

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools affiliated to the Focus Learning Trust, schools accredited as members of the Steiner Waldorf Schools Fellowship, and those schools belonging to the Cognita Group which are not members of the Independent Schools Council and its constituent associations*

## INSPECTION REPORT

**INSPECTION CARRIED OUT ACCORDING TO SECTION 162A  
OF THE EDUCATION ACT 2002**

<b>Name of school:</b>	Alder Bridge Steiner-Waldorf School
<b>DfE number:</b>	869/6013
<b>Inspection team:</b>	<b>Reporting Inspector:</b> Dr Martin Bradley  <b>Supporting Inspectors:</b> Mr Ted Cohn Mrs Christine Jones  <b>Lay Inspector:</b> Mrs Sally Jenkinson
<b>Dates of inspection:</b>	10 to 12 June 2014

### CONTENTS OF THE REPORT

**Section A: Introduction and summary**

**Section B: Compliance with regulations for registration**

**Section C: The quality of organisation and management**

**Section D: Early Years Foundation Stage**

## SCHOOL DETAILS

Name of school:	Alder Bridge Steiner-Waldorf School		
Address of school:	Bridge House Mill Lane Padworth Berkshire RG7 4JU		
Telephone number:	01189 714471		
Fax number:			
Email address:	info@alderbridge.org.uk		
Proprietor:	Trustees of Alder Bridge School		
Chair of the College:	Ms Ann Morgan		
Chair of the Trustees:	Mr Andrew Moore		
Administrators:	Mrs Samantha Freemantle Ms Joanna Box		
DfE number:	869/6013		
Type of school:	Independent school associated with the Steiner Waldorf Schools Fellowship		
Age range of pupils and students:	3 to 14		
Gender of pupils:	Male and female		
Total number on roll:	(Full-time)	Boys: 11	Girls: 10
	(Part-time)	Boys: 18	Girls: 22
Number of children under 5		Boys: 7	Girls: 2
Number of pupils with statements of special educational need:		Boys: 1	Girls: 0
Annual fees:	£3,060 to £7,500		
Type of inspection:	Section 162A of the Education Act 2002		
Inspection Team:			
	Reporting Inspector:	Dr Martin Bradley	
	Supporting Inspectors:	Mr Ted Cohn Mrs Christine Jones	
	Lay Inspector:	Mrs Sally Jenkinson	
Dates of inspection:	10 to 12 June 2014		

## SECTION A: INTRODUCTION AND SUMMARY

### Purpose and scope of the inspection:

This inspection was carried out by the School Inspection Service in accordance with Section 162(A) (1)(b) of the Education Act 2002, and it follows the inspection framework laid down by the Service and the Steiner Waldorf Schools Fellowship and agreed with the Department for Education (DfE). It was conducted by independent professional inspectors who looked at all aspects of the school's provision as required by the current regulations. The professional inspectors were accompanied by a trained lay inspector who looked at agreed aspects of the school's management and ethos and reported on these to the Steiner Waldorf Schools Fellowship. Her findings are summarised in Section C of this document, but this section is not a statutory part of the inspection process.

### Information about the school:

Alder Bridge Steiner-Waldorf School was founded in 1987 and currently offers education for pupils aged between three and fourteen years. It follows the philosophy of Rudolf Steiner and the curriculum developed from his thinking. It is located in Padworth, near Reading in West Berkshire. It is in a semi-rural location and beside outdoor play areas there are woodland, vegetable plots, willow structures and a wide range of outdoor facilities. There are 61 pupils on roll. Besides the two Kindergarten classes there are four combined classes which each contain two age groups covering Classes 1 and 2, 3 and 4, 5 and 6, and 7 and 8, respectively. Admission is non-selective and one pupil has a statement of special educational needs. The school 'strives to help the child meet and address the challenges and demands of modern life. By educating the children in a more holistic manner, we nurture and develop head, heart and hands, awakening and encouraging independent thought, confidence in themselves and skills necessary for future life.'

Steiner class names	National Curriculum	
Kindergarten	Nursery, Year R, Year 1	Kindergarten
Class 1	Year 2	Lower School
Class 2	Year 3	Ditto
Class 3	Year 4	Ditto
Class 4	Year 5	Ditto
Class 5	Year 6	Ditto
Class 6	Year 7	Ditto
Class 7	Year 8	Ditto
Class 8	Year 9	Ditto

### Summary of main findings:

Alder Bridge Steiner-Waldorf School provides a good quality of education for its pupils. Overall, they make good progress but there are inconsistencies in some classes. The quality of teaching is good. Spiritual, moral, social and cultural development is good with some outstanding features, notably community links and the range of cultural visits, outings and trips undertaken. The classrooms and

grounds provide excellent and varied opportunities for learning. The school has sought to address the issues raised at the last inspection, but some of these have not been met consistently. The school has devised a policy for assessment and recording across the classes, but this is not as yet applied rigorously enough to be fully effective. Teachers know the pupils very well to good effect, and consequently behaviour is good. Especially in the older classes, a strong sense of being in a team has been built up and includes both pupils and teachers. Pupils' speaking and language skills are developed effectively throughout the school, as is work in the creative and aesthetic areas. Parents who responded to the inspection questionnaire indicated that they are very happy with the school. Provision in the Kindergarten classes is good; they provide an outstanding quality of care and the children's personal and emotional development is excellent.

**What the school does well:**

- it provides a good quality of teaching;
- it enables pupils to make good overall progress;
- it promotes particularly positive relationships between adults and pupils which support learning;
- it develops pupils' speaking and listening skills well, along with their creative and aesthetic achievement.

**What the school must do to comply with the regulations:**

Ensure that all issues of compliance noted at the last inspection are addressed, including:

- that all risk assessments are fully completed for all educational visits (Part 3); and
- that the attendance registers are completed in accordance with the DfE guidance (Part 3);

also:

- ensure that the admissions register is completed in accordance with the DfE guidance (Part 3);
- ensure that the school is fully aware of its duties to report where a member of staff is subject to an investigation relating to the safeguarding of children (Part 3); and
- provide a list of staff and a summary of their individual qualifications (Part 6).

**What the school must do to comply with the mandatory requirements of the Early Years Foundation Stage:**

- ensure that attendance registers comply fully with DfE guidance.

### **What the school must do to comply with the Equality Act 2010:**

- the school complies with the requirements.

### **Next Steps:**

While not required by the regulations, the school might wish to consider the following points for development:

- ensure that all teachers use the school's planning and assessment framework consistently; and
- ensure that administrative procedures effectively support and monitor compliance with all aspects of the regulations to enable the smooth running of the school.

## **SECTION B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION**

### **PART 1 - The quality of education provided by the school**

#### **The quality of the curriculum**

The quality of the curriculum is good. It follows the Steiner-Waldorf curriculum and aims to teach each child as an individual in a rounded way which takes into account both the child's stage of development and individual needs. By the end of Class 8 the pupils have acquired a good range of literacy and numeracy skills as well as skills in other areas, particularly creative and aesthetic. Good progress is also made across scientific, human, social and physical areas of the curriculum. In some subjects, notably science, work is often through narrative and other non-scientific approaches which leads to less rigour in the younger classes. This is most evident where planning does not identify clearly the skills and knowledge to be acquired.

Main Lessons, lasting for two hours each morning, provide the core themes for much of the work. They are taught by the class teacher and follow a structure covering aspects of literacy and numeracy, history, often taught through fables, legends and folk tales especially in the youngest classes, science, and geography. The Main Lesson is supported by other subjects including additional literacy and numeracy, practical skills, physical education, music, physics, chemistry, astronomy and drama.

The Steiner Waldorf curriculum is the basis for all planning. Teachers plan for the day and the term, but some plans are brief and their quality varies from class to class. The more detailed plans indicate lesson objectives and desired outcomes, as well as how individual children will be supported. Although a system for the evaluation of pupils' learning has been implemented since the last inspection, it is applied inconsistently across classes and there is limited oversight of teachers' planning. Records are similarly inconsistent.

A significant feature of the curriculum from the Kindergarten upwards is the consideration given to the rhythm of the day, week and year. This includes regular patterns of work, following themes over several weeks as well as celebrating festivals and seasons. Main Lessons begin with a variety of activities which can include mental arithmetic, language work, and physical or musical activities. These are well organised and promote a range of skills resulting in good progress especially in speaking and listening. The school orchestra which involves all pupils from Class 3 to Class 8, is of high quality with several pupils playing more than one instrument. The drama production involves a similarly wide age range and provides a well-taken opportunity to enhance pupils' verbal confidence and skills.

Support for pupils with learning needs is good. Where additional support is needed, this is provided by the Learning Support Assistants and the Learning Support Teacher. Provision for the pupil with a statement of special educational needs is appropriate.

#### **The quality of teaching and assessment**

The quality of teaching is good overall, and pupils make good progress during their time in the school. The quality of teaching and pupils' progress varies between

different classes and different activities. Where learning is most effective, skilled practitioners plan lessons thoroughly according to the principles of the Steiner-Waldorf curriculum. These teachers are well versed in using the range of Steiner teaching strategies that allow their pupils to learn in a variety of different ways. Teachers are clear about the skills the pupils need to develop and plan for the steps needing to be taken in order to improve those skills. Productive learning environments are created where pupils know what they are going to learn and are eager to proceed with the work.

The best teaching responds flexibly to the changing needs and interests of the pupils ensuring they are fully engaged with their learning. An effective dialogue between pupils and teachers ensures all have opportunities to express and discuss aspects of their learning. Pupils make relevant, spontaneous comments, ask pertinent questions, engage in debate and offer novel solutions. Transitions between sessions are smooth with pupils encouraged to take part in an activity such as running a circuit to prepare them for the next session.

Where planning does not place sufficient emphasis on engaging pupils with the activities, pupils comply passively with little sense of urgency to complete tasks. Some pupils are given regular reminders to keep on task.

Lesson planning should now follow a common format as does the assessment framework. These were drawn up in response to the previous inspection. Where these systems are used consistently and rigorously, lesson planning and assessment support good learning. For example, planning for French and German is very detailed with clear aims linked to activities and core language with supporting grammar and appropriate word and letter sounds clearly described.

This detailed approach is not apparent in all sessions and classes. In a minority of classes when the common agreed format is not used properly, planning for learning is poorly thought out. This makes continuity and progression in both assessment and learning difficult. Currently, there is no effective monitoring of teaching and learning that identifies inconsistency. The proposed appraisal system is intended to address this issue. At times, marking is sparse with limited evidence of effective practice in pupils' work.

The small class sizes and good relationships between teachers and pupils create confident learners who have an infectious desire to learn and are secure within their close-knit community. Where planning is detailed, learning proceeds at a brisk pace and pupils are confident learners both independently and within groups. Many are not afraid to initiate their own learning activities, either by asking their teacher or by taking up tasks for themselves. Most teachers have clear expectations of their pupils and are quick to identify if standards are starting to slip, putting in place firm strategies to help pupils behave responsibly. Pupils respond well to this. They understand that they are an important part of the class team and that all they do contributes to the work of their team. The best teaching supports children with additional learning needs effectively as the teachers know the pupils and are able to match the work to individuals' capabilities and prior achievement.

***Does the school meet the requirements for registration?***

Yes

## **PART 2 - The spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of pupils is good and in some cases, outstanding. This is a strong community where staff, pupils and parents have a shared sense of contributing to the life of the school. The regular reciting of the daily verse at the start of the morning draws the pupils together and sets the tone for the day.

Teachers are good role models and this supports the pupils in distinguishing right from wrong as well as respect for the law. There are excellent relationships between adults and pupils who feel very well supported by their teachers and are certain that bullying is not an issue. They could all identify an adult they would go to if they had an issue and generally felt very safe, secure and well cared for in the school.

Behaviour around the school and in lessons is particularly good. Pupils sit and play well together outside in a social and friendly atmosphere. Moving the learning outside of the actual classroom happens easily and pupils are relaxed outside as well as inside. Lunch and break times are also very social occasions with pupils of differing ages sitting together companionably.

Pupils are quite clear that they enjoy school and regard their class and teacher as a team working together. Pupils move easily between group and individual work and readily acknowledge each other's contribution to the lessons. Contribution to school life is strong in this close community. Pupils are also involved in the local community through fund raising events, concerts, festivals and visits to local care homes at different times throughout the year.

The themes used in main lessons make a significant contribution to pupils' cultural awareness. For example in history, where a timeline covers a wide range of different cultures and their interrelationship, there is a strong focus on the role of ancient civilisations and associated myths and stories that the pupils find fascinating. Cultural themes are well supported through a variety of external visits to religious institutions as well as foreign trips that allow them to appreciate cultural diversity. These include for the older pupils trips to Germany and Spain, as well as joining other schools at the Steiner Olympics held at another Steiner school. A sailing course has regularly been provided in recent years. Good use is made of the local woodland owned by the school and walks are regularly held for most classes as well as more specific activities.

Teachers take no particular political stance and work hard to offer a balanced view of opposing opinions. This ensures pupils grow into well balanced individuals who understand their responsibilities as citizens in a diverse society.

### ***Does the school meet the requirements for registration?***

Yes

## **PART 3 - The welfare, health and safety of pupils**

Provision for the welfare, health and safety of pupils is satisfactory. Safeguarding is also satisfactory and pupils' day to day welfare and care needs are appropriately considered. The choice of volunteers and their work is carefully monitored. The

school has not fully and consistently addressed all of the compliance issues raised at the last inspection.

Regular policy reviews have been put in place. These are helpful and care should be taken that they include consideration of any changes either to the requirements or to the policy ensure that the regulations are fully met.

The school continues to promote healthy eating and lifestyles. Pupils are aware of these and teachers ensure that lunchboxes and snacks provide a healthy diet. Regular exercise is encouraged.

There are effective strategies to address any bullying issues which may arise, although these are infrequent and minor in nature. First aid and sanctions policies are in place and effective. The recent change in responsibility for risk assessments has resulted in a number of these not being properly signed off, and some do not identify the persons responsible for the activity. There is no clear checklist for staff to ensure that risk assessments meet the requirements. In addition, some risk assessments are formulated too near to the activity taking place. The general arrangements for fire safety are in place and are appropriate. Whilst the regulatory requirements are generally met, the school has a number of tenants in residential accommodation which forms part of its Bridge House premises. The fire evacuation practices, which are now held regularly, include both the school and the residential accommodation, but do not always record the tenants' compliance and the school's subsequent actions.

The school maintains an admissions register, but this does not fully meet requirements in that no contact telephone number has been recorded for parents and carers. As noted at the last inspection the attendance registers are not completed according to the DfE guidance with daily totals not being recorded and part time attendance by pupils not distinguishing between absence and agreed non-attendance.

***Does the school meet the requirements for registration?***

No

***What does the school need to do in order to meet the requirements fully?***

*In order to comply with the Independent Schools Standards regulations 2010 the school should:*

- *ensure that all risk assessments are fully signed off and name the person responsible (regulation 11);*
- *ensure that the admissions and attendance registers are completed in accordance with the DfE guidance (regulation 17); and*
- *ensure that the school is fully aware of its duties to report where a member of staff is subject to an investigation relating to safeguarding children.*

#### **PART 4 - Suitability of the staff, supply staff and proprietors**

All staff, trustees and volunteers have been subject to satisfactory clearance by the Disclosure and Barring Service, or the Criminal Records Bureau.

##### ***Does the school meet the requirements for registration?***

Yes

#### **PART 5 - Suitability of the premises and accommodation**

The school is situated in buildings with extensive and delightful grounds that provide an excellent environment for Steiner-Waldorf education. A listed Georgian house is largely used for administration, with the Kindergarten classes in attached buildings. The great majority of the main school teaching takes place in a purpose-built teaching block with light and airy classrooms, and a hall provides a large and flexible space for drama, eurythmy, physical education and music. In classrooms and corridors, displays are informative, celebrate pupils' work and enhance the learning environment. The extensive grounds and play apparatus in them are used well by the school to develop pupils' learning through activities such as gardening, construction, science, creative and imaginative play and physical development. In addition, the school has an extensive area of woodland close by.

The accommodation is well maintained and in good order, with secure perimeter fences and clean and tidy classrooms, public spaces and toilets. The school has sufficient toilets and washing facilities to meet the needs of the pupils and staff, including separate facilities for girls and boys over the age of seven. Drinking water is provided in all classrooms and is available outside. Classrooms provide suitable spaces for physical activity for younger pupils, whilst the hall and the grounds provide excellent opportunities for a variety of physical activities. Physical education sessions for secondary age pupils take place at the end of the school day. The acoustics and lighting in classrooms are good and enhance learning. Paths across the school grounds are lit appropriately.

##### ***Does the school meet the requirements for registration?***

Yes

#### **PART 6 - The quality of information for parents**

The quality of information for parents and other partners is good. An attractive and informative prospectus is available on the school website or in hard copy. There are weekly school tours and scheduled open days for current and prospective parents. A comprehensive handbook, containing a section on Organisation and Communication, is issued to all parents. A fortnightly newsletter is e-mailed to the school community, with printed copies available. There are notice boards on the school site. The Kindergarten teachers provide a separate, useful newsletter. However, details of the number of staff employed at the school and their qualifications are not made available.

Parents are informed about school trips, festivals, and other school events. E-mails and text messages are used for day-to-day matters and reminders.

In the Kindergarten classes, a close working relationship between the teacher and parent or carer is encouraged. Reading lists and information regarding the curriculum are available to parents. The School Manager provides a point of contact for parents, staff and other members of the community.

Reports are provided for each child annually. Pupils present their work at a lively end of term event to which all parents and other partners are invited. Whole class parents' evenings are held each term. Teachers provide updates on work during the school year, giving a picture of what has been taught and a preview of what is to come. Individual meetings, with the various class and subject teachers, take place once a year. These are supplemented by informal conversations, feedback sessions and meetings by request, which all facilitate the exchange of information. Parents feel comfortable about approaching the school with questions, suggestions or a problem and consider that they are kept well informed about their child's progress. Parents are invited to participate in workshops on various educational themes. There is an active Parent, Teacher and Friends Association (PTFA), lunchtime stalls, and days when parent volunteers can work together on the school site. The school community is very active. The Kindergarten newsletter keeps parents up to date and is most useful.

Where a pupil has a statement of special educational needs or is otherwise in receipt of funding by a local authority, the school provides appropriate information and accounts to the responsible authorities.

***Does the school meet the requirements for registration?***

No

***What does the school need to do in order to meet fully the requirements?***

- The school should make available details of the number of staff employed at the school and their qualifications (*regulation 24 (3)(h)*).

## **PART 7 - The effectiveness of the school's complaints procedure**

The school's policy for handling complaints meets regulatory requirements. Six formal complaints were made during the previous year. Five led to formal investigations and one has been withdrawn.

***Does the school meet the requirements for registration?***

Yes

## **SECTION C: ORGANISATION AND MANAGEMENT, AND MAINTENANCE OF THE ETHOS OF THE SCHOOL**

*This section is not a requirement of the Education Act 2002. The business organisation and management of the school were inspected by the Lay Inspector, who has written this section of the report.*

### **The quality of the organisation and management of the school**

Alder Bridge School has clearly defined objectives and strategies. The school management has recently undergone a process of reorganisation and a new structure representing all stakeholders has been implemented. This new structure has been designed to promote a more inclusive environment. Governance is the responsibility of the Board of Trustees, two of whom are independent, not being parents of children at the school. Trustees are normally elected by the Alder Bridge Association and meet monthly.

The College of Teachers manages pedagogical aspects and maintains the school's ethos. The Lower School Teachers Group and the Early Years Group meet separately to discuss curriculum matters and other issues concerning children and school life. College members belong to either one of these two groups. All three groups meet weekly.

The School Management Group (SMG) comprises representatives from Trustees, College, Lower School Teachers and Early Years Groups, together with representatives from the mandated School Support Teams. The support teams represent Maintenance, Finance, Personnel, Outreach, PTFA, Fundraising, IT, Office, Admissions, Housekeeping, and Strategic Development. A mandate holder leads each team. The teams meet regularly and a representative from each team attends the SMG meetings. The School Manager is Chair of the SMG. This process is new and is taking time to embed. It is supported by the school community. The SMG meets at least once a month. Meetings follow a fourfold process, which leads, through cooperative discussion, to action.

A Development Plan of Strategic Aims for the school is in progress: this includes EYFS funding for three and four year olds; clearer objectives for the span of school life at Alder Bridge, and full membership of the SWSF.

Staff appraisal is limited. Not every member of staff has a job description which fully reflects their current role and responsibilities. A capability policy is being introduced to help with monitoring, along with an appraisal system which is intended to apply to all teaching staff. Administrative shortcomings stem from administration being reactive rather than proactively identifying issues.

Pastoral care is maintained and supported by the long-term relationship with the teacher who accompanies their class from Classes 1 to 8. Teachers make time for individual conversations with pupils.

### ***Could the organisation and management of the school be improved?***

The Board of Trustees might like to take into consideration the following suggestions as to where improvements could be made:

- there are administrative shortcomings, which need to be addressed. A named person should have overall responsibility for updating school policies and

ensuring that they are compliant with regulations;

- trustees should continue to support and strengthen the relationships between the operational groups of the school in line with their stated role as ‘Servant Leaders’;
- staff appraisal would be beneficial, to maintain quality. Job descriptions could be revisited as a guide to performance; and
- trustees might like to make better use of the SWSF Code of Practice and draw upon the experience of other schools.

## **PART D: EARLY YEARS FOUNDATION STAGE**

### **The overall quality and standards of the early years' provision**

The quality and standards of the early years' provision in the Kindergarten classes is good overall, with some examples of excellence. Provision for the children's safeguarding and welfare is good and the learning needs of all children are met well, including those with special needs. Children's personal and emotional development is outstanding as is the quality of care. They enjoy coming to the Kindergarten and feel safe, secure and happy.

The progress that they make in their learning and development is good, and they are well prepared for the next stage of the education by the end of Kindergarten. Leadership and management are good.

### **How well the early years' provision meets the needs of the range of children who attend**

The provision is good and meets the full range of children's needs well. Short and medium-term planning is satisfactory and follows closely the precepts of the Steiner-Waldorf curriculum. The Steiner EYFS profile, introduced this academic year, provides a good framework for summarising pupils' progress in the areas of learning from which the school has not been granted exemption by the DfE. The profile is being used appropriately, although insufficient evidence is at times provided to support the judgements reached in relation to particular criteria.

Children are very well supported from an early age in developing particularly good skills in listening, speaking, working and playing together, physical development and skills in the arts and crafts. In addition they become adept in setting out and tidying away equipment quickly and efficiently. The children develop a range of learning and social skills that make them effective learners and prepare them well for the next stage in their education. Relationships between staff and children are outstanding and the development of children from an early age is aided by the excellent models provided by staff and often by older children. The creation of older and younger groups on occasion is helpful in allowing older children to engage in some more challenging activities. Occasionally in mixed age groups, a few of the oldest children are not fully engaged in purposeful activities.

Staff work closely with parents in helping children settle quickly and establish a continuing dialogue about behaviour, emotional development and progress, which parents much appreciate. Parents are particularly well-informed about children's emotional and social development, but comments about other areas of learning are sometimes less helpful.

There are close links between the Kindergartens and Class 1. The children visit Class 1 regularly in their last term in the Kindergarten and the relevant staff liaise closely with each other about individual pupils and their particular needs, so children and staff are well prepared for their next stage in education.

### **The contribution of the early years' provision to children's well-being**

The contribution of the early years' provision to children's well-being is good overall, with many outstanding features. The adults very quickly form close relationships

with the children who trust, like and respect them from an early age. They are also very sensitive to any emotional upset in the children and respond very effectively with kindness and support. At the same time they deal with unkindness and thoughtlessness with a gentle firmness, reminding children of how they have contravened the high standards of courtesy and behaviour that is expected. As children become more mature, staff raise their expectations subtly. As a result, children behave well, play cooperatively and imaginatively together and develop an increasing independence in their learning.

Healthy living is a core value of the Steiner philosophy and this is a strong feature of the provision. Snacks in the middle of the morning are nutritious and tasty, whilst eating together emphasises the importance of meals as social occasions as well as providing good opportunities for speaking and listening. Strong guidance is given about the importance of healthy food and drink in lunchboxes and this is monitored closely. Children also grow their own vegetables and fruit in the school grounds. Exercise features strongly, from developing skills in balance and graceful movement through eurythmy and circle time to running games and enjoying the play apparatus in the grounds.

### **The effectiveness of leadership and management in the early years' provision**

Leadership and management are good overall and have improved since the last inspection. They are generally effective in meeting the learning and development requirements of the EYFS, with staff working very closely together. Planning has improved and the introduction of the Steiner Early Years profile provides an effective tool for recording children's progress, although it is not yet being used to best effect.

Children are very well cared for and safeguarding is outstanding in nearly all respects. Attendance registers are not always completed accurately and fully.

Staff engage in regular informal self-evaluation, but this has not led to the formal setting of targets for improvement. Similarly, effective systems for performance management have not been developed, but staff are engaged in regular professional development, for example two teaching assistants are currently doing courses to upgrade their qualifications.

Partnerships with parents are strong, with parents much appreciating the work of the staff with their children. Appropriate relationships have been established with other agencies, including the local safeguarding and care board, which ensure that children receive the support that they need to keep them safe.

#### ***Does the school meet the statutory requirements?***

*No*

#### ***What does the school need to do in order to comply with the requirements?***

*Ensure that attendance registers comply fully with DfE guidance.*

**This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools accredited as members of the Steiner Waldorf Schools Fellowship. Further copies of the report are available from the School Inspection Service website: [www.schoolinspectionservice.co.uk](http://www.schoolinspectionservice.co.uk)**