



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR BRISTOL STEINER SCHOOL

DfE No: 801/6011

The key inspection judgements for this school are:

The quality of education	Inadequate	4
Pupils' personal development	Good	2
Safeguarding pupils' welfare health and safety	Inadequate	4
Leadership, management and governance	Inadequate	4
Effectiveness of the Early Years' provision	Good	2

Compliance with the Independent School Standards:

The school does not meet the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

The school meets the requirements of the Early Years Foundation Stage.

Date of inspection: 14-16 November 2017

SECTION A: SUMMARY OF MAIN FINDINGS

The quality of education at Bristol Steiner School is inadequate, because it does not meet all the independent school standards for teaching and assessment. There is not yet a secure framework for assessment or enough assessment information to enable planning to be fully effective, and in particular to improve the progress of pupils with special educational needs and/or disabilities (SEND) and the pupils aged between five and six in the kindergarten. Teachers use their subject knowledge effectively to plan interesting topics and tasks. As a result, pupils have a positive attitude to learning and this makes a significant contribution to their good personal development. No inadequate teaching was observed, but not all teaching is demanding enough and therefore requires improvement. All pupils develop a broad range of diverse and specialised areas of knowledge, but their learning and achievement require improvement most particularly in extended writing and problem solving skills. The curriculum promotes imagination and creativity and the pupils develop craft skills to a high level. They enjoy being in school and feel very much part of a family. However, their attendance is below average and the school does not monitor attendance patterns well enough to ensure it improves. Pupils behave well. There are good opportunities for their spiritual, moral, social and cultural development including an understanding of British values. Safeguarding pupils' welfare, health and safety is inadequate. Pupils say they feel safe and staff are diligent in managing risks to do with the building and visits, but not all pupils are taught about staying safe online, and some of the required school policies are not compliant. Leadership, management and governance are inadequate because the trustees have not yet ensured that all the independent school standards are met. Despite this, the trustees have been working tirelessly and effectively over the last two years to put the school on a secure financial footing. In addition they have put in place a newly restructured management team and headteacher to continue improvement, and provided a good level of support for them. However, systems for monitoring teaching and learning are not yet rigorous enough to have had sufficient impact. Parents are strongly supportive of leaders and managers. The kindergarten provision for children aged under five is good. A particular strength is the promotion of children's joy in learning through play and outdoor learning. The welfare requirements for children in the Early Years Foundation Stage (EYFS) are fully met.

RECOMMENDATIONS FOR IMPROVEMENT:

To meet the independent school standards, the proprietor must:

- demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g));
- ensure that a framework is in place for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both (paragraph 4);
- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7(a));
- and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7(b));
- ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently (paragraph 34(1)(a));
- ensure that leaders and managers fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)); and
- ensure that leaders and managers actively promote the well-being of pupils (paragraph 34(1)(c)).

Whilst not required by the regulations, the proprietor should:

- ensure that the teaching of writing and mathematics is appropriately rigorous and provides challenge for pupils to acquire and develop more advanced skills;
- improve the provision for those pupils with special educational needs and/or disabilities and the pupils aged between five and six in the kindergarten so that it is better matched to their needs;
- improve the monitoring of teaching and learning; and
- use all available strategies to improve attendance further, particularly the attendance of those pupils who are persistently absent.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors observed 18 lessons throughout the school in a range of subjects. They examined samples of pupils' work and observed the life of the school including at break and lunchtimes. They scrutinised the school's documentation, records and website. They held discussions with the business manager, the education manager, pupils, staff and trustees. They took account of the views of parents. The inspectors were:

Reporting Inspector:	Jonathan Palk
Team inspectors:	Peter Jones
Steiner Community Consultant:	Helen Weatherhead

INFORMATION ABOUT THE SCHOOL:

Bristol Steiner School is a non-denominational, non-selective independent school for girls and boys and is a member of Steiner Waldorf Schools Fellowship. The school has undergone major restructuring to allow it to open in September 2017 as a kindergarten and primary school on the two sites.. This involved the closing of 5 classes for secondary aged pupils. In November 2017 the Kindergarten moved to the Redland Hill site. An interim part time headteacher was appointed in January 2017 to lead the school through the restructuring. A permanent headteacher takes up the full time post in January 2018. A special educational needs co-ordinator (SENCO) has been appointed for December 2017. The school provides education for 86 boys and girls between the ages of three and eleven. The kindergarten provides education in accordance with the EYFS with agreed modifications and exemptions. Eighteen pupils are below compulsory school age and all attend the kindergarten part-time. Eight are in receipt of nursery funding. The school has no pupils with statements of SEND or an Education Health Care (EHC) plan. Eight pupils require additional learning support; mainly for dyslexia. Nine pupils are learning English as an additional language; none are identified as requiring extra support. The school's aims are to give children a gentle but thorough education, addressing the child's intellectual, spiritual, emotional and practical development whilst nourishing their innate curiosity and love of learning through a balance of academic, artistic and practical activities.

The school uses the Steiner Waldorf system of naming classes and these names are used throughout the report. Their corresponding National Curriculum years are shown below.

Steiner class name	National Curriculum
Kindergarten	Nursery, Reception, Y 1
Class 1 (Lower School)	Year 2
Class 2 (Lower School)	Year 3
Class 3 (Lower School)	Year 4
Class 4 (Lower School)	Year 5
Class 5 (Lower School)	Year 6

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is inadequate.

Pupils' learning and achievement

Pupils' learning and achievement require improvement. The majority of pupils make good progress in lessons, as evidenced by their work, from their starting points. However, pupils who have special educational needs and/or disabilities and those who find learning difficult are not making comparable progress with their peers. This is because teachers' understanding of these pupils' needs and abilities is not sufficiently accurate and so they are presented with work that is not adapted precisely enough to ensure that they make good progress. Evidence from their individual education plans indicates that these pupils have not received the provision required to make good progress over time. The plans lack reasonable timescales in which the effectiveness of interventions can be judged and adjusted. Six-year old pupils in the kindergarten are not sufficiently stretched and challenged in their learning. As a result they too are not making sufficient progress. This is because the expectations of what they can achieve are not high enough or sufficiently linked to what they require for entry to Class 1.

Pupils learn to read and write effectively. Although there is a strong emphasis on writing, older pupils do not have enough opportunities to write for different purposes and audiences, nor to practise and develop technical grammar skills to add accuracy to their writing. This is in contrast to their oracy skills, which are highly effective. The pupils have good mastery of arithmetic but their reasoning and problem solving skills are weaker as they get older owing to lack of challenge and practice.

As pupils move through the school they gain understanding of a broad range of diverse and specialised areas of knowledge. Pupils develop art and craft skills to a high level, including work in wood and textiles. Pupils are taught to use traditional tools safely and to work in ways that harmonise with the natural environment. Excellent progress was seen in a eurhythmy lesson when pupils combined knowledge of mathematical forms and shapes with dance moves. Outdoor study provides good opportunities for pupils of all ages to extend their skills in creative areas and biology.

Pupils have positive attitudes to their learning. They take pride in the presentation of their work, particularly artwork and form drawing. Pupils are generally keen to become involved in class discussions and share their views. They use formal and persuasive language well. Pupils engage with their teachers' questioning because the topics are interesting and appeal to them.

The quality of teaching and assessment

The quality of teaching and assessment is inadequate. Assessment systems have not improved since the last inspection when it was identified as an area for development. Assessment still does not meet the requirements of the independent school standards. This is in part because the recent changes of staff

have made it hard for managers to establish consistency of expectation and practice across subjects. Whilst the criteria (rubrics) are well designed to enable staff to gauge progress in a Steiner context, the system is not providing useful information about the progress in pupils' skills from one year to the next. The assessment is more focused on knowledge and experiences than on skills. As a consequence the teachers' capacity to pinpoint the gaps in the pupils' skills and address these is restricted. Furthermore the lack of good information inhibits teachers from intervening in the learning in a measured and systematic way. Assessment does not adequately inform the planning of lessons or work for pupils because there is not yet enough benchmarking and comparative data to show teachers how well their pupils are doing. The lack of an assessment system that links lesson planning to a progressive framework of learning is a barrier to raising teachers' expectations, and limits the progress of pupils. Furthermore, the assessment system is not yet having a full and direct impact on leaders' ability to monitor the progress of pupils' performance and boost their progress.

Much of the teaching in lessons observed was good although overall it requires improvement in order to provide more challenge particularly for some groups of pupils such as older kindergarten children and those with SEND. Teachers show appropriate expertise and have excellent relationships with their pupils. The lessons move at a good pace. Pupils' enthusiasm for learning is well fostered and they are adept at concentrating for long periods on their own work, as required. The best teaching is clear about specific objectives and provides the guidance and advice that help pupils identify and learn from mistakes. Pupils learn less effectively where there is no continuity of experience, or where teachers' expectations are not well matched to pupils' needs. This is a particular problem for those who are finding learning a struggle. Sometimes teachers do not address misunderstanding or misconceptions in their marking and feedback. Overall teachers do not intervene effectively enough to help those who need it, nor do they push pupils to go further or deepen their understanding, particularly in developing extended writing or problem-solving skills. Better recording of and information about pupils' progress would help with this. Progress in reading for pupils who have SEND is hampered by a lack of an agreed approach to the teaching of phonemes and graphemes; this also affects some other pupils' ability to spell accurately.

The quality of the curriculum

The quality of the curriculum requires improvement. It meets the independent school standards and offers breadth and balance commensurate with the tasks and content of the Steiner Waldorf curriculum. There is a written curriculum policy and schemes of work are in place. However, the schemes of work, when combined with teachers' weekly and termly planning, do not always provide enough information to show how skills and knowledge are developing over the year or projecting beyond into the next year. Schemes of work do not include assessment arrangements. This inhibits effective monitoring by leaders. The curriculum generally takes account of the age, aptitude and needs of pupils. Class 5 plans have recently begun to incorporate some of the age appropriate expectations of coverage of science, helping broaden the learning in that subject.

The planning for pupils with SEND and for those children aged six in the kindergarten is poor. The needs of these groups are not identified sufficiently well

to ensure they make consistently good progress in all subjects. Support in lessons for these pupils is adequate, with plenty of additional one to one help available, but this is not part of a systematic plan to support and challenge each individual pupil.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

Pupils' personal development is good. It is not yet outstanding as attendance rates are below the national average and there are too many pupils who are late to first lesson. Pupils' spiritual, moral, social and cultural development is good. They have a good awareness of other faiths and beliefs and are helped to develop a good appreciation of other cultures through their main lesson studies. The wide range of cultural backgrounds in the school encourages an understanding and appreciation of their own and other cultures in Britain, as for example, when they learn about the celebration of Michaelmas, Diwali and Yom Kippur. There is a regular programme of visits including to a farm and woodlands, but the school does not use the programme of visits to extend pupils' awareness of the multi-cultural nature of the city. The pupils respect the rhythm of the seasons and this aids their mental well-being.

The school reinforces and extends the strong moral code that pupils bring with them from kindergarten and home through a rich experience of storytelling. They learn through a repertoire of fairy tales, myths, legends and their studies of ancient civilisations. They are encouraged to reflect on what is good in the world and give thanks for it. An understanding of British democratic values is an important aspect of the school's approach to developing positive attitudes and behaviour. Pupils show good awareness of democracy and the rule of law through contributing to rule-making. They have a good grounding in the origin of democracy and how our institutions have grown out of this history. Pupils know about public institutions and services in England. They have an excellent awareness of individual liberty and equality through the values of a Steiner education. The school ensures, where appropriate, that pupils receive a balanced presentation of opposing views and that the promotion of partisan political views is precluded from any aspect of teaching or the life of the school. Outside of the classes there are few leadership responsibilities. The older classes are buddies with Class 1, an experience that all enjoy. There is involvement with the wider community, for example through carol singing, Maypole dancing and participation in Bristol in Bloom which give pupils a sense of a wider social responsibility. They have also been involved in charitable fund raising for Africa through the Zimba concert in which they took part.

The school's provision for personal, social and health and economic education is strong. It is not solely delivered through lessons but in day to day interactions between all the adults in the school. There is strong development of reflection, philosophical thinking and conjecturing as pupils become older. This extends in Classes 4 and 5 to include sex and relationship education, diet, health, bullying and e-safety. There is a strong element of staying healthy in the curriculum, which builds on the healthy food preparation the rising six year olds experience in the kindergarten. Pupils' behaviour is good. There is very little poor behaviour and pupils reflect that this has improved a lot this year. Pupils are very happy;

they play and work contentedly together. They concentrate well and show respect for each other.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The school's provision for pupils' welfare, health and safety is inadequate. The implementation of policies and procedures is not effective, as some do not fully reflect the requirements of the independent school standards. The school's safeguarding policy does not provide guidance on peer on peer abuse. Senior management and trustees have not put in place appropriate safeguarding responses to children who go missing from education. There is a designated lead for policies and procedures relating to online safety, and a comprehensive e-safety policy has been adopted, but in practice staff have not received training in e-safety and there are inadequate controls over the staff use of school computers. Not all pupils are taught about staying safe online. For example, cyber bullying and the safe use of the internet has recently been introduced for older pupils into their PSHE lessons but there is no systematic introduction of this topic for younger pupils, other than for those in the kindergarten. The school's safeguarding policy does not make clear the school's approach to sexting, and has not offered further guidance to pupils, parents or staff on how to respond to this should it arise.

The school maintains an appropriate admissions log and attendance registers are completed appropriately, but trends and patterns have not been evaluated to ensure absence can be tackled. The responsibility for following up absence or late arrival to school falls to class teachers: there is no oversight of this by senior managers. As the current monitoring of attendance and lateness is inadequate, it does not enable the safeguarding team to identify potential risks to pupils.

The school's single central record of staff appointments is maintained correctly and audited regularly. Appropriate checks are made on all staff before they are employed at the school. Two members of the management team are trained in safer recruitment but a sample of files from recently recruited staff showed no evidence that a question relating to how the candidate might recognise and manage a safeguarding concern was asked. The school is well aware of its duty to take appropriate action following an allegation of staff misconduct.

On a day to day basis the staff look after and care for the pupils well. Pupils say that the staff are very accessible and watch over them. The school is successful in reducing and combatting bullying and there are clear policies and procedures that are implemented effectively. There have been no serious behaviour incidents recorded this year and very few over time. Pupils say there is very little bullying and if it does occur it is dealt with quickly. Pupils' extremely positive view of themselves combined with their resilience and capacity for resolving issues makes a strong contribution to keeping incidents to a minimum. The staff have received appropriate training and understand their responsibilities for preventing radicalisation.

The school premises are safe. The building is spread over four floors and the logistics of moving pupils safely around are well managed. All of the required checks are carried out on the school building and the equipment within it. Recent

building works have posed risks, which managers have assessed and responded to appropriately. The outdoor areas are safe and complement the outdoor education programme well. Pupils look after the building and it is enhanced by the attractive displays. The potential risks to pupils during activities in school and during visits to places of interest are assessed and appropriate measures are taken to ensure that pupils are safe. Procedures for first aid are all in place and very well organised. Fire precautions are appropriate.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality of leadership and management is inadequate overall. This is because leaders, managers and governors have not yet ensured that all of the independent schools standards are met. Leaders and managers are hardworking, approachable and committed. They have, through this period of significant turbulence, maintained the values of a Steiner education well. The restructuring process has been transparent for parents and staff. The college of teachers meets regularly and their role remains one of upholding the spiritual ethos and pedagogy of the school. There are regular teachers' meetings in which teachers report on their area of responsibility, discuss issues or make plans to develop the school further. The teachers' meetings are effective in planning and reviewing the core content of the Steiner curriculum and sharing good practice. On an individual basis there is little discrete mentoring for improving classroom practice and improving teaching and learning. However performance appraisals have started recently. These are helping to ensure all professional standards are being followed robustly. The chair of trustees visits the school regularly for meetings with a range of staff, trustees and external consultants and this ensures he is well informed about the life of the school.

Planning for effective school development and strategic improvement is well focused on the priorities drawn from a comprehensive school review carried out in the summer term 2016. A great deal has been achieved: the successful transition for middle and upper school pupils into other local schools, the remodelling of the governance, management and administration, restructuring of staff roles and responsibilities and developing a buoyant partnership with parents. Some elements of the plan have not yet been achieved and these include a framework for monitoring and evaluating the school's effectiveness. A further review of school effectiveness was carried out by an independent consultant this term, but action to improve aspects of teaching, learning and assessment is at too early a stage to have had impact. The school leaders and the college of teachers have not built on the assessment strategies in place at the last inspection, which were recommended for improvement, and as a consequence lesson planning remains detached from the information held about pupils' capabilities.

The formation of a senior management team (SMT) has taken the pressure off teachers for daily operational management. This allows teachers to concentrate on teaching. The SMT has instigated a full review of policies and the majority have been brought up to date in line with regulations. Some of these particularly around safeguarding, special educational needs, and attendance are not yet compliant. Managers have not provided enough guidance for those teaching six olds as they make the transition in to Class 1.

All members of the school community exhibit a warmth and openness, which allow pupils to enjoy their education and adults their working lives. The school meets the independent school standards for premises and accommodation, information to parents and handling complaints.

Governance

Governance is inadequate. The trustees, appointed two years ago, are becoming better informed about the requirements of the standards but they have not yet ensured that they are all met. The trustees have shown great energy and resolve and consulted widely on the financial recovery plan. They are dedicated to their roles and responsibilities for supporting the staff and holding the school to account for its effectiveness. The trustees have invested significantly in appointing an interim headteacher, business manager and consultants to advise them on recruitment of senior leaders, staff restructuring and mapping the strategic direction of the school. These actions have proved effective in remodelling the school as a primary school. The trustees are a small group and have received little training in their roles. Consequently, they have not tackled with sufficient diligence the shortcomings identified at the last inspection. Governors have undertaken most of their online training, and one of the governors has very recently received appropriate training in safeguarding, but has not had enough opportunity to ensure all elements of the statutory guidance, Keeping Children Safe in Education, is being adhered to. The School Management Team reports to the Trustees at their monthly meetings and the minutes of management and trustee meetings are shared with staff where appropriate. The new Board have recruited, and is supported by, an experienced Clerk of Trustees who minutes all formal monthly meetings and provides Trustees with key information with regards duties and responsibilities.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The overall effectiveness of the kindergarten for children aged three to rising five, who are in the EYFS is good.

Leadership and management is good. The EYFS manager, along with parents and practitioners managed the very recent transfer from the original site of the kindergarten to the school site highly effectively. The children settled quickly and the seamless transition of routines and the daily rhythms of the kindergarten from one location to another are remarkable. The manager provides good guidance to other adults working in the setting in the delivery of all the statutory requirements, particularly in the provision of high quality resources to stimulate children's play. She leads the team well, advising on how to meet the needs of children and cultivate their interests. The effective team working helps staff to ensure a strong consistency in the quality of planning, teaching, assessment and care of all children, including their safeguarding and welfare. The manager is a reliable source of support for adults when helping manage those children who have difficulty building relationships or managing their play.

The school's checks to ensure that staff are suitable to work with children have been carried out meticulously. Adults who are training to teach in Steiner settings receive good guidance during their placements. The very good relationships with

parents are built on trust and honesty. The manager has successfully organised workshops for parents on the subject of online safety.

The risks to children are well managed. Welfare policies and procedures are detailed, up to date and provide unequivocal guidance to practitioners and volunteers. The implementation of the welfare policies ensures the seamless development of children's inquisitiveness both indoors and outdoors. Promoting the British values of equality, fairness and justice are embedded in the aims and ethos of the school and are reflected in the practice of kindergarten staff and their expectations of children. These values provide very strong protection against radicalisation and extremism.

The manager is recently appointed to the post and is aware that she needs to establish more formal mechanisms for feeding back on the performance of those adults working in the setting. Her own professional development is also an area for development in order to help improve the kindergarten setting further.

Teaching, learning and assessment in the kindergarten for children aged three to rising five is good. The teachers have a very clear understanding of the purposes and objectives of the Steiner kindergarten curriculum and the parallel EYFS guidance on learning and development. Staff have high expectations of what the children can achieve over the two years they spend in the kindergarten. They know the children and their educational capabilities very well. This informs their planning of children's learning and contributes to children's consistently good progress. The teaching team provide a well-judged combination of teacher-led and child-initiated activities that engage children's interest and promote their enthusiasm for learning. There is a strong emphasis on developing children's oral skills and their capacity to think creatively and critically. The team creates a purposeful and collaborative learning environment that is conducive to high achievement. For example the outdoor play has focussed on the building of a sand pit. As well as learning how to use the tools safely children have been absorbed in solving problems of moving the earth to the mud kitchen, identifying artefacts and re-housing the various worms and mini beasts they find during excavations. In this activity, the children showed high levels of achievement in the areas of personal, social and emotional development and understanding the world.

Teaching staff regularly assess the children's progress. Comments in classrooms and assessments clearly indicate they have a good understanding of what children know, understand and can do and how they can make further progress in their learning. Assessment records are detailed and also contain parental observations of their child's development. Expectations are not as high as they could be for communication and language in relation to the children's ability. The quality of teachers' interactions with children is not always sharp enough in helping the children deepen their learning. Teachers' pedagogical expertise is an important factor in the children's high levels of achievement and outcomes in personal, social and emotional development and physical development. Children, including those with special educational needs, make good and sometimes excellent progress in their learning and their personal development. Children's resilience as learners and capacity for completing even the smallest of tasks is excellent. They feel safe and secure and their behaviour,

confidence and enjoyment of learning mean that they are very well prepared for the next stage in their education.

SCHOOL DETAILS

Name of school:	Bristol Steiner School			
Address of school:	Redland Hill House Redland Hill Bristol BS6 6UX			
Telephone number:	0117 933 9990			
Email address:	info@bristolsteinerschool.org			
Web address	www.bristolsteinerschool.org			
Proprietor:	Board of Trustees			
Chair of Trustees:	Daniel Black			
Interim Head Teacher:	James Wetz			
Early Years Manager	Jess Dawson			
DfE Number	801/6011			
Type of school	Independent school			
Annual fees	£3018 - £7977			
Age range of pupils	3 -11			
Gender of pupils	mixed			
Total number on roll 31-10-17 86	full-time	68	part-time	18
Number of children under-5	Boys:	11	Girls:	7
Number of compulsory school age pupils	Boys:	31	Girls:	37
Number of post-compulsory pupils	Boys:	0	Girls:	0
Number of pupils with statements of special educational need or EHC plans	Boys:	0	Girls:	0
Number of pupils with English as an additional language	Boys:	3	Girls:	6
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.

Learning from our Inspection: A report to all our Parents

The School had a formal Inspection in late November 2017. This report to parents sets out the findings of the Inspection. The Inspection report recognises the remarkable journey the school has been managing over the past 12 months.

As you will see below there is much feedback that the school can feel really positive about as well as particular areas that the school needs to address so that all aspects of the school's performance are good.

The following has been commented on by the Inspectors in relation to the Primary School provision at the schools (Classes 1-5)

- Teachers use their subject knowledge effectively to plan interesting topics and tasks. As a result, pupils have a positive attitude to learning and this makes a significant contribution to their good personal development. No inadequate teaching was observed.
- The curriculum promotes imagination and creativity and the pupils develop craft skills to a high level. They enjoy being in school and feel very much part of a family.
- Pupils behave well. There are good opportunities for their spiritual, moral, social and cultural development including an understanding of British values.
- The Trustees have worked tirelessly and effectively over the last two years to put the school on a secure financial footing. They provide a good level of support to the newly restructured management team and the head teacher to improve aspects of the school's work.
- Parents are strongly supportive of leaders and managers.
- The kindergarten provision for children aged under five is good. A particular strength is the promotion of children's joy in learning through play and outdoor learning.
- The welfare requirements for children in the Early Years Foundation Stage (EYFS) are fully met.
- The majority of pupils make good progress in lessons as evidence by their work, from their starting points
- As pupils move through the school they gain understanding of a broad range of diverse and specialised areas of knowledge. Pupils develop art and craft skills to a high level, including work in wood and textiles. Pupils are taught to use traditional tools safely and to work in ways that harmonise with the natural environment.
- Excellent progress was seen in a eurhythmy lesson when pupils combined knowledge of mathematical forms and shapes with dance moves.

- Pupils develop art and craft skills to a high level, including work in wood and textiles. Pupils are taught to use traditional tools safely and to work in ways that harmonise with the natural environment.
- Excellent progress was seen in a eurhythmy lesson when pupils combined knowledge of mathematical forms and shapes with dance moves.
- Outdoor study provides good opportunities for pupils of all ages to extend their skills in creative areas and biology.
- Pupils have positive attitudes to their learning. They take pride in the presentation of their work, particularly artwork and form drawing.
- Pupils are generally keen to become involved in class discussions and share their views. They use formal and persuasive language well.
- Pupils engage with their teachers' questioning because the topics are interesting and appeal to them.
- Teachers show appropriate expertise and have excellent relationships with their pupils. The lessons move at a good pace. Pupils' enthusiasm for learning is well fostered and they are adept at concentrating for long periods on their own work, as required. The best teaching is clear about specific objectives and provides the guidance and advice that help pupils identify and learn from mistakes.
- Pupils' personal development is good.
- Pupils' spiritual, moral, social and cultural development is good. They have a good awareness of other faiths and beliefs and are helped to develop a good appreciation of other cultures through their main lesson studies. The wide range of cultural backgrounds in the school encourages an understanding and appreciation of their own and other cultures in Britain, as for example, when they learn about the celebration of Michaelmas, Diwali and Yom Kippur.
- There is a regular programme of visits including to a farm and woodland. The pupils respect the rhythm of the seasons and this aids their mental well-being.
- The school reinforces and extends the strong moral code that pupils bring with them from kindergarten and home through a rich experience of storytelling. They learn through a repertoire of fairy tales, myths, legends and their studies of ancient civilisations. They are encouraged to reflect on what is good in the world and give thanks for it.
- An understanding of British democratic values is an important aspect of the school's approach to developing positive attitudes and behaviour. Pupils show good awareness of democracy and the rule of law through contributing to rule-making. They have a good grounding in the origin of democracy and how our institutions have grown out of this history. Pupils know about public institutions and services in England. They have an excellent awareness of individual liberty and equality through the values of a Steiner education.

- The school ensures, where appropriate, that pupils receive a balanced presentation of opposing views and that the promotion of partisan political views is precluded from any aspect of teaching or the life of the school. The older classes are buddies with Class 1, an experience that all enjoy
- The school's provision for personal, social and health and economic education is strong. It is not solely delivered through lessons but in day to day interactions between all the adults in the school. There is strong development of reflection, philosophical thinking and conjecturing as pupils become older. This extends in Classes 4 and 5 to include sex and relationship education, diet, health, bullying and e-safety. There is a strong element of staying healthy in the curriculum, which builds on the healthy food preparation the rising six year olds experience in the kindergarten.
- Pupils' behaviour is good. There is very little poor behaviour and pupils reflect that this has improved a lot this year. Pupils are very happy; they play and work contentedly together. They concentrate well and show respect for each other.
- The school's single central record of staff appointments is maintained correctly and audited regularly. Appropriate checks are made on all staff before they are employed at the school.
- On a day to day basis the staff look after and care for the pupils well. Pupils say that the staff are very accessible and watch over them. The school is successful in reducing and combatting bullying and there are clear policies and procedures that are implemented effectively. There have been no serious behaviour incidents recorded this year and very few over time. Pupils say there is very little bullying and if it does occur it is dealt with quickly.
- Pupils' extremely positive view of themselves combined with their resilience and capacity for resolving issues makes a strong contribution to keeping incidents to a minimum. The staff have received appropriate training and understand their responsibilities for preventing radicalisation.
- The school premises are safe. The building is spread over five floors and the logistics of moving pupils safely around are well managed. All of the required checks are carried out on the school building and the equipment within it. Recent building works have posed risks which managers have assessed and responded to appropriately. The outdoor areas are safe and complement the outdoor education programme well.
- Pupils look after the building and it is enhanced by the attractive displays. The potential risks to pupils during activities in school and during visits to places of interest are assessed and appropriate measures are taken to ensure that pupils are safe. Procedures for first aid are all in place and very well organised. Fire precautions are appropriate.
- Leaders and managers are hardworking, approachable and committed. They have, through this period of significant turbulence, maintained the values of a Steiner education well. The restructuring process has been transparent for parents and staff.
- The teachers' meetings are effective in planning and reviewing the core content of the Steiner curriculum and sharing good practice.

- Performance appraisals have started recently. These are helping to ensure all professional standards are being followed robustly.
- Planning for effective school development and strategic improvement is well focused on the priorities drawn from a comprehensive school review carried out in the summer term 2016. A great deal has been achieved: the successful transition for middle and upper school pupils into other local schools, the re-modelling of the governance, management and administration, restructuring of staff roles and responsibilities and developing a buoyant partnership with parents.
- The formation of a senior management team (SMT) has taken the pressure off teachers for daily operational management. This allows teachers to concentrate on teaching.
- The trustees have shown great energy and resolve and consulted widely on the financial recovery plan. They are dedicated to their roles and responsibilities for supporting the staff and holding the school to account for its effectiveness. The trustees have invested significantly in appointing an interim head teacher, business manager and consultants to advise them on recruitment of senior leaders, staff restructuring and mapping the strategic direction of the school.

The following has been commented on by the Inspectors for the Early Years and Kindergarten provision:

- Teaching, learning and assessment in the kindergarten for children aged three to rising five is good. The teachers have a very clear understanding of the purposes and objectives of the Steiner kindergarten curriculum and the parallel EYFS guidance on learning and development.
- Staff have high expectations of what the children can achieve over the two years they spend in the kindergarten. They know the children and their educational capabilities very well. This informs their planning of children's learning and contributes to children's consistently good progress.
- The teaching team provide a well-judged combination of teacher-led and child-initiated activities that engage children's interest and promote their enthusiasm for learning. There is a strong emphasis on developing children's oral skills and their capacity to think creatively and critically.
- The team creates a purposeful and collaborative learning environment that is conducive to high achievement. For example the outdoor play has focussed on the building of a sand pit. As well as learning how to use the tools safely children have been absorbed in solving problems of moving the earth to the mud kitchen, identifying artefacts and re-housing the various worms and mini beasts they find during excavations. In this activity, the children showed high levels of

achievement in the areas of personal, social and emotional development and understanding the world.

- Teaching staff regularly assess the children's progress. Comments in classrooms and assessments clearly indicate they have a good understanding of what children know, understand and can do and how they can make further progress in their learning.
- Assessment records are detailed and also contain parental observations of their child's development. Teachers' pedagogical expertise is an important factor in the children's high levels of achievement and outcomes in personal, social and emotional development and physical development.
- Children, including those with special educational needs, make good and sometimes excellent progress in their learning and their personal development. Children's resilience as learners and capacity for completing even the smallest of tasks is excellent. They feel safe and secure and their behaviour, confidence and enjoyment of learning mean that they are very well prepared for the next stage in their education.
- The overall effectiveness of the kindergarten for children aged three to rising five, who are in the EYFS is good.
- Leadership and management is good. The EYFS manager, along with parents and practitioners managed the very recent transfer from the original site of the kindergarten to the school site highly effectively. The children settled quickly and the seamless transition of routines and the daily rhythms of the kindergarten from one location to another are remarkable.
- The manager provides good guidance to other adults working in the setting in the delivery of all the statutory requirements, particularly in the provision of high quality resources to stimulate children's play. She leads the team well, advising on how to meet the needs of children and cultivate their interests. The effective team working helps staff to ensure a strong consistency in the quality of planning, teaching, assessment and care of all children, including their safeguarding and welfare.
- The manager is a reliable source of support for adults when helping manage those children who have difficulty building relationships or managing their play.
- The school's checks to ensure that staff are suitable to work with children have been carried out meticulously. Adults who are training to teach in Steiner settings receive good guidance during their placements.
- The very good relationships with parents are built on trust and honesty. The manager has successfully organised workshops for parents on the subject of online safety.
- The risks to children are well managed. Welfare policies and procedures are detailed, up to date and provide unequivocal guidance to practitioners and volunteers. The implementation of the welfare policies ensures the seamless

development of children's inquisitiveness both indoors and outdoors. Promoting the British values of equality, fairness and justice are embedded in the aims and ethos of the school and are reflected in the practice of kindergarten staff and their expectations of children. These values provide very strong protection against radicalisation and extremism.

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- Teaching staff regularly assess the children's progress. Comments in classrooms and assessments clearly indicate they have a good understanding of what children know, understand and can do and how they can make further progress in their learning.
- Assessment records are detailed and also contain parental observations of their child's development. Expectations are not as high as they could be for
- Teachers' pedagogical expertise is an important factor in the children's high levels of achievement and outcomes in personal, social and emotional development and physical development
- Children, including those with special educational needs, make good and sometimes excellent progress in their learning and their personal development. Children's resilience as learners and capacity for completing even the smallest of tasks is excellent. They feel safe and secure and their behaviour, confidence and enjoyment of learning mean that they are very well prepared for the next stage in their education.

ALONGSIDE THIS DETAILED COMMENTARY THE INSPECTIION ALSO MAKES OVERALL JUDGEMENTS ON THE PERFORMANCE OF THE SCHOOL.

What the school needs to address and improve on

Despite all this very positive comment the Inspection has set out a list of recommended actions for the school to address to ensure all aspects of provision are both adequate and good. These are listed below with a commentary indicating where the school stands on these and the steps it is currently taking to address these. This is a helpful set of recommendations which the new Head teacher can act upon when she joins the school in January.

Judgements by the Inspection Team:

The Inspectors judged the school to have good provision in relation to **Pupils' Personal Development** and the **Effectiveness of Early Year's provision**. It also made the judgement that in three areas the school had still further to go improve a number of aspects of our provision. They have rated these three areas as currently not adequate.

These areas are:

- a. Assessment
- b. Aspects of Safeguarding related to e-safety
- c. Aspects that relate to Leadership and Management

We have taken the step to share with you the detailed Action Plan we have drawn up to address these three areas so that you can see how we will respond and learn from the Inspection. This Action Plan will form part of a new School Improvement Plan. The Trustees are committed to consulting fully with staff and parents on the plan in the course of the Spring Term.

Daniel Black (On behalf of the Trustees)

December 2017

BRISTOL STEINER SCHOOL: ACTION PLAN FOR AREAS OF SCHOOL IMPROVEMENT

AREA FOR IMPROVEMENT 1: Assessment Policy and Assessment Framework

OBJECTIVES: What Outcomes are we trying to achieve

We wish to demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and we wish to use information from this assessment framework to plan our teaching so that pupils can progress; and we wish to ensure that a framework is in place for pupil performance to be evaluated, by reference to the school's own aims as provided to parents.

ACTIONS: What will be the specific actions taken to achieve the objective

We will audit the best Assessment Practice and Assessment Frameworks currently being used by Steiner Schools who have achieved 'Good' in the last two years - namely at Iona (Nottingham), Greenwich, and Frome.

We will adopt our own Policy and Framework based on this best practice to suit our particular circumstances.

We will introduce and secure the Policy and Framework along with a system of Comparative Assessment, and support our teachers in this through a programme of weekly training meetings

We will consult with parents and share the Assessment Policy and Framework which we will be using and we will publish this on the school website.

SUCCESS CRITERIA: *How will we know if the actions have been successful?*

The Assessment Policy will have been approved by the Trustees, with a specified date for review.

A named Trustee will have oversight for this area of improvement and report to the Full Board.

The Staff team will have trialled the Assessment Framework and revised it as required to ensure it generates useful data that will be used in their lesson planning.

Lesson plans will show how assessment is being used to inform teaching and learning.

The School Management Team will have Assessment Data which will be reported to the Trustees.

Teachers will have used Parents Evenings to share the approach to assessment that has been adopted by the school and how they can be kept informed on their children's progress.

The Assessment Policy and Framework will have been published on the school website.

TIMEFRAME AND OWNER: *When will the actions be completed by and by whom?*

The Head teacher and Senior Education Manager will lead on this area of improvement and all actions identified will be complete and in place by 31st March 2018

COSTS: *What are the financial implications of the actions?*

There are no financial implications for this programme of action for this area of improvement

MONITORING: *How will Improvements be monitored?*

This area of improvement will form part of the new School Improvement Plan for 2018 and an identified Trustee with knowledge and experience of Assessment will monitor the actions identified and provide the Full Board of Trustees with a termly update.

AREA FOR IMPROVEMENT 2: E Safety and Peer to Peer Behaviour and IT infrastructure

OBJECTIVES: *What Outcomes are we trying to achieve*

Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State

ACTIONS: *What will be the specific actions taken to achieve the objective*

We will address the technical issues raised with us about information on safeguarding being held in one policy and not distributed across policies and have already engaged the external consultant responsible for this to ensure this is addressed.

We will set aside time on the next INSET day to provide additional training to all staff on e-safety and peer to peer cyber behaviour

We will set up opportunities for training to parents on e-safety

We will carry out a full review of the IT Infrastructure, our hardware and software requirements to address safeguarding issues around data and put in place an action plan as part of the overall school improvement plan.

SUCCESS CRITERIA: *How will we know if the actions have been successful?*

The safeguarding policy will meet the requirements of the School Standards.

The programme for the next school Inset for all staff will provide the necessary training for peer to peer behaviour and e safety.

A programme of training on e-safety for parents will also have been taken place.

A review of the school's IT infrastructure will have been commissioned with a report to the Board of Trustees with an implementation plan and costs.

TIMEFRAME AND OWNER: When will the actions be completed by and by whom?

The Head teacher and Senior Education Manager who has responsibility for safeguarding will lead on this area of improvement and all actions identified will be complete and in place by 31st March 2018.

Individual dates for completion of the actions above are:

Policy compliance: December 6th 2017

Staff Inset training to be provided on January 8th 2018 by the Safeguarding Manager of the Bath and Wells Diocesan Multi Academy Trust.

Parent Training on E Safety to be provided by the NSPCC by half term of the Spring Term.

The Business Manager will present the Trustees with an external report on the school's IT Infrastructure needs that compliant with the safeguarding requirements by the end of February 2018 - with an implementation Plan that can be undertaken before the end of the school year.

COSTS: What are the financial implications of the actions?

There will be costs associated with the following:

Training provision for parents e-safety

External report on IT Infrastructure and the cost of the Implementation

These areas of work to be costed by the Business Manager and presented to the Trustees for approval as they sit outside the current provision.

MONITORING: How will Improvements be monitored?

This area of improvement will form part of the new School Improvement Plan for 2018 and the identified Trustee for Safeguarding will monitor the actions identified and provide the Full Board of Trustees with a termly update.

AREA FOR IMPROVEMENT 3: Leadership and Management

OBJECTIVES: What Outcomes are we trying to achieve

We will ensure those with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; we will make sure that leaders and managers fulfil their responsibilities effectively so that the independent school standards are met consistently; and we will that leaders and managers actively promote the well-being of pupils.

ACTIONS: What will be the specific actions taken to achieve the objective

The Board the Trustees, with the support and direction of their professional clerk, will expedite their plans for a Governor Development and Training Plan to ensure that all Trustees understand their responsibilities in relation to the school standards and in particular with regard to e-safety.

Trustees and School Management will approve a new School Improvement Plan which has explicit sections linked to the areas of improvement identified by the SIS Inspection report and will monitor these as part of their cycle of business.

SUCCESS CRITERIA: How will we know if the actions have been successful?

A Governor Development and Training programme will be in place and actioned.

Trustees will understand their responsibilities in relation to School Standards.

The appointment of a Head Teacher to the school for the first time will show demonstrable impact.

Head of the Kindergarten will add value to the School Management Team.

A new School Improvement Plan will be in place which will include a section on Leadership and Management.

TIMEFRAME AND OWNER: When will the actions be completed by and by whom?

Governor Training and Development Plan will be in place by 28th February 2018.

Head Teacher will present an interim report to Trustees by the end of January 2018 leading to a new School Improvement Plan by the end of March 2018.

COSTS: What are the financial implications of the actions?

Training costs associated with Governor Training programme.

External Auditor

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MONITORING: How will Improvements be monitored?

The Governors will ask the Steiner Waldorf Fellowship Advisory Service to assess the effectiveness of the Trustee Board with a report to the Full Board on the progress made in implementing its Training and Development Plan

In addition to the three areas of Improvement that the SIS Inspection has identified for the School to address and include in formal post Inspection Plan, the SIS report also identified a number of areas which they feel the school should also take a close look at.

These additional areas are:

- A. Ensure that the teaching of writing and mathematics is appropriately rigorous and provides challenge for pupils to acquire and develop more advanced skills
- B. Improve the provision for those pupils with special educational needs and/or disabilities and the pupils aged between five and seven in the kindergarten so that it is better matched to their needs
- C. Improve the monitoring of teaching and learning
- D. Use all available strategies to improve attendance further, particularly the attendance of those pupils who are persistently absent.

These additional areas will be followed through by the new Head teacher and newly appointed SENCo and will form part of the new School Improvement Plan that will be consulted upon with staff and parents and approved by the Board of Trustees in March 2018.