs

The Trust recognises that some of these assumptions will naturally change over time as the school grows and operational requirements become clearer. However, the model has been deliberately constructed on a cautious basis to ensure affordability while allowing flexibility to respond to emerging needs.

As pupil numbers increase and the school reaches capacity, financial performance is expected to strengthen further through increased economies of scale and improved utilisation of staffing resources. Detailed annual budget reviews will ensure that expenditure remains aligned to pupil needs and available funding.

Risk Management and Financial Resilience

The budget forecasts generate annual surpluses and reserves that provide an important contingency against unforeseen expenditure. These reserves will support the management of risks such as:

- Staff sickness and absence cover
- Maternity leave costs

- Unexpected premises maintenance
- Inflationary pressures
- Changes in funding or operational requirements

REAch2 expects all schools within the Trust to work towards maintaining a surplus position. As the proposed school develops and more detailed information becomes available, budgeting assumptions will be refined to align with this target while maintaining investment in educational outcomes.

The Trust's overall financial strength further enhances resilience. As part of a large and financially secure multi-academy trust, the school will benefit from central support and oversight throughout its growth phase, reducing the financial risks commonly associated with new school openings.

Conclusion

The proposed school will be financially viable due to the combination of prudent financial planning, experienced central oversight, robust governance arrangements and the financial strength of REAch2 Academy Trust. Comprehensive budget modelling demonstrates affordability and sustainability, while extensive benchmarking and established procurement processes ensure value for money is achieved.

Through careful stewardship of public funds, strong financial controls and a commitment to efficient resource allocation, the school will be well positioned to deliver high-quality education within a sustainable financial framework from opening and throughout its growth trajectory.

Supporting information

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

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

© Crown copyright 2026

REAch2
ACADEMY TRUST

Registered Address:
REAch2 Academy Trust
Henhurst Ridge Primary Academy
Henhurst Ridge
Burton upon Trent
DE13 9TQ

Email:
info@reach2.org
Telephone:
01283 246433

REAch2 Academy Trust is a charitable company limited by guarantee in England and Wales, Company number 08452281, VAT Number: 220 8862 15.