

Bedelsford School School Development Plan

2022 – 2025 (March 2024 update)

Not yet started Partially achieved Achieved

<p>School Improvement priorities – 3 year plan</p>	<p>By the end of the academic year 2024/2025 we will have:</p> <ul style="list-style-type: none"> • Maintained and enhanced our outstanding provision for pupils with Physical Disabilities including those with Profound and Multiple Learning Difficulties and Complex Health needs. • Considered and developed current school building, with a view to second floor extension as well as consideration of a satellite site to enable provision to meet growing bespoke needs of cohort and increased numbers. • Become a school known for providing support to other professionals and families, including links and partnerships with other specialist and mainstream settings to enable them to develop their skills in supporting children with Physical Disabilities including those with Profound and Multiple Learning Difficulties and Complex Health needs.
<p>School Improvement priorities – 2022-2023</p>	<p>By the end of the academic year 2023 we will have:</p> <ol style="list-style-type: none"> 1. Increased daily opportunities for reading and writing for our three learning pathways across all curriculum areas 2. Continued to enhance our Physical Development Curriculum for children 3. Continued to enhance our Creative Curriculum for children 4. Enhanced the Quality Analysis of Evidence using our new INSIGHTS Analysis platform linked to EFL, to ensure our next steps of learning for all pupils remain aspirational and achievable for all and are informed by research with the national EFL group 5. Reviewed the Quality of KS3-5 provision, implementing any actions identified and ensuring that the Curriculum pathways and accreditations evidence progress through the Key Stages and are appropriately aspirational and achievable for all learners. 6. Supported children to further develop their self-regulation strategies with increased independence 7. Developed a mental health awareness matrix for children with the most severe and profound intellectual disabilities in order to help identify and raise awareness amongst our staff about the signs of mental health needs in children with the most complex needs. 8. Secured maximum access to learning and quality of life experiences for children with life limiting and complex medical conditions through delivery of our Together Learning Matters programme 9. Re-established After school and Saturday Clubs focussing on physical and mental health and well-being and cross curricular learning experiences including offering our school facilities such as the Hydrotherapy Pool to our children and their families on a regular basis to enhance opportunities for wellbeing 10. Continued to build on our programme of Residential Visits 11. Elected a team of Student Ambassadors from our Formal learning pathways in order for each class to be able to have representation for their views at school Council and to establish roles that can represent their views during whole school decision making e.g. lunch clubs and play, digital including e safety, educational visits, eco initiatives. 12. Developed our Outreach Programme to include a range of delivery to other specialist and mainstream provisions both within and outside the Trust 13. Gained our Leading Parent Partnership Award through the development of a parent partnership policy 14. Continued to develop TA's and teachers through CPD opportunities including internal and external initiatives including sponsorship of ITT, NPQ's, DET and working towards gaining our Best Practice Teaching Assistant Award 15. Established a Mental Health hub in collaboration with OHC&AT enabling further development of our Mental Health and Wellbeing programme and able to provide supervision, signposting and support to children, staff and families 16. Developed our estate to include enhanced hall and playground facilities and fully considered extension plans in order to build provision for the future.

School Improvement Priorities 2023-2024	By the end of the academic year 2024 we will have: <ol style="list-style-type: none"> 1. Reviewed the Quality of KS3-5 provision, implementing any actions identified and ensuring that the Curriculum pathways and accreditations evidence progress through the Key Stages and are appropriately aspirational and achievable for all learners. 2. Developed our estate to include enhanced playground facilities and fully considered extension plans in order to build provision for the future. 3. Gained the Wellbeing Award for Schools award mark 4. Developed a Recruitment and Retention strategy plan to ensure effective recruitment and retention of staff at Bedelsford 5. Developed the residential programme to include biennial residential to non-UK destinations 6. Carried out a full audit of all Bedelsford leavers over the past 10 years to steer further refinement of the overall curriculum intent and to provide qualitative measure of the school's impact. As a result of this work, the overall curriculum intent is distilled into two or three sentences.
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QUALITY OF EDUCATION - OUTSTANDING

Areas for development	Year 1: 2022-2023	<p>To increase daily opportunities for reading and writing for our three learning pathways across all curriculum areas:</p> <ol style="list-style-type: none"> 1. Pre Formal – sensory stories, objects of reference, mark making, switch use/cause and effect 2. Semi-formal – symbol systems e.g. PODD, AAC, PECS, turn taking, listening, fine motor skills and APPS, phonics and supported reading for pleasure with different genres 3. Formal – independent reading for pleasure, reading schemes and Writing without Tears/right from the start, enhanced AAC access and writing programmes including Eye Gaze and development of written compositions 4. Enhancing reading and text recommendations for each curriculum area (evidenced in Schemes of Work) <p>To continue to enhance our Physical Development Curriculum for children by:</p> <ol style="list-style-type: none"> 1. Developing our MOVE programme to become a Centre of Excellence meeting the needs of all children who would benefit (currently 25) 2. Developing our PE Curriculum to offer a wider range of accessible Sports (e.g. wheelchair rugby, frame running) 3. To offer PE and Sports Leader Accreditation at KS4/5 (OCR Entry 1-3) <p>To continue to enhance our Creative Curriculum by:</p> <ol style="list-style-type: none"> 1. Reviewing and embedding our Performing Arts Programme including access to further performance opportunities such as theatre workshops and inclusive remote learning projects - e.g. Coram Shakespeare and THRIFT 2. Developing our links and opportunities with outside organisations e.g., Kingston Music Centre, Kingston College, Charanga Music, Worshipful Company of Musicians etc. 	<p>Very good progress has been made with our increasing of daily reading and writing opportunities. The class areas have been redeveloped so that each class has a reading area with topic based books available as well as reading for pleasure. The Schemes of Work have been fully updated to reflect the new reading texts that go with each subject area for the term and Apps continue to be sourced and developed. AAC reading and specifically the writing of compositions for formal learners is being successfully implemented including the entering of competitions and book awards such as Spark Book Awards. For pre formal learners the development of person centred sensory stories is enabling motivating and engaging compositions to be resourced for story telling including life story telling. On World Book day the whole school celebrated and Early Years held a Come and Read with me event where parents were invited to join their children and read with them.</p> <p><i>June 23 – we have developed our library to include further reading resources and range of books for formal learners and their reading for pleasure and reading schemes. We have successfully recruited a Specialist Maths and English intervention teacher to build on group and individual interventions supporting writing and reading enhanced skills.</i></p> <p>Our Move Programme has been developed further with more children now accessing and the impact of increased movement really supporting cognitive achievement. Children take part in weekly frame running sessions at the local Sports Track – Kings meadow and also develop their sit to stand and walking skills in class and transition activities incorporated into each day. We have continued to train staff to be Practitioners and Senior Practitioners, our Move lead has delivered training Nationally through the MOVE Conference programme and we are on track to achieve our move Centre of Excellence Award in July.</p> <p>Our PE lead is introducing the OCR Accreditation and beginning to incorporate a wider range of Sports including wheelchair football, Boccia, Rounders. We have been approved as an Exam Centre so can hold all the Accreditation exams here on site.</p> <p><i>June 23 – We were delighted to achieve our MOVE Centre of Excellence in May 23. Our PE Specialist Emily Westby has introduced Sensory Circuits each morning for those children who benefit from physical movement at the beginning of their day to support learning and self-regulation techniques and is further developing our range of PE accessible Sports with recent visits to the Oval and weekly frame running and new sports introduced such as Curling and Wheelchair Rugby. The OCR Accreditations will be offered from September with students currently experiencing in order to choose their options.</i></p> <p><i>Our Creative Curriculum – We have employed a highly specialised team of creative arts professionals to support the delivery of therapies and therapeutically minded curriculum sessions. We have three Music Therapists (MT) who work part time across the week and we also have two Drama Therapists</i></p>
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3. Developing Schemes of Work pathways that utilise external expertise to enhance creative learning specifically for our three learning pathways
4. To incorporate Drama and Music Therapy where appropriate as a means to enhance pupils' creativity, confidence and mental wealth

To enhance the Quality Analysis of Evidence using our new INSIGHTS Analysis platform linked to EFL, to ensure our next steps of learning for all pupils remain aspirational and achievable for all and are informed by research with the national EFL group (which we are a part of)

To review the Quality of KS3-5 provision, implementing any actions identified and ensuring that the Curriculum pathways and accreditations evidence progress through the Key Stages and are appropriately aspirational and achievable for all learners.

(DT) who work two days a week in our school. The Therapy team has a wide range of expertise and their approaches to therapeutic work differ meaning students can be matched to appropriate therapists to ensure a highly specialist and high quality of provision is always available.

We have developed a tiered approach to creative arts to meet the needs of pupils who benefit from psychological intervention and those who benefit from accessing a creative arts curriculum. The creative arts curriculum offers all pupils access to the arts through differentiated learning opportunities.

Tier 1: Highly Specialised Intervention - Individual, paired or group work with a named therapist(s) to support; - Pupil's self-esteem -Exploring relationships -Access to musical technology to explore pupil's own creativity and self-expression -Increasing mental health, -Managing depression frustration, anxiety -Social isolation -Processing feelings about significant life events such as bereavement, loss, adoption etc. -Expressing difficult feelings safely -Developing greater emotional resilience

Tier 2: Targeted - Specific groups of pupils have been identified to require further specialised support to either enhance their curriculum experience or to support student's Mental Health and Wellbeing. This includes Drama and Music Therapists enhancing the Shakespeare for Schools project and supporting pupils to best access the performance and rehearsals. -Together Learning Matters groups with input from DT/MT -Liquid Vibrations- Music Therapists support with creating music for these sessions -Bereavement Groups -MOVE groups enhanced by a trained and highly experienced Neurologic Music Therapist -Preparing for transitions and new life experiences

Tier 3: Universal Offer - All pupils benefit from and have access to these interventions from the Creative Arts team. This includes; -WOWNOW Club and WOWNOW Theatre – directly supporting hybrid learning - Musical enhancement for whole school initiatives (Oral Health) -Enhancement from the Drama Therapists for whole school productions/ASCENTIS drama modules in 6th Form - Worshipful Company of musicians to visit and is open to anyone in school (rota basis) -M&M Productions (Theatre Company for Whole School Performances) -Whole school performance opportunities (including Harvest Festival Celebrations, Nativity, Christmas Performances, Easter Celebrations) -Yearly Creative Arts week -Teachers accessing CPD from Oily Cart -English National Opera initiatives -All pupils accessing art and music scheme of work -Entry to creative competitions (where appropriate) -Drama Club as part of the After School Club

June 23 – students have successfully accessed programmes in school with the Worshipful Musicians, Charanga Music workshops and African drumming as well as developing links with Kingston Music centre where our Bedelsford Children's choir are about to perform alongside other Kingston schools. As well as developing musical skills and techniques such as dynamics and tempo, participating in workshops and events has enhanced our children's communicative abilities, confidence and ability to work collaboratively with others. Our pre formal children have experienced enhanced musical quality including tone and genre and have visibly responded and developed their preferences. Some of our formal children have developed their performance skills and express how they enjoy learning and performing in front of a wide range of audiences. The development of our Schemes of Work are ongoing as opportunities become available.

INSIGHTS – we have appointed Phil Skippon to support Assessment throughout the school and particularly the development of INSIGHTS Analysis – this has enabled us to support teachers to baseline their subject areas and data has been able to be evidenced and interpreted for the Autumn

			<p>Term in terms of Steps of progress identifying where children had made emerging, developing, secure and exceeded progress.</p> <p>KS3 – 5 – we have created a Curriculum Pathway offer, monitoring processes for accreditation with weekly updates to support teachers to keep on track with assessment. This now includes ASDAN, ASCENTIS and OCR Accreditations as well as TRINITY Awards and Duke of Edinburgh Awards.</p> <p>June 23 – we have appointed our new Head of 6th Form and Secondary who is completing the review of KS3-5 and developing the offer for all pathways and reflecting in the curriculum offer. She will be holding an options evening at the end of June</p>
	<p>Year 2: 2023- 2024</p>	<p>1) Intervention groups and teacher: a) To refine the Hybrid curriculum offer, resulting in enhanced provision for those pupils accessing the hybrid curriculum as well as enhanced assessment of learning b) To further develop PE sports leadership accreditation</p> <p>2) To further develop KS3 – 5: a) Subject led timetables b) Accreditation pathways review</p> <p>3) To further integrate therapy provisions with teaching practice across the curriculum</p> <p>4) Overall curriculum intent is refined and is captured succinctly. Monitoring across the school demonstrates that this overall intent is widely understood by staff and is reflected in schemes of work, planning, and classroom practice</p>	<p><u>Dec 2023</u>: We have increased the number of pupils regularly accessing the hybrid curriculum from 3 to 6. Staff are reporting increased confidence in its delivery and have started to record progress made by pupils using E4L.</p> <p>Accreditation review is ongoing but has been delayed slightly by the challenges with appointing a substantive Head of Secondary. Further clarity expected late December / Early Spring.</p> <p>Curriculum intent is being clarified and modified – commented on favourably at recent Health Check by DS – and includes the further therapy integration into the overall curriculum offer.</p> <p><u>March 2024</u>: Currently working with Finance and HR to explore the feasibility of a comprehensive expansion of the hybrid curriculum which would enable greater capacity to support pupils who are not attending school full-time.</p> <p>Further work with DS has strengthened staff understanding of the overall curriculum intent, monitoring systems are well established and robust</p>
	<p>Year 3: 2024 -2025</p>		
Next steps	<p>Year 2: 2023-202S4</p>		
	<p>Year 3: 2024 -2025</p>		

BEHAVIOUR AND ATTITUDES - OUTSTANDING			
Areas for development	<p>Year 1: 2022-2023</p>	<p>To support children to further develop their self-regulation strategies with increased independence by:</p> <ol style="list-style-type: none"> Implementing Positive Behaviour Support principles such as enhanced review of classroom environments and changing or enhancing communication approaches where appropriate To enhance use of Happiness Bags and Emotional Wealth Journals for all children inside and outside the school setting following covid pilot 	<p>We have three fully trained staff members who can deliver PBS Training and advice to staff teams and workshops to parents and other settings. Where needed 2 classes have had weekly advice and implemented a change for their class environment which has improved any behaviour challenges and supported pupils to regulate and focus on their learning</p>

		<p>3. For children to independently access Safe Space as a sensory overload reducing option</p> <p>4. To develop Sports Sanctuaries inside and outside the school building</p> <p>To develop a mental health awareness matrix for children with the most severe and profound intellectual disabilities in order to help identify and raise awareness amongst our staff about the signs of mental health needs in children with the most complex needs. To raise awareness and develop strategies to support those children.</p> <p>To secure maximum access to learning and quality of life experiences for children with life limiting and complex medical conditions through delivery of our Together Learning Matters programme including:</p> <ol style="list-style-type: none"> 1. Agreement with families on in school learning hours including access to educational visits and residential 2. Agreement with families of remote learning sessions on a daily basis and delivery of learning from home packs 3. Adaptive approach to individual needs such as pain management, fatigue and routines associated with their medical needs 4. Regular reviews with multidisciplinary teams including consultants and social care teams leading to high quality of life outcomes for each child. 	<p>and communication. We have also involved the EP and she is offering the SCERTS Model (Social Communication, Emotional Regulation and Transactional Support) especially for our pupils on the Autistic Spectrum to support their holistic needs with all involved families and professionals including becoming a confident social communicator and active learner. Happiness Bags are being resourced across all Primary Classes and Secondary Classes where needed. Emotional wealth Journals are being used by those students for whom this is meaningful.</p> <p>A small number of children are accessing the Safe Space and this is becoming a place of choice for those children to read for pleasure with an adult and is offered as an option when communicated.</p> <p>Sports Sanctuaries and Circuits that link to regulation and Move are in place on a weekly basis and impact is supporting children to learn.</p> <p>Training has been delivered to all staff on supporting the Mental Health of pupils with the most complex needs and evidence is that staff are able to identify and offer communication techniques to ascertain any concerns e.g. What's wrong book, vocalisations, responses, awareness of whole child and pain, hunger etc. and when child is presenting differently to usual e.g. upset or very quiet -. further work is ongoing with specific children identified and accessing our therapeutic and creative arts offer</p> <p>Our Together Learning Matters now includes 11 children and we continue to work closely with families and the child to offer a bespoke education package including hybrid learning on site and at home, a daily remote offer and regular review. Parents have given very positive feedback to the support that the daily remote wellbeing sessions offer to their child and themselves when for example in hospital</p> <p><i>June 23 – Happiness Bags and now in place for a range of children and being used successfully to support regulation and communication. In addition, some bags have gone to children at home who are learning remotely or with our Hybrid programme due to surgery or illness affecting the immune system. They have been developed to ensure that learning resources can be used and adapted in all environments – home, school, hospital etc.</i></p> <p><i>Safe Space is now being used for a wider range of support including the sharing of positive experiences such as reading a book with a chosen adult or peer and some students are requesting to go for this purpose – this has enhanced the self - regulation and independence of students. Our Sport Sanctuary equipment has been ordered and hall and Secondary playground sanctuaries are imminent.</i></p> <p><i>Our new TLR Post holder for Leading Behaviour and Culture is developing the Matrix for Mental Health following staff training in the Spring and will be rolling out to all staff in preparation for September.</i></p>
<p>Year 2: 2023-2024</p>		<ol style="list-style-type: none"> 1) Successfully complete the Wellbeing Award for Schools award mark 2) Successfully complete the silver level Attachment Aware Schools award 	<p><u>Dec 2023:</u> We are progressing well with both the Wellbeing Award for Schools (led by BC) and the silver level Attachment Aware Award for schools (led by TM)</p>

			March 2024 : Wellbeing award successfully completed in January 2024. The Attachment Aware Award is progressing well and we are on track to achieve this by the end of the academic year
	Year 3: 2024-2025		
Next steps	Year 2: 2023-2024		
	Year 3: 2024 -2025		

PERSONAL DEVELOPMENT- OUTSTANDING			
Areas for development	Year 1: 2022-2023	<ol style="list-style-type: none"> To re-establish After school and Saturday Clubs focussing on physical and mental health and well-being and cross curricular learning experiences To offer our school facilities such as the Hydrotherapy Pool to our children and their families on a regular basis to enhance wellbeing To continue to build on our programme of Residential Visits To elect a team of Student Ambassadors from our Formal learning pathways in order for each class to be able to have representation for their views at school Council and to establish roles that can represent their views during whole school decision making e.g. lunch clubs and play, digital including esafety, educational visits, eco initiatives. 	<p>We were delighted to start out After School Sports, drama and hydro clubs in the Spring Term. We have 21 children attending in total and it has been very rewarding to see their developing independence, interaction and socialisation skills with peers across phases all enjoying the well planned activities.</p> <p>Our Hydrotherapy pool is available every Thursday for families and the current offer is 6-week Primary and the 6 week secondary families each term. This is working well and offering valuable wellbeing opportunities for those families.</p> <p>We are looking forward to our next Residential to the Isle of Wight in May and then our Duke of Edinburgh Camping Expedition in June. Student Ambassadors have been embedded across the school led by the 6th form - we have a range of ambassadors including – Wellbeing, Digital, Eco, Safety and Play.</p> <p><i>June 23 – we have continued to run a successful after school club and hydro club and will be introducing a second club focussing on fun activities developing communication and cognitive skills from September run by our new Interventions teacher Tunde Frisnyak.</i></p> <p><i>We held a very successful Residential for our Leavers to the Isle of Wight and our Duke of Edinburgh Residential is 27th and 28th June. We are hoping to open up the building further to families on a Saturday from the Autumn Term including access to the hydro pool.</i></p>
	Year 2: 2023-2024	<ol style="list-style-type: none"> 1) Increase overall pupil attendance by at least 1% on the 22/23 overall average 2) Develop the residential visits offer to include biennial visits to non-UK destinations 3) Further develop ambassador roles to maximise the effectiveness of the school council 4) Further develop cultural capital offer 	<p><u>Dec 2023</u>: pupil attendance is currently just below 83% which is slightly lower than the 22/23 overall average. We are working very closely with the EWO to ensure that our attendance processes are robust and responsive to individual pupils and family needs. The recently appointed Head of Secondary is working on the residential visits which will include biennial visits to non-UK destinations. The school council has recently been established: pupils met recently to discuss and agree on ways they would like to commemorate Remembrance Day, and we are in the process of rolling out a pupil survey for all pupils at Bedelsford.</p>

			<p>March 2024: Pupil attendance was at 81.5% immediately after Christmas, has since risen up to 82%. We are continuing to work extensively with the EWO. We have recently updated the process for parental request for planned leave to make it much more robust and will ensure that there are a number of additional safeguards in place. Proposed expansion of the hybrid curriculum will also mitigate against the impact of lost learning for those pupils who are classed as severely absent</p> <p>Pupils currently involved in project to name the roads at the new Cambridge estate in Kingston. Pupils in Sixth Form have recently voted on the colour that they would like the walls in the Sixth Form painted.</p>
	Year 3: 2024-2025		
Next steps	Year 2: 2023-2024		
	Year 3: 2024 -2025		

LEADERSHIP AND MANAGEMENT- OUTSTANDING			
OPH	Year 1: 2022-2023	<p>To develop our Outreach Programme to include a range of delivery to other specialist and mainstream provisions including:</p> <ol style="list-style-type: none"> Supporting provisions with their physical development curriculum through our Move and Moving and Handling Trainers expertise and PE Specialist Bespoke training to support other settings with PMLD Curriculum and Integrated therapy approaches To support mainstream settings with communication strategies and EHC Planning <p>To gain our Leading Parent Partnership Award through the development of a parent partnership policy and including:</p> <ol style="list-style-type: none"> To develop our parent workshop offering through the circulated questionnaire. To link with external agencies, such as the EP and paediatric health providers to provide meaningful support and signposting for families. To develop the training team to deliver parent workshops (including internal expertise and external expertise, e.g. healthcare providers & EP. To enhance the welcome to our school community through the development of visual and digital displays in our school reception. To promote parent access to EFL to enable improved sharing of home school achievements. <p>TA Development: To gain our Best Practice Teaching Assistant Award</p>	<p>We have delivered training to other schools and settings in relation to Moving and Handling and our MOVE Specialist has been asked to deliver across other schools as part of our Centre of Excellence award. In addition, we have supported Orchard Hill College and Langdon School with PMLD Curriculum, EFL and PBS Training and have advised mainstream settings re communication and EHC Planning and transitions where identified as appropriate.</p> <p>For our Parent Partnership we have conducted a Parent and Carer survey around views of the school during Parents Evening Delivered 12 Parent and Carer Workshops to 21 families Welcomed 4 external professionals to deliver training to families This award recognises the current initiatives taking place and gives us ideas on how to develop these further – we are on track to achieve in July 23</p> <p><i>June 23 – we have continued to offer further parent workshops and these are now embedded in our practice with a wide range of options. This term we have delivered with external partners Oral Health, Moving and Handling, Supporting Behaviour at Home Toolkit for parents with our Educational Psychologist Kim, Parent Wellbeing, Sensory Stories and Phonics and Reading was also offered. Workshops have received very positive feedback and are collated on Google Forms following each session.</i></p> <p>Our TA Best Practice award is also developing well with Senior Teaching Assistants meeting with SLT weekly, the development of clubs across lunch time</p>

	<ol style="list-style-type: none"> 1. Through developing our key worker programme, including ensuring all staff are able to use EFL to record progress and are understanding and can articulate their role as a key worker. 2. To encourage teaching assistants to participate in whole school initiatives, such as lunch clubs and using their skills and talents. <p>Teacher development:</p> <ol style="list-style-type: none"> 1. To continue to develop our high quality teaching provision by offering on-site initial teaching training through apprenticeships and other schemes. 2. Continuous professional development through sponsoring teachers in achieving national professional qualifications (NPQ's) 3. Delivering of hybrid and face to face CPD, including creative education, educare and on-site expertise from external & internal providers. <p>Centralised Mental Health Hub:</p> <ol style="list-style-type: none"> 1. To further develop our mental health & wellbeing programme, including achievement of our wellbeing award for the whole school community by recruiting and developing a mental health coordination team. 2. Establish a wellbeing action plan taking in to account stakeholders' views. 3. To develop a programme of signposting all staff to highlight the value of personal responsibility for own health and wellbeing. 4. Developing the programme and initiatives of supervision in line with the OHCAT centralised mental health hub. 5. To re-establish use of sensory garden as a place of reflection (following COVID-19) to look after/enhance the current tree. 6. To review our bereavement policy in the light of recent bereavements and support for staff and students. <p>Estate development</p> <ol style="list-style-type: none"> 1. To evaluate the cost benefits and partnership working to successfully achieve a second story extension of the school to enhance provision and to increase capacity to 135 pupils. To assess relocation of classes and learning should the extension plan be successful- including utilising links within the community (church, Samaritans e.g.) 2. Hall with new music system 3. Playgrounds- addressing outdoor play areas (i.e. tarmac etc.) 	<p>and discussing ways to enhance team communication in classes across the school. We are on track to achieve in July 2023.</p> <p><i>June 23 – we have developed our STA weekly meetings which are giving a greater voice to our wider staff team and triangulating with teacher and SLT Meetings each week. This term we are focussing on the Appraisal update for all enabling TA's to review and develop their skills or ideas for achieving the School Development plan and their own professional development. This has also been a useful sharing of concerns and information group and suggestion or concerns which are implemented or resolved are logged to evidence that the whole staff team are being listened and responded to.</i></p> <p>We are pleased that 6 of our Teachers and leaders are participating in NPQ programmes including NPQH, NPQEL, NPQLT (Teaching and Learning) X3, NPQBC (Behaviour and Culture) This is already having a positive impact on initiatives across the school as evidenced by David Scott's Consultancy visit in February and march. We also have two Teacher Apprentices. We also currently have Musical Hydrotherapy Training, have completed Hailiwick Training and have Intervener Training in May 2023. Our other termly training is attached below and includes PBS, Reflective spaces, Curriculum Pathways, EFL workshops, Moving and Handling. MOVE and Makaton. We continue to use Educare for training such as Fire Risk assessment to ensure all staff are updated with Health and Safety.</p> <p>Our Wellbeing award is underway and our action plan is in progress and we are meeting the required assessment outcomes on a termly basis. We have a number of staff undertaking supervision individually which is a confidential offer from our OHCAT Mental Health hub.</p> <p><i>June 23 – We have 8 staff currently attending individual Supervision sessions with Innovating Minds or signposted organisations. We have continued to provide support and training to better enable staff to value their own responsibility for health and wellbeing including development of our Mental Health Team initiatives leading to a Mental Health and Wellbeing week in conjunction with National Mental Health Awareness and this included for staff Positive affirmation sharing, breakfast club, Choir, Yoga, Swimming, Quiz, Fairfield walk amongst other initiatives. The <u>Wellbeing</u> award should be achieved by July 23.</i></p> <p>Our Estates programme is moving forward and we have just sent building plans to AFC to support our extension bid and await next steps. OHCAT are working closely with us on this initiative. We are currently gaining quotes for our playground and Music Hall.</p> <p><i>June 23 – we have had positive news that AfC are now working with us and have indicated that they would part fund our extension. They have our plans and are working further with our architect on this and other OHCAT Projects. We are now able to move to gain quotes for our Hall system and decoration and have approval for our new Playground swing and £60000 funds allocated to resurfacing and development of outdoor play areas.</i></p>
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	<p>Year 2: 2023-2024</p>	<p><u>Estate development</u> 1) To evaluate the cost benefits and partnership working to successfully achieve a second story extension of the school to enhance provision and to increase capacity to 135 pupils. To assess relocation of classes and learning should the extension plan be successful- including utilising links within the community (church, Samaritans e.g.) 2) Hall with new music system 3) Playgrounds- addressing outdoor play areas (i.e. tarmac etc.)</p> <p><u>Outreach</u> 1) To develop the MOVE provision by further refining its implementation across the school, and by delivering outreach to other schools and professionals</p> <p><u>Personnel</u> 1) Develop a specialist DSL / Family Support role to refine the effectiveness of safeguarding and to ensure that families continue to be fully supported 2) Develop a staff Recruitment and Retention action plan</p> <p>2) Make use of OHCAT data and exit interviews / questionnaires to shape strategy for the recruitment and retention of staff</p> <p><u>Budget</u> 1) Ensure that the school's financial spending continues to be aligned with budget and OHCAT policy and that increased costs such as salaries, energy, are absorbed without impact on quality of education for pupils</p>	<p><u>Dec 2023:</u> Recruitment and Retention action plan has been drafted and will be shared with LGB members in December meeting. Meeting regarding expansion took place last month and plans are ongoing. IT upgrades as part of the OHCAT IT upgrade are also ongoing. Staff visited the model school at Nightingale Academy in November. Plans to upgrade the primary playground are ongoing. A proposal has been submitted to OHCAT and three possible suppliers have been approached and are in the process of providing plans and quotes. New swing for the Secondary playground has been approved and is due to be installed at the end of January 2024. Work on Fire Doors across the school is booked in for the Feb half-term. Work on Meerkats / Lemurs is now confirmed and will take place over the Christmas holiday and the first week back after the holiday which will require both classes to temporarily relocate to the Hall for the first week.</p> <p>MOVE provision continues to go from strength to strength. Bedelsford was recently recognised for its excellent work with MOVE at the MOVE annual conference where the school won an award. DSL position has not yet been filled: interviews are taking place in December for three shortlisted candidates. Budget continues to be healthy, we maintain close working relationships with OHCAT finance and HR teams. Recruitment and Retention action plan has been drafted and will be shared with LGB members in December meeting</p> <p><u>March 2024:</u> Planned expansion discussions are ongoing re plans and costs associated with plans. DSL / Family Support Worker position has been filled and the new post-holder (an experienced social worker with background of working with children with disabilities) started at the end of February. This will both create additional leadership capacity as well as strengthening our safeguarding and family support practice through enhanced levels of professional expertise.</p> <p>Budget is currently very healthy. Forecast for a surplus of £19k at the end of the school year. Currently spending 79% of overall budget on staffing which is 3% lower than was originally forecast</p> <p>Information video about Bedelsford school was made in February. This video will be enhance the advertisements for positions at the school. We are also creating posters to be displayed locally in Kingston which will include a QR code linking to the information video.</p>
	<p>Year 3: 2024-2025</p>		
<p>Next steps</p>	<p>Year 2: 2023-2024</p>		
	<p>Year 3: 2024 -2025</p>		

		QUALITY OF EDUCATION IN EARLY YEARS - OUTSTANDING	
		Actions from previous year	Impact of actions:
Areas for development	Year 1: 2022 -2023	<ol style="list-style-type: none"> 1. To develop Staff Supervision strategies using the Morrison's 4X4 2. To work towards leading Parent Partnership Award by engaging parents in school life through the development of parent workshops around Oral Health, Come Learn with me and Curriculum Initiatives such as Literacy and reading 3. To further develop Sensory and Outdoor spaces ensuring maximum opportunities for learning achieved. 	<p>Our Early Years teacher has successfully worked to develop the Morrison's approach with supervision making a difference to adults and carers and building of relationships including critical reflection to support helpful discussion.</p> <p>Oral Health involving Nursing Team has been very positive and Parent workshops on Come Learn with me and come Read with me have had very positive impact with requests for more evidenced by Parents survey March 2023.</p> <p>A new outdoor fenced space specifically for EYFS is being built over the summer term – we look forward to the benefits of this development.</p> <p><i>June 23 –Oral Health workshops have taken place with SALT and OT teams and David Scott's visit highlighted the strength of the EYFS Curriculum that is in place. Quotes are in place for the EYFS outdoor fencing and this implementation is imminent along with the budget for the wider play area.</i></p>
	Year 2: 2023-2024	<ol style="list-style-type: none"> 1) To further develop Sensory and Outdoor spaces ensuring maximum opportunities for learning achieved. 2) Maintain the highest standards of education and care for pupils in EY provision whilst the EY teacher is absent on maternity leave 	<p><u>Dec 2023:</u> Plans to upgrade the primary playground are ongoing. A proposal has been submitted to OHCAT and three possible suppliers have been approached and are in the process of providing plans and quotes. Teacher providing maternity cover is currently absent. An experienced EY-trained STA has stepped up to cover for her with support from the Head of Primary.</p> <p><u>March 2024:</u> Finalising the plans for the outdoor spaces with Playdale. Two draft plans have already been prepared but it is hoped that the third plan will be able to be taken forward for approval at OHCAT. EY teacher has resigned and will leave at Easter. Plan for Head of EY to backfill in the interim between EY teacher leaving and the substantive EY teacher returning from Mat leave (likely late June / early July)</p>
	Year 3: 2024 -2025		
Next steps	Year 2: 2023-2024		
	Year 3: 2024 -2025		

QUALITY OF 6TH FORM PROVISION: OUTSTANDING

Areas for development	Year 1: 2022-2023	<ol style="list-style-type: none"> To develop further Careers and Work experience opportunities including access to Employers where appropriate To further secure pathway to personalised Transitions to Adulthood in liaison with outside provisions, colleges and health teams To enhance Curriculum and Accreditation opportunities through wider choice of pathways such as OCR, Trinity and Duke of Edinburgh 	<p>We are continuing to develop our in school careers and enterprise programme including Busy Birds and Teas in the Trees and weekly Café's and Bakery as well as opportunities to work at Spelthorne Farm and Homeless Shelter Programme, British Legion and College visits and Career fairs.</p> <p>Planned transitions for all students are now in progress and progress to support transition activities over the summer Term are being planned.</p> <p>The new curriculum opportunities are in place with excitement growing about the Duke of Edinburgh award events and expedition as well as working toward Trinity and OCR Accreditations.</p> <p><i>June 23 – All our Leavers are on track to achieve their accreditations as predicted and all have their new Specialist College placements secured for September. Our new Head of 6th Form and Secondary is building on our Careers and Work Experience opportunities for September 23 and we have been involved in the COMPASS Initiative to date which has logged all achievements made with our current learners. Partnership working has been strong leading to successful transitions to adulthood with health professionals and social care teams where indicated and transitions currently started or planned so that learners are well prepared for their next step of learning.</i></p>	
	Year 2: 2023-2024	<ol style="list-style-type: none"> Complete an audit of all Bedlesford leavers within the past 10 years Develop the curriculum to support the new OCR accreditation 	<p><u>Dec 2023</u>: Audit of all Bedelsford leavers has been ongoing since September and is nearly complete. Curriculum development including accreditations is ongoing.</p> <p><u>March 2024</u>: Audit of previous leavers is complete. Inset day on Feb 9th devoted to Careers provision and how this looks across the school. All schemes of work have been updated in response to the work completed on this day.</p>	
	Year 3: 2024 -2025			
Next Steps	Year 2: 2023 - 2024			
	Year 3: 2024-2025			



Working together to transform lives

Ethos

As a community of learners, families and colleagues OHC&AT believes that by working collaboratively, with energy and ambition we can always effect positive change. At the core of our ethos is the conviction that there should be no limit placed on what is possible and that everyone has the ability to be the very best they can be.

Mission

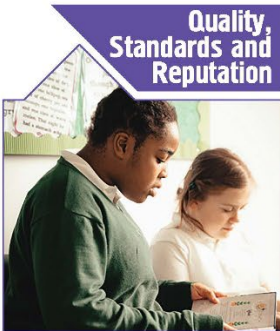
OHC&AT exists to support, enable and champion the talents, skills and rights of the most complex and vulnerable people in our society in order that we can release their potential, promote their wellbeing and transform their lives.

Values

As an organisation, we adhere to the seven principles of public life to drive our behaviour and provide a framework for our actions. These are: leadership, openness, objectivity, selflessness, honesty, integrity and accountability. Within this framework, we have defined our own set of core values and behaviours based around the word 'create'.

Confident **R**espectful **E**quitable **A**dvocacy **T**eamworking **E**nabling

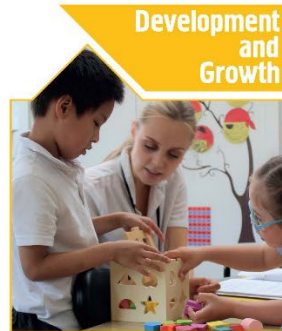
Key Strategic Priorities for 2022-2025



Every OHC&AT pupil and student benefits from exceptional provision that effects life changing outcomes.



Creative and evidence-led approaches are distributed across the organisation to maximise opportunities.



We are responsive to local and regional need and have a clear moral purpose that impels us to generate a positive impact where we believe we can do so.



The collective thoughts and experiences at all levels of the organisation are harnessed to enable and drive positive change.



Investing in our staff, governance and volunteers to promote and liberate their talent, grow expertise, attend to their wellbeing and enable them to make the difference.