

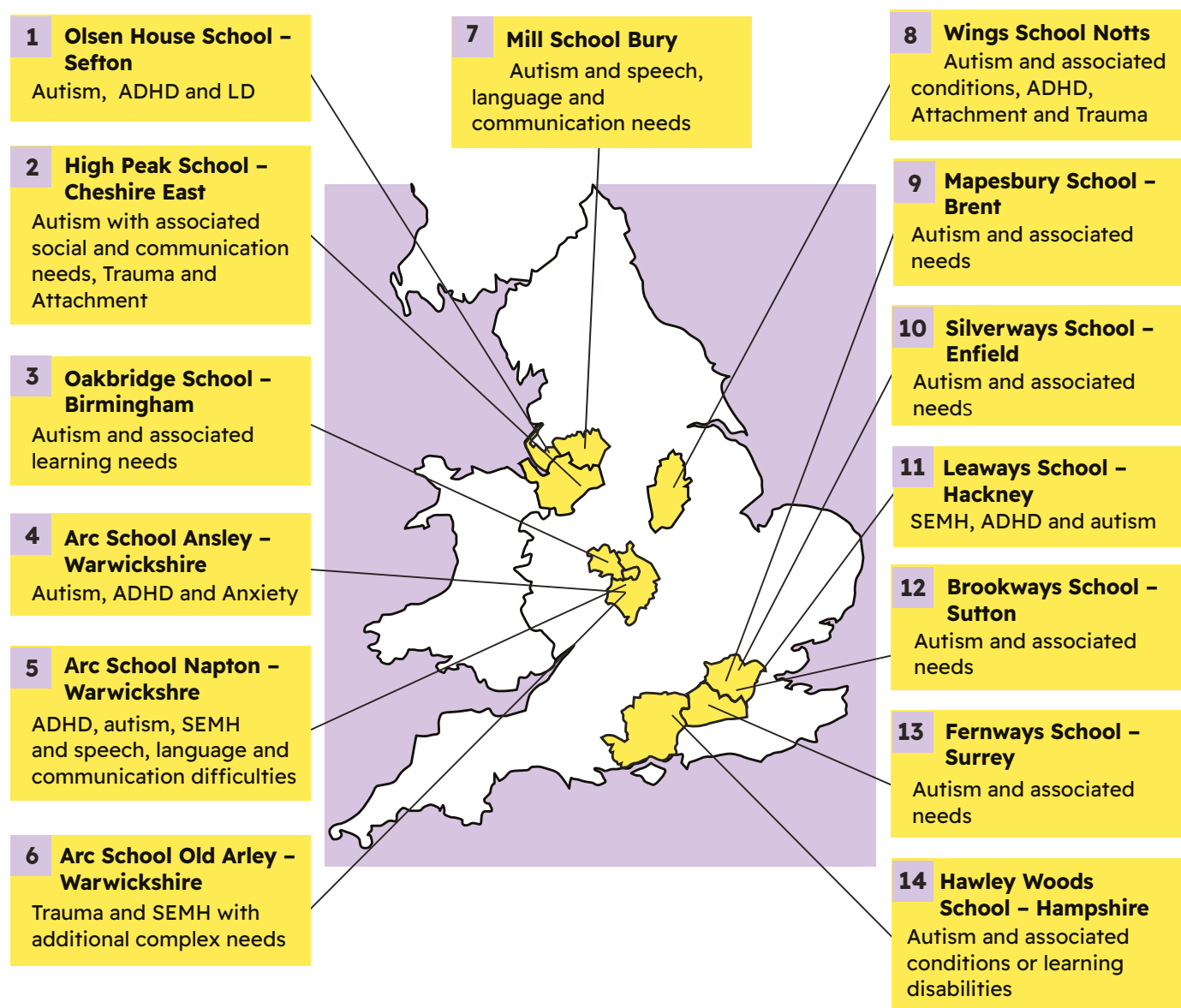
Kedleston Future Forward – *Our ESG Impact Report*



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Our Schools



About Kedleston Schools



We are a specialist education provider committed to offering high quality school environments where children and young people with additional needs can thrive and become active and positive citizens.

As an organisation, our purpose is to nurture brighter futures for children with complex SEND needs.

Since incorporating in 2006, we have continued to grow, always guided by our belief that every child deserves an education tailored to their individual strengths, needs and aspirations.

We are proud to support more than 830 children in our 14 schools across the country and our mission in all of them is to nurture confident and capable young people through therapeutic and holistic education - preparing them for positive citizenship and for taking their next steps in education, work and life.

We specialise in supporting children and young people who have a range of Special Educational Needs including Autistic Spectrum Conditions (ASC), Social, Emotional and Mental Health needs (SEMH), Attention Deficit Hyperactivity Disorder (ADHD), and Specific Learning Difficulties (SpLD). We also support pupils with Speech, Language and Communication Needs (SLCN), as well as those whose learning has been affected by anxiety, trauma or attachment difficulties.

We design our school environments to be inclusive, calm and safe, enabling pupils to feel secure, valued and ready to learn. Our approach centres on providing personalised programmes of education, delivered through small class sizes and supported by experienced specialist staff. Typically, our classes operate with around six to eight pupils, ensuring every learner receives the focused attention they need to grow in confidence and independence alongside developing their academic capabilities.

Our schools, and our organisation, hold the same core overarching values:

Ambition

We are brave and creative, challenging each other to think differently and aim higher

Belonging

We're a community where everyone is valued and can truly be themselves

Celebration

We share moments of joy and growth, recognising achievements big and small

We support pupils to achieve meaningful qualifications depending on their individual goals. Beyond academic progress, we place strong emphasis on developing life skills, social confidence, communication, and resilience, ensuring pupils are equipped for their next steps in education and life.

This is reflected in our organisation's shared promise - to put our pupils at the heart of everything we do, keeping them safe and supporting them to find their place in the world.



An Introduction from our Chief Executive, Paul Brosnan

I am proud to introduce Future Forward, our Environmental, Social and Governance (ESG) Impact Report, which reflects both who we are as an organisation and the values that guide everything we do. Our work begins and ends with the children in our schools, and ESG for us is not an abstract concept – it is a practical, everyday commitment to ensuring our pupils can thrive, now and into the future, with the support of their families and carers their local communities and nurtured by them and by our colleagues.

As we support children to find their place in the world, it is vital that we protect and enhance the environment in which they live, and safeguard the world they will inherit as the next generation. This responsibility sits at the heart of our environmental goals: to reduce our impact, to embed sustainable thinking across our schools, and to empower both colleagues and pupils to take meaningful climate positive actions.

Equally, our social responsibility is a promise to enhance the value we bring to our pupils and to those around us – to communities, families, carers, local authorities and to each other. We see every relationship, every partnership and every act of support as a chance to contribute positively. Whether through inclusive practice, community engagement, fundraising, or initiatives that strengthen belonging and wellbeing, our goal is to grow the positive social impact we create each year.

Robust and transparent governance underpins all of this. Our goal is to ensure that the decisions we make are ethical, accountable and always aligns with the best interests of our pupils and the people who support them. Strong governance gives confidence that our values are lived consistently and that our organisation is safe, responsible and sustainable.

Across all three areas of ESG, we are encouraging our schools, colleagues – and importantly, our pupils – to take part in this shared endeavour. From securing meaningful accreditations to embracing

‘green’ initiatives, from inspiring local engagement to implementing evidence based practice, we are focused on measuring our impact and strengthening our outcomes. This report highlights successes to celebrate, areas to evolve and opportunities to enhance our contributions across society and provide societal ‘return on investment’ to local authorities, the Department for Education and our regulator Ofsted and the children and families we serve.

We are a family organisation at our core, with our founders still at the heart of Kedleston 20 years on from when it was launched. Throughout these 20 years, we have been exclusively devoted to enhancing our offering to our pupils, enlarging and strengthening our teaching, caring and support team and the schools in which they work. Our organisation is owned to a large degree by colleagues who work across Kedleston in our schools and our business support functions. With our schools based entirely in England, we support children from around the country and we are committed to being always mindful of how everything we do shapes the futures of our pupils, their families, our colleagues and our wider communities. We are committed to acting responsibly and ethically to protect and promote the wellbeing of all. This commitment is a foundation on which we will continue to build.

Paul Brosnan

Chief Executive,
Kedleston Schools



1. Our Environmental Goals

Our organisation is committed to embedding environmental responsibility and sustainability at the heart of our operations. As we look to maximise sustainability, we recognise the importance of taking meaningful, measurable action that supports a more sustainable future for our pupils, staff, communities, and the planet. The following goals outline our core environmental commitments across Kedleston:

Operating Sustainably on the Journey to Net Zero

We aim to operate in the most sustainable and environmentally responsible manner possible as we progress towards a goal of achieving net zero, in line or ahead of, governmental targets.

As part of this commitment, we are now benchmarking KPI baselines for: Co2 production, kWh energy consumption, water usage (cubic metres), vehicle usage (via mileage & CO2 emissions), at both individual school level and across the organisation as a whole, ensuring that future progress can be tracked, evaluated, and continually improved.

Promoting and Celebrating Environmental Initiatives

We will actively promote, share, and celebrate sustainability achievements across all our schools and our wider organisation. By highlighting effective practices and successful projects, we aim to foster a culture of environmental awareness, innovation, and collaboration.

Reducing Emissions and Environmental Impact

Our organisation is dedicated to reducing emissions and minimising the environmental impact associated with refurbishments, new developments and day to day operations including our use of vehicles, where we seek to use the most environmentally friendly options possible and reduce journey frequency. We are committed to careful planning, responsible material and resource selection, and the adoption of environmentally conscious and sustainable construction, renovation and transport methods.

Reducing Energy and Water Consumption

Across Kedleston Schools, we will work to decrease our consumption of energy and water (per pupil, per school) through improved efficiency, monitoring, and behavioural change. By investing in sustainable technologies and encouraging responsible usage, we aim to reduce our environmental footprint and operating costs simultaneously.

Minimising Waste and Encouraging Recycling

We are committed to reducing waste generation within our settings. This includes strengthening recycling practices, reducing the volume of waste sent to landfill, and exploring further waste reduction initiatives. Our goal is to embed waste conscious behaviours across all staff and pupils.

Achieving Eco-Schools Accreditation

We will encourage and support each of our settings to work towards achieving Eco-Schools accreditation. This recognised framework helps to guide schools in embedding sustainable principles into daily practice and ensures consistent environmental standards across Kedleston.

Encouraging Biodiversity Across Our Settings

Promoting biodiversity is a key priority. We will encourage and support our schools to take part or foster initiatives that support local ecosystems, such as planting schemes, wildlife friendly practices and nature based learning areas which enhance the natural environment within their communities.

Educating Pupils and Staff on Environmental Responsibility

We are committed to educating both pupils and staff about the environmental impact of individual and collective actions. Through curriculum, training, and community engagement, we aim to empower all members of our organisation to take an active role in protecting the environment and contributing to a more sustainable future.

Where we are now, environmental

Net Zero

Working towards our target of 2050 (in line with UK Government targets), if not before



Vehicles

Mileage – Business Travel

Colleagues encouraged to use public transport. The use of online meetings has reduced business mileage.

Schools

2024 – No data
2025 – 201,559

Head Office

2024 – 265,199
2025 – 228,407

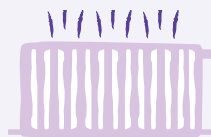
Around 2/3 of corporate colleagues work from home. 36% of Kedleston schools have installed electric car charging points

Fuel and Energy

Where possible we choose the most sustainable form of fuel and energy. For example Biomass Heating is used at High Peak School and Olsen House is heated using entirely Far Infrared heaters (energy efficient electrically powered units).

New locations have been opened year on year, resulting in overall higher usage figures; but on a 'like for like' basis, in those schools which have been open for more than 12 months, we can demonstrate Co2 emissions from our core utilities usage has reduced by 8% and for non-core utilities (such as kerosene or propane) has reduced by 66%.

Electricity Usage – there is a three- year trend increase; this is mostly attributable to a switch from old and gas fired heating systems to new, energy efficient air source heat pumps

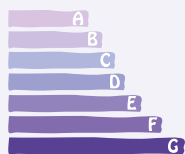


Gas Usage – this is down year on year from 2024. Our use of core gas as a utility has reduced by 25% and propane usage has reduced by 66%.



Purchased Goods and Services

100% of schools encouraged to use local suppliers to minimise carbon footprint wherever possible

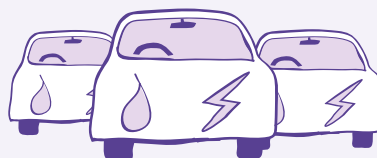


EPC Ratings

Across those schools currently graded, an average rating of C is held.

Waste

Recycling encouraged and enabled in all Kedleston locations. 93% of Kedleston's classrooms feature recycling bins.



Fleet Vehicles

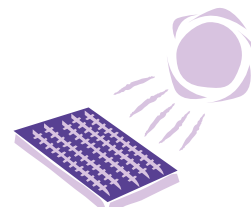
28% of the fleet (schools and Head Office only) are self-charging hybrids.

Kedleston is rolling out a programme of replacing cars with SC hybrid wherever possible.

9 seater vans (used within some schools) are not viable for electric or SC hybrid. Most school vehicles are 9 seat mini-buses for use in schools, ensuring multi-occupancy use.

Solar Panels

22% of Kedleston schools are fitted with solar panels. These generate up to 108KW per day.



Heat Pumps

40% of Kedleston schools are fully fitted with Air Source Heat Pumps. 30% have partial air source heating





Water

14% of Kedleston schools have leak sensing equipment installed

Integrated plumbing system (IPS) toilets with low capacity slimline cisterns are installed in 36% of Kedleston schools

Consumption

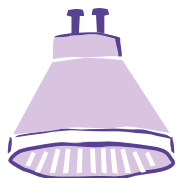
2024 – 9101 Metres³

2025 – 5757 Metres³

Lighting

64% of Kedleston schools use fully LED lighting.

100% of Kedleston schools use at least some form of LED lighting.



Environmentally Friendly Colleague Initiatives

Colleagues are invited to take part in the Cycle to Work scheme, with £2k available through salary sacrifice for a suitable bicycle.

Cycle To Work Scheme

Since its introduction in 2020, 40 colleagues have enrolled in the Cycle to Work scheme.

2024: An additional four colleagues enrolled in the scheme.

2025: An additional 10 colleagues enrolled in the scheme.

Scheme to be further promoted / install cycle racks where schools need them

Recycling

100% of schools are compliant with workplace recycling guidance.

Narrative:

All workplaces in England must separate their waste before it's collected, including any waste produced by employees, customers and visitors.

Our schools separate dry recyclable materials (plastic, metal, glass, paper and card) from food waste and non-recyclable waste (also called residual waste).



Use of Renewable Energy

Installations have taken place which include:

- Wood pellet system
- Far infra-red
- Solar Panels

Training

No specific ESG or environmental training to date.



Driving Training

Driver training is provided.



Curriculum

All schools have environmental and sustainable subjects and activities included as part of the curriculum and as extra-curricular activities.

Fuel, energy and water consumption

Fuel and energy

Across our schools, a diverse range of energy sources and fuels are used to provide both light and heat to the properties including gas, electricity, wood pellet burners, infrared heating and air-source heating pumps.

This reflects the diverse range of school buildings within the estate which include traditional brick-built buildings and others created using modern methods of construction. Location, size of building and the sources of energy available in a

particular area also play a role as to which energy sources are available to be used.

Where we are opening new schools, new buildings in existing schools or refurbishing schools, air source heating is installed wherever possible. In recent years we have conducted a programme of various improvements to our schools including removal of oil-fired boilers, improved insulation and double glazing installation to maximise their efficiency. Water consumption across sites has

reduced 36.7% year on year from 9101 to 5757 metres cubed.

Looking Ahead

Looking ahead, we will be adopting the latest energy efficient technologies across our upcoming projects. This includes the installation of advanced air source systems, far infra-red heating for large spaces, LED and sensor controlled lighting, photovoltaic systems, and enhanced insulation to significantly improve overall building performance.

In parallel, we are planning a targeted programme of retrofits across our existing sites, prioritising those

with the lowest current energy efficiency ratings. These upgrades will incorporate combined air source systems to provide essential environmental cooling—an increasingly important requirement as summer temperatures continue to rise.

We are also progressing with our initiative to phase out all remaining fluorescent and sodium lighting at older sites, replacing these with high efficiency alternatives. Additionally, we remain committed to modernising our vehicle fleet through the continued adoption of hybrid vehicles and the introduction of newer, low emission compliant (euro6) vans (whilst awaiting improvements in technology before all electric minibuses can be acquired).

Environmental Awareness and Protection in Action -

Case Study 1: Arc School Ansley

ADH Bees is an innovative beekeeping initiative developed to give pupils meaningful, hands on learning experiences that blend environmental education, personal growth, and vocational skills. The project began after pupils attended the Bee Show and expressed an ambition to establish a school beehive. Their enthusiasm impressed **Bees for Schools**, which awarded the school its first grant out of 300 applicants, enabling the installation of a third hive and the introduction of over **100,000 bees** to the local area.



Through their participation, pupils learn about **biodiversity, sustainability, and the importance of pollinators**, while also working toward their **Junior Beekeeping qualifications**. They have

designed and built an on site apiary and developed a honey producing enterprise under the name **ADH Bees**, complete with logo and product ideas using honey and beeswax. These activities reinforce classroom learning across subjects such as science, English, maths, and business studies, giving pupils practical applications for their skills.

The project also plays a significant role in supporting pupils' **social, emotional, and mental well being**. Working safely with bees requires calmness, teamwork, sequencing, communication, and emotional regulation. Pupils assist each other into beekeeping suits, carry out hive inspections in coordinated steps, and develop planning skills that translate into improved confidence and social interaction. The school's psychotherapist incorporates the beekeeping experience into therapeutic work, using the bees' sensitivity to human behaviour as a tool for teaching self regulation. The project has gained national recognition, including its role in Arc School Ansley being shortlisted for awards celebrating well-being and mental health initiatives, reflecting the substantial positive impact on the school community.



Examples of Capital Projects and their Environmental Impact

Project Name	Details	Costs	Environmental impact
Olsen House School Removal of oil-fired heating and replacement with far infrared heating 	- We had identified we were using 8,500 litres of oil each year - Estimated carbon impact of 19,500KG p.a. - Designed a new energy efficient far infrared heating system	- Cost of removal of old system was £10,600 - Cost of install of new system was £93,960	- CO² used by old system was 19,500KG p.a. - Co² of new system is estimated to be 11,200 KG p.a. - Estimated reduction of 8,300KG CO² p.a.
Arc Old Arley Improved electrical efficiency and insulation: New double glazing, insulated ceilings, replacement of fluorescent lighting LED. 	- Thermally inefficient windows and roofs using c. 294,000 Kwh p.a. - Out of date fluorescent lighting leading to electricity consumption est. at 21,500Kwh replaced with LED and all corridors on occupancy sensing switches.	- Full cost of electrical works was £150k	- CO² emitted by gas heating system pre works was estimated to be 54,000 KG p.a. - CO² emitted by gas system post works estimated to be 36,00 KG p.a. - CO² emitted due to electricity consumption pre works 15,000 KG p.a. - CO² emitted due to electricity consumption pre works 11,000 KG p.a.
Oakbridge New environmentally compliant building at Handsworth Woods (Oakbridge School) - 50 KW solar on roof - Air source heating - Occupancy and absence detection lighting (all LED) - Water leak detection - Insulated roof deck - New double glazing throughout 	- Building originally heated by gas with single glazing and poor thermal insulation on roofs. - All refitted with high tech environmentally efficient heating, lighting and services. - Roofs fitted with insulated roof deck and insulated ceilings on top floor. - Heating electrically powered air source supplemented with 50 kw solar array on roof.		

Targets for 2026/2027

What do we hope to achieve in 2026/2027, environmentally?

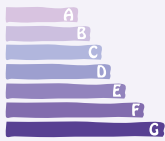
Net Zero

Continue to work towards our target of 2050



EPC Ratings

Achieve an EPC rating of D or better for any leased property, rising to A or B by 2030.



Use of Renewable Energy

To work with our energy procurement broker to ensure all contracts include this metric going forward.



Environmentally Friendly Initiatives

Create Green Ambassadors – pupils and adults – at each school. They will gather data each half term on everything from meter readings to recycling and take responsibility to share all ‘green’ initiatives across the school.



Cycle to work

20% schools have bike racks - we will aim to have bike racks installed to all sites by end of 2026/7.

Accreditations

100% of schools to undertake, or be working towards, Eco Schools Accreditation.

Climate Sustainability Lead

100% of schools to have appointed a Climate Sustainability Lead.

Vehicles

Rolling fleet replacement stipulates any new vehicles must be hybrids/Euro6 minibuses (which will be upgraded to all electric when suitable vehicles become available).



Training

100% of colleagues to have undertaken the Think Sustainable, Act Sustainable training.



Fuel and Energy

Show annual HH data for each school to measure performance on energy efficiency

IT forced shut down of school PCs at end of school day



Waste

To establish a baseline of waste to recycling, waste to landfill etc.



2. Our Social Goals

Our commitment to social responsibility is rooted in our belief that education has the power to transform lives and strengthen communities. We aim to create school environments where every pupil, colleague and family member feels valued, respected and supported.

Empowering Pupils to Fulfil Their Potential

We are dedicated to providing an education that enables every pupil to fulfil their potential and develop the skills, confidence and character needed to thrive in society and to move positively on to further education, training or employment. Our approach prioritises personal growth, academic achievement, and the development of active, engaged citizens. Pupils have often had negative experiences of education before joining a Kedleston school. With the right learning environment, teaching, ethos and clinical and therapeutic support, their experience shifts to the positive and the resulting increased attendance and engagement. And a huge part of achieving this is ensuring our colleagues are also fully supported, professionally and personally.

Championing Inclusion, Diversity and Equality

We embed inclusion, diversity and equality into all aspects of our work. Our culture is built on mutual respect and fairness, ensuring that pupils and colleagues of all backgrounds feel welcomed and able to succeed. We continue to strengthen our policies, training and practices to ensure equality of opportunity is lived out across all our schools. Kedleston exists to enable young people to develop the confidence, skills and sense of citizenship they need to participate fully and independently in society. We actively promote inclusion by embedding the principles of the Equality Act into our practice, removing barriers, celebrating diversity and ensuring every young person is empowered to take their place as valued members of their communities.

Listening to Our School Communities

We believe that strong engagement leads to stronger outcomes. Through colleague forums, annual surveys and open dialogue across our schools, we provide structured ways for colleagues and pupils and families to share their experiences and shape improvements. Their perspectives play a vital role in guiding our decision-making and shaping the environment in which they learn and work.

Recognising and Valuing Families and Carers

Families and carers play a vital role in the educational journey, and we recognise the importance of their support, insight and partnership. We actively invite families to take part in school life - through events, collaborative learning opportunities and open communication channels - strengthening the sense of belonging within our school communities.

Being Active Members of Our Wider Communities

We strive to be positive, proactive members of the communities we serve, at an individual, school and organisational level. By participating in local initiatives, forging partnerships and fostering civic engagement, we contribute to building stronger, more connected communities.

Contributing Through Community Action

Our pupils and colleagues are encouraged and empowered to make a difference to others. Through volunteering, fundraising, social action projects and other community initiatives, we promote a culture of contribution and kindness. We are committed to enabling these opportunities and celebrating the impact they create.

Our relationship with Local Authorities

Fostering positive and collaborative relationships with our host local authorities, and those local authorities who place pupils in our schools, is extremely important to us. We work closely with local authorities to ensure clear and timely

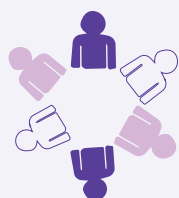
communication, we have regular communication mechanisms in place to ensure clear dialogue between our schools and local authorities is in place and we welcome the opportunity to work closely with them on any matter which arises. We also welcome visits and greatly value these relationships, particularly where we work closely alongside local authority safeguarding boards and commissioning teams.

Prioritising Safety, Well-being and Health

Safeguarding is the heart of everything and is the everyone's responsibility. The safety, well-being and health of every individual in our schools sits

at the heart of how we operate. We maintain rigorous safeguarding standards, invest in mental health and well-being initiatives, and ensure our learning environments are physically safe, supportive and nurturing. We prioritise the health and safety of our colleagues, pupils and visitors ensuring that H&S standards are embedded in all that we do while using health and safety as an enabling factor in activities and lessons. All of our sites now host automatic defibrillators and anaphylaxis injector kits to ensure colleagues and pupils have access to life critical intervention in a timely manner.

2.1 Where we are now - colleagues



Diversity, Equity and Inclusion

We are Disability Confident Committed (Level 1) registered, committed to inclusive and accessible recruitment processes, ensure our job vacancies refer to use being a Disability Confident committed employer to encourage disabled candidates to apply, guarantee interview to disabled applicants who meet minimum criteria for a role, provide reasonable adjustments for disabled candidates & support existing employees with disabilities to enable them to stay in work. Our recruitment and employment policies and working practices focus on being family-friendly and inclusive.

Colleague Support and Well-Being

Protected emergency and bereavement leave

Employee Assistance Programme

Menopause Support Network

Perkbox - perks and discounts platform and also offering access to a Wellness Hub (mindfulness, meditation, sleep, health and nutrition info, podcasts) Occupational health support



Where appropriate, additional counselling sessions funded

Enhanced maternity and paternity policies

Birthday Vouchers



Training

Colleagues attend mandatory Safeguarding training

Domestic Abuse Champion training



Educational Development Days

Development of Deputy Head Teachers to prepare them for Headship roles.



As well as ongoing training for Head Teachers in core competencies areas/ further development training.

Colleague Voice and Engagement

Annual Colleague Survey

70% response rate - 4.2 stars (5 star max) rating was awarded from colleagues.



Golden Ticket day (a half-day of paid leave each year for a special occasion/event)

Staff Forums are held to amplify colleague voices



Social impact in Action for Colleagues

Case Study: Domestic Violence

Kedleston has prioritised a proactive, measurable approach to supporting the wellbeing, safety and resilience of colleagues. Recognising the profound social and workplace impact of domestic abuse, the organisation has implemented a structured, multi phase programme to ensure staff feel safe, supported and able to access help when needed.

The initiative began through direct engagement with a specialist charity, leading to the development of a robust Domestic Abuse Policy and foundational awareness training for all staff. Each site nominated a Domestic Abuse Friend to provide confidential signposting and guidance, ensuring that colleagues had a trusted point of contact.

Building on this, Kedleston advanced to “Torchbearer Organisation” status, reflecting a strengthened commitment to social responsibility. Every school and corporate setting now has a fully trained Domestic Abuse Champion, equipped through a bespoke five week programme that emphasised trauma awareness, our pupils’ wellbeing and the wider developmental impact of domestic abuse.

These Champions are visible through on site signage, QR coded resource posters and designated badge identifiers, ensuring staff always know where to turn for support. Resourcing has been carefully planned, with localised support banks and additional specialist training enabling key staff to respond appropriately to high risk situations and participate in multi agency safeguarding processes when required.

The social impact is already evident. Staff confidence in disclosing concerns has increased, stigma is reducing and conversations about domestic abuse are becoming more open across the organisation. This directly supports the emotional stability and presence of staff, helping to reduce absence, strengthen retention and improve consistency for the children and families Kedleston serves.

By embedding domestic abuse awareness into policy, training and everyday culture, Kedleston is demonstrating meaningful social leadership and creating safer, more supportive environments across all its settings.

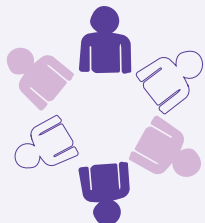
**Reducing
the Risk**
of Domestic Abuse



2.1.1 Where we are now - *Pupils and Families*

Diversity, Equity and Inclusion

Embedded within the curriculum across all 14 schools



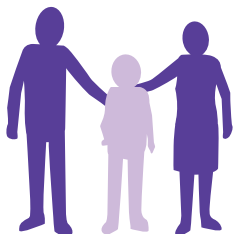
Pupil Voice

Student Councils across our schools have a powerful voice, representing pupil opinions and facilitating real change.

Family Engagement

Hundreds of families and carers have attended Open Days across our 14 schools.

Training sessions held for families and carers by individual schools



Inclusion

Kedleston schools offer our unique Flexible Learning Programme, designed to support pupils struggling to attend school in person to re-engage in learning.



Therapeutic Input

All schools include in-house therapeutic support from colleagues including:

19 full or part-time Occupational Therapists

14 full or part-time Educational, Clinical & Assistant Psychologists

18 full or part-time Speech and Language Therapists

Other therapeutic support available to pupils includes Counsellors, Psychotherapists, Drama Therapists and Equine Therapists.



Careers

All Kedleston's schools have in-house careers leads to support young people to learn more about careers options and achieve their goals.

Destinations

We are working to zero NEET for 2026/7

Young people across Kedleston regularly secure positive destinations including mainstream further education colleges, specialist colleges, Sixth Form Colleges, apprenticeships, training and employment.



Qualifications in 2023/2024

821 qualifications achieved

An average of 8 qualifications per pupil

278 GCSE qualifications achieved (compared to 216 the previous year)

Reduction in the number of low Entry Level qualifications in core subjects

Overall level of achievement improved across Kedleston in Maths, English and Science.

124 GCSE qualifications achieved in Maths and English

For 2024/2025

A total of 1229 qualifications

An average of 10 qualifications per pupil

376 GCSE qualifications achieved

Average GCSEs per pupil - 5/6

% achieving all 3 key subjects - 85-90%

Increased number of pupils achieving Grades 4-9 in core GCSEs, showing raised expectations and better attainment



Social impact in Action for Pupils and Families

Qualifications and destinations

	2022/2023	2023/2024	2024/2025
Total Pupils (Year 11)	89	99	124
Qualifications	600	821	1229
Average number of GCSEs gained per pupil	2.5	3	6
Average qualifications gained per pupil	7	8	10
% Achieving a qualification in Core Subjects (Maths, English, Science)	78.3%	83%	90%
% Confirmed Positive Destinations	Data Incomplete	87.3%	95%
% At risk of NEET (Not in, Education, Employment or Training)	Data Incomplete	12.7%	5%
National NEET% for comparison)	12.3%	12.6%	13%

Case Studies: Real Life Impact

Riley

Riley is a recent leaver. His mother Adele shares the impact Mill School Bury had for him.

“Before Mill School Bury, Riley was struggling emotionally, refusing school, and we were really worried. As soon as we walked in and met the staff, we were blown away. What stood out most was how willing they were to accommodate Riley’s autism assistance dog, Nimbus.



“She’s a game changer for him and Mill School welcomed her from day one. She came onto campus every single day with him, and that made all the difference. Having Nimbus with him meant he could achieve his

potential and having a school that would listen to that and understand how important she was meant that he could excel. Coming to Mill School Bury was transformative for him. He not only reached his potential — he smashed his targets academically, socially, and emotionally.” Riley has now moved on to Manchester College and is studying computing.

Zarak

For years, Sam’s son Zarak was not able to attend school. The family lived overseas in a country where there were no schools which could meet his needs. When they moved back to the UK, Zarak joined Mill School Bury. His mother said:

“Zarak has found teachers who truly see him and his strengths and they have helped bring those out of him. The school is consistent, understanding and nurturing and his needs are genuinely met.



“Zarak has begun to thrive. He is happier, more confident, and more independent. He has begun trusting not only his teachers and other children but also the world beyond his home.

“I’d already accepted that my child would never be able to speak, never be able to read or write. He is learning to do these things here. He is growing in independence. Now I see a hopeful future for Zarak. He is understood, he is happy.”

Preparing for life outside school

Across Kedleston, schools are embedding strong ESG principles by equipping young people with the practical skills, confidence and independence needed for life beyond education. **Hawley Woods School** supports social development and independence through its dedicated Life Skills Room, where pupils practice everyday tasks such as washing, ironing, cooking and home management. This promotes dignity, self reliance and long term wellbeing. **Mill School Bury** has created an on site supermarket, enabling pupils—particularly those with communication or social understanding

needs, to rehearse essential real world skills such as shopping, budgeting, queueing and interacting with others in a safe, structured environment. And **Arc School Old Arley** has developed a vocational hub focused on employability, where pupils explore work related skills, training pathways and hands on experiences that prepare them for future jobs and community participation.

Together, these examples of our initiatives embody inclusive, socially responsible education and build meaningful pathways towards confident, independent adulthood.

Where we are now - communities

Positively impacting our communities

All colleagues can take a day off per year to volunteer to benefit their local community/cause.



Inclusion

Our schools play an important role in providing much-needed specialist SEND placements for children and young people, many of whom have been out of school for many months and often years.



Good neighbours

We seek always to be positive neighbours, supporting our communities of which we are proud to be part - from fundraising to volunteering to sharing our spaces or our knowledge to benefit others.



Case Study 2. Social Impact In Action for our Communities - Wings School Notts

Wings School Notts is recognised nationally for its outstanding inclusive practice, transforming the educational experiences of young people who have previously found school inaccessible. Every aspect of its provision is built around inclusion, belonging and personalised support, creating a calm, optimistic environment where pupils with complex SEND feel safe to re-engage with learning. A pioneering physical literacy curriculum removes barriers by replacing competition-led sport with a flexible, trauma informed model that prioritises emotional regulation, teamwork and self-belief. This approach enables pupils to participate at their own pace, increasing confidence and motivation.

The school's inclusive ethos has a profound impact beyond the classroom. Through leadership pathways, KS4 pupils gain accredited coaching qualifications and deliver sport and activity sessions in local primary

schools, fostering community connection and demonstrating to our younger pupils what inclusive leadership looks like. Partnerships with organisations such as Mansfield Town FC further strengthen community links, offering literacy support, work experience and aspirational opportunities.

Wings School Notts also shares its expertise widely as the Youth Sport Trust Lead Inclusion School for Nottinghamshire, mentoring other schools and

contributing to national SEND inclusion training. Its work not only transforms individual lives but uplifts the wider community, positioning inclusion as a driver of opportunity and social change.



Clinical Resources

Kedleston delivers a strong, integrated clinical and therapeutic offer designed to meet the complex needs of our pupils across its schools. This approach ensures that pupils receive the right support at the right time, delivered by skilled professionals working closely with education and pastoral teams.

Over the past several years, Kedleston has significantly expanded and strengthened its clinical provision. Every new school is designed with core clinical staffing in place, typically including Occupational Therapists and Speech and Language Therapists, supported as needed by Educational Psychologists, Clinical Psychologists, Psychotherapists, Counsellors and additional specialist practitioners such as play or art therapists.

This model ensures consistent, high quality input for EHCP delivery, reduces gaps in support and enables clinicians to work more deeply with pupils, families and staff. Many schools now benefit from

Band 7 and Band 8a clinicians, highly experienced specialists who also provide supervision, professional development and strategic clinical leadership within their regions.

Kedleston's commitment to professional excellence is further demonstrated through emerging clinical networks, development days and plans to establish university placement partnerships, strengthening future recruitment and sector collaboration.

Kedleston's investment in clinical provision has increased significantly, ensuring capacity to respond to rising levels of need, particularly post pandemic increases in anxiety, trauma and mental health related challenges. Integrated within each school's wider offer, the clinical team plays a vital role in enabling pupils to access learning, regulate emotions, communicate effectively and thrive socially and academically.

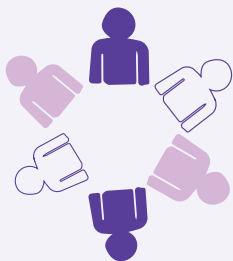
Kedleston is committed to continuously enhancing this provision, ensuring every pupil receives holistic, personalised and evidence led support.

Targets for 2026/2027

Diversity, Equity and Inclusion

All schools to have achieved, or have in process, the Rainbow Flag accreditation.

We will apply to become Level 2 registered (Disability Confident) before 2028.



Fair pay

Review and publish Gender Pay Gap

Destinations

In 2025/2026, our schools reported that 5% of pupils had not secured a confirmed destination (education, employment or training). While far below the national reported rate for NEETs overall, it is always our aim to achieve a 0% NEET rate, and this remains our target for 2026/2027.

0% NEET in 2026/7



3. Governance

Protecting Young People Through Strong Governance

Our governance framework is designed to ensure the safety, wellbeing, and empowerment of young people across all areas of our operations.

The main board – Kedleston Group Limited is the parent company of Kedleston Schools. Its board of directors comprise seven individuals, the Chief Executive Officer, (CEO) The Chief Financial Officer, (CFO) the Chief Operating Officer, (COO) and four non-executive directors with extensive knowledge of schools for SEND children and including those with experience in regulatory and legal experience. The board meets regularly and receives detailed reports for its review. Its meetings take place frequently, often at one of our schools, when the board is invited to tour and meet pupils and staff.

As an organisation, we maintain clear lines of accountability which puts pupils at the heart of everything we do and keeping them safe by safeguarding being embedded at every level of oversight. This includes board level responsibility for safeguarding and child protection, a Group Safeguarding Lead, dedicated safeguarding leads and deputies within all operational teams, and routine reporting mechanisms that enable early and proactive risk identification and management. All staff, contractors, and partners receive mandatory training on safeguarding principles, recognising risk indicators, and responding appropriately to concerns.

Our safeguarding policies undergo regular review to align with evolving regulatory expectations and best-practice standards. We also engage external specialists to independently audit our processes, ensuring transparency and continuous improvement in how we protect young people. We work alongside local authorities and LADOs in enhancing safeguarding, including offering and accessing training.

Ethical Conduct Policies

We hold ourselves to the highest standards of integrity, fairness, and transparency. Our Code of Ethical Conduct outlines expected behaviours for all employees, leadership teams, suppliers, and partners. Key areas include:

- **Zero tolerance for discrimination, harassment, or abuse**
- **Clear expectations for professional boundaries** when working with young people
- **Anti-bribery and anti-corruption policies**, including mandatory declarations of conflicts of interest
- **Whistleblowing procedures** that allow concerns to be raised confidentially and without fear of retaliation

Regulatory Compliance

We maintain rigorous systems to ensure full compliance with all applicable legislation, standards, and regulatory obligations relevant to our sector. This includes:

- Safeguarding and child-protection regulations
- Data protection and privacy laws
- Health and safety standards
- Employment and equality legislation

Our compliance programme includes routine internal audits, policy reviews and ongoing horizon scanning to stay ahead of regulatory changes. Termly compliance reports are reviewed by senior leadership and immediate action plans are implemented when any gaps or emerging risks are identified.



Where we are now

Regulatory ratings

All schools are graded at least 'Good' (previous framework) or at least 'Expected Standard' (new framework)

The national average for Good or above schools in England is 88% (previous framework)

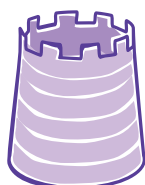


DBS

All colleagues hold Enhanced DBS checks

Governance

All schools have a Designated Safeguarding Lead and at least one Deputy Designated Safeguarding Lead.



Events

An annual Safeguarding conference is held.

Termly 'Head Teacher' meetings are held for learning, sharing best practice and hearing from external speakers.

Auditing

Auditing of statistics on behaviour, incidents, RPIs and attendance.

Data is then used to inform action, training needs etc.



Training

All schools have colleagues trained in Team Teach.

All colleagues have undertaken Safeguarding Training.

Colleagues trained in anti-bullying

Looking Ahead

In this coming year we will continue to build on our already strong, transparent, and accountable governance that places quality, outcomes, and continuous improvement at the centre of everything we do. Our governance priorities will remain focused on ensuring that every one of our pupils receives the highest standard of education, support, and preparation for adulthood.

A core part of this commitment is our ongoing drive to enhance both external and internal quality outcomes. We will continue to strengthen our external Ofsted ratings or grades, building on the progress already made, while at the same time, continuing our rigorous own internal quality assurance processes.

Looking ahead, we are also focused on ensuring that pupils experience the best possible destinations and preparation for adulthood. This includes improving pathways into further education, training, employment, or community participation, and embedding a strong, outcomes led approach across all services.

Governance in Action

Kedleston has established a strong governance framework that ensures transparent reporting from school level through to the Board of Directors. Oversight of governance systems sits with Kedleston Quality Director, supported by Regional Directors. Information gathered across daily to termly cycles feeds into Kedleston Quality and Compliance Committee (QACC), chaired by a Non Executive Director with extensive regulatory experience. There is also the Safeguarding Overview Committee. Processes include weekly, monthly and half-termly and termly meetings and audits.

Annual Reporting

At the end of each academic year, the Quality Director reports on exam performance, predicted vs. actual outcomes, and student destinations (college, employment/apprenticeships, NEET). The report informs improvement planning and supports efforts to reduce NEET outcomes. Schools continue to strengthen processes for longer-term tracking of leavers.

Annual Safeguarding Conference

This important conference brings together Designated Safeguarding Leads, Deputies and Head Teachers. External speakers discussing

important topics such as knife crime, exploitation and county lines are featured to help bring learning to life for delegates.

Targets for 2026/2027

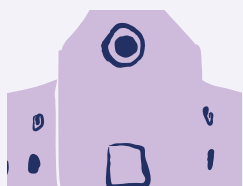
Regulatory ratings

100% of our schools will remain at a minimum grading of 'Good' (old framework) or 'Expected Standard' (new framework).



Corporate Oversight

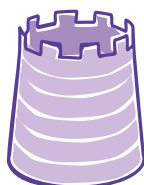
Frequent visits to continue from members of the corporate team to all schools.



Governance

We will continue with our rigorous approach to governance underpinning our practice across all schools.

We will continue to review and amend policies to adapt to regulatory, sector and environmental requirements.



Events

To maintain the annual Safeguarding conference for Designated Safeguarding Leads, Deputies and Head Teachers.

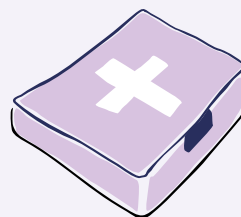
Auditing

We will continue with our robust auditing processes, refining our quality processes on an on-going basis.



Trauma-Aware

All schools to have had trauma awareness training



Training

We will maintain our already robust training schedule of both mandatory and enhanced training, equipping colleagues with the skills they need.



4. Conclusion

We are pleased to present this, our first Environmental, Social and Governance Report. It draws from extensive data, evidence and anecdotal examples to create both an overarching picture of the wealth of ESG-themed initiatives we undertake across our organisation, but also gives us a series of benchmarks against which we can evaluate our ESG impacts - as they are today and in the future.

And while the data, evidence and examples on which it draws are numerous and extensive, we recognise that our future activity and therefore, our ESG reports, can evolve further.

In particular, we aim to build on the excellent environmental work already happening in our schools by strengthening our approach to the Eco Schools accreditation. All schools will be, in the coming year, encouraged to work towards this important accreditation. Within schools we plan establish pupil and staff leadership roles of “Green Ambassadors,” who will drive school-based ‘green’ activity and awareness in areas such as waste reduction, travel and broader environmental initiatives.

As our report shows, we are proud that across Kedleston, our collective efforts and continued investment are driving meaningful environmental progress. We are delighted to report an 8% year on year reduction in CO₂ emissions from our core utilities. This is a clear indication that our actions are making a real difference.

Our commitment to delivering outstanding social outcomes is equally strong. Every day, our schools help children whose previous educational experiences may not have supported their potential. We are dedicated to ensuring that when they leave us, they do so as confident, capable, and well rounded young people, ready to thrive in an increasingly complex world. The data in this report highlights the positive impact our schools have, and we are determined to continue demonstrating our social value year after year. This social value is not only for pupils and their families and carers, but for our colleagues, our communities, and society as a whole.

We have also strengthened our governance by bringing together specialists who ensure our standards remain robust, transparent and continuously improving. It is not only important to do things well - it is essential that our progress is clearly recorded and visible.

We are proud of these achievements and also recognise the exciting opportunities ahead.

We remain committed to working tirelessly to overcome challenges and to provide a caring, high quality learning environment for every pupil, supported by every colleague. We will continue learning from this ESG Report and welcome any feedback from its readers as we grow and enhance the work we do.



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