



SCHOOL INSPECTION SERVICE

Progress monitoring report

School name	Bristol Steiner School
DfE registration number	801/6011
Inspection dates	8 May 2018
Reporting inspector	Jonathan Palk

SECTION A: Information

Information about the inspection

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

Bristol Steiner School was last inspected on 14 - 16 November 2017. At that time standards 3(g), 4, 7(a) and (b), 34 (1)(a), (b) and (c), and the safeguarding and welfare requirements of the statutory framework for the Early Years Foundation Stage (EYFS) were not met. The school was asked by the DfE to produce an action plan showing how the proprietor would ensure that those with leadership and management responsibilities at the school would demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently. The school's action plan was evaluated by SIS on 23 February 2018 at the DfE's request. The proposed actions addressed each of the regulatory failures identified by the inspection. However the plan required some further improvement to show that all out of date or redundant safeguarding policies had been removed from the website.

The DfE asked inspectors to monitor the school's progress in implementing the action plan and assess whether the independent school standards are now met. This inspection took place without prior notification to the school. It was conducted by an independent professional inspector who looked at aspects of the school's provision as requested by the DfE and covered by the school's action plan. The inspector visited each of the classes to observe teaching and learning and to scrutinise teachers' lesson planning. The inspector reviewed teachers' assessments of pupils, the single central record and documents relating to safeguarding. He held discussions with the headteacher, the special educational needs co-ordinator (SENCO), the chair of the board of trustees (BoT) and the designated safeguarding leader (DSL).

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 (SWFS). The school has undergone major restructuring and opened in September 2017 as a kindergarten and primary school on the Redland Hill site. A permanent headteacher took up the full time post in January 2018. A special educational needs co-ordinator (SENCO) was appointed in December 2017. The school provides education for 90 boys and girls between the ages of three and eleven. The kindergarten provides education in accordance with the Early Years Foundation Stage (EYFS) framework with agreed modifications and exemptions. Sixteen pupils are below compulsory school age and all attend the kindergarten part-time. The school has no pupils with statements of special educational needs and/or disabilities (SEND) or an Education Health Care (EHC) plan. Twenty pupils require additional learning support; mainly for

literacy. Nine pupils are learning English as an additional language (EAL); two children 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.

SECTION B: Progress in relation to the school's action plan and compliance with the independent school standards

Summary of developments.

The recently appointed headteacher has had considerable impact on the quality of teaching, assessment and the management of the school. She provides a strong steer to developments and is rigorous in pursuing the action plan which addresses the previously failed independent school standards. Her wide experience of teaching, leadership and management is a significant asset to the school.

The Steiner Waldorf Fellowship of Schools (SWSF) is supporting the implementation of the post inspection action plan by providing advice and guidance on assessment, lesson planning, provision for the five to seven year olds and governance. Outside agencies, including the National Society for the Prevention of Cruelty to Children (NSPCC), have provided training for staff to secure procedures relating to safeguarding. New trustees have been appointed in accordance with a skills audit to ensure that, collectively, trustees have the skills and knowledge required to govern the school. An action plan has been drawn up covering all areas of compliance to ensure the quality of education and welfare is regularly monitored by the Board of Trustees (BoT). A new information and management system has been installed to improve record keeping. All these developments have created a secure platform from which the school's aspirational plans may be realised.

Paragraph 3(g): The proprietor ensures that the teaching at the school demonstrates 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.

This standard is met

An assessment policy and framework based on the Steiner Waldorf end of year objectives has been agreed by staff and ratified by the BoT. A comprehensive set of rubrics for each year group in reading, writing, numeracy, woodwork, handwork, eurhythmy and French are in place. Scientific skills are mapped and taught across the curriculum through year groups 1-5. Teachers are using these rubrics weekly to evaluate the impact of their teaching on pupils' learning; using a four point scale. These assessments inform their daily and weekly planning. A scrutiny of teachers' lesson planning confirmed that different objectives are in place for pupils based on these rubrics. In the case of pupils with special educational needs, the daily lesson planning also takes into account the progress these pupils are making towards their individual development plan. Where they focus on literacy skills, teachers take account of these development plans in planning for their main lesson, so that the pupils are consistently challenged to improve.

Paragraph 4: The proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

This standard is met.

The end of half-term assessments have been collected by the headteacher and the education manager to provide a baseline against which pupils' progress over time can be tracked. Teachers have received training in moderating work and all have been involved in agreement trialling with the moderation manager from North Somerset education authority. This has strengthened teachers' understanding of the assessment framework. The headteacher has collected a sample of writing from Year 6 pupils in a local authority school to help teachers understand national expectations for this age group.

Paragraph 7(a) & (b): The proprietor ensures 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.

This standard is met.

The school has an up to date Safeguarding and Child Protection policy (SCPP) which was ratified by the BoT in April 2018. It is modelled on advice from the Bristol City Council Safeguarding Children Board (BSCB). The SCPP is comprehensive and is complemented by other associated safeguarding policies such as e-safety, behaviour, bullying, wellbeing, health and safety and the staff code of conduct. The latter has recently been ratified by the BoT. The policy now contains procedures for dealing with allegations of abuse against staff and volunteers, allegations against other children, e-safety, sexting and appropriate safeguarding responses to children who go missing from education. The SCPP reflects the latest guidance in Keeping Children Safe in Education 2016 (KCSIE). The school has addressed the possible confusion caused by having both a compliant CP policy and a non-compliant CP policy on its website by removing the latter.

The mobile phone policy has been reviewed and is implemented. No mobile phones are permitted in the school building. There is a clear policy on the use of computer technology in the school including the use of wireless technology. All staff signed the acceptable use agreement. A new school information technology (IT) infra structure has been installed with strong firewalls to ensure school data remains secure at all times. All teaching staff are provided with computers that are linked to the school's server. The headteacher has made a significant investment in a management information system that permits electronic management and monitoring of all matters relating to standards and welfare, including attendance.

Refresher training for the designated safeguarding lead was undertaken in January 2018. The headteacher has completed safer recruitment training. Two appointments have been made since the last inspection. Both followed the school's guidance and included a set of questions that focussed the candidates on safeguarding matters. Detailed records of the interviews and the recruitment process are held centrally.

Staff have received three safeguarding update sessions since the last inspection: one provided by the headteacher, and two by external providers. These have covered the omissions identified at the last inspection; e-safety, texting, cyber bullying, harmful sexual behaviour, peer on peer abuse and prevent awareness. The designated safeguarding lead has monitored the impact of the training through a questionnaire. Staff expressed increased confidence in dealing with these matters. The personal, social and health education curriculum has been reviewed to ensure pupils are taught about staying safe online, each year.

Parents were canvassed about their use of electronic equipment in the home. Around half the parents responded. In February parents began receiving information about online safety through newsletters. The headteacher gave a presentation on the subject at each of the class parent evenings. This has significantly strengthened the community's awareness of online safety, including grooming.

An attendance and absence policy has been ratified. This details the stages of intervention following concerns around attendance and lateness, and is linked to the SCPP policy. A spreadsheet was created following the last inspection, to track the attendance of individual pupils in all classes. Weekly alerts enable the management team to identify patterns of lateness and absence. Stage 1 letters have been sent to persistent absentees and stage 2 letters, inviting parents into school to meet with the headteacher, have subsequently been issued to parents whose children's attendance has not improved. The impact is tangible, not just in terms of the patterns expressed in the data, but also in pupils' promptness at the start of the school day.

The inspector checked the single central record and found this compliant with statutory guidance.

Paragraph 34(1)(a): The proprietor ensures 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.

The standard is met

The Steiner Waldorf Schools Fellowship (SWSF) has provided training to governors on their roles as trustees. A comprehensive action plan has been drawn up by the clerk to the BoT detailing their accountabilities for compliance with the independent school standards. The trustees have established eight focus areas that cover all of the independent school standards. Each of these focus areas has a lead monitoring governor. The clerk has drawn up a monitoring timetable which at a minimum provides for a termly meeting with at least one of the school leaders and managers and a monitoring report. The standards working group, and the wellbeing and safeguarding groups have met and reported this term. Reporting is evaluative and informs the school development plan.

A system for monitoring and evaluating the quality of teaching with a view to improvement has been introduced. The system is complemented by internal peer observation which encourages the sharing of good practice and supports

improvement. Performance review is well underway and its impact is positive. All teachers have been offered advice and support to reflect and identify areas for development. Completed review forms resulting from observation of teaching are evaluative and detailed. These are useful documents in their own right and will be more powerful when used to draw together key themes on which to base staff training and development.

The school management team has been strengthened through the appointment of a kindergarten manager and a SENCO. Initial screening has been carried out of all pupils by the SENCO and provision at the required level put in place. The framework of rubrics is helping identify those who are making slower progress than expected and also those who excel. The trustee with responsibility for SEND provides termly updates to the board on the impact of this provision.

The Kindergarten manager has worked with consultants from the SWSF to provide a distinctive curriculum for the five to seven year olds in the kindergarten. This has been shared with parents and trustees. The provision has now been implemented and the outcomes were observed. Assessment statements for this group of pupils have been introduced and will next term form the basis of a starting point for the whole school assessment framework. Summative statements relating to their achievements have been moderated by both kindergarten teachers with help from the SWSF consultant.

Paragraph 34(1)(b): The proprietor ensures that leaders and managers fulfil their responsibilities effectively so that the independent school standards are met consistently.

This standard is met.

The trustees are well informed about the school's work. In the short term, school improvement has focussed on the action plan. The monitoring of this by trustees and managers is contributing to a revised school improvement plan.

The five trustees form a cohesive team with complementary skills and knowledge. The skills audit has ensured that the roles on the BoT are assigned to trustees with expertise in the required areas of governance. They meet every month. Minutes of meetings are thorough and address each of the action points from the action plan, ensuring that the school's development moves forward. Managers join the BoT meetings and provide them with regular evaluative reports on the progress of the action plan.

Paragraph 34(1)(c): The proprietor ensures that leaders and managers actively promote the well-being of pupils.

A lead trustee has been appointed as safeguarding governor. The lead trustee received enhanced safeguarding training in January 2018. He has held two meetings with the school's designated safeguarding lead and, using a compliance checklist,

reported to the full board. The most recent report is comprehensive. Safeguarding is a standing item at all trustee meetings. Governors are also reviewing the attendance reports prepared by the headteacher. These are provided every half term. Trustees have reviewed the code of conduct for staff around the use of IT.

The school must meet the following requirements of the statutory framework for the Early Years Foundation Stage by ensuring that the safeguarding and welfare requirements are met.

This is met.

The school has implemented a robust recruitment process. An additional member of staff has received safer recruitment training. The interview of two candidates to a post in the Kindergarten has included detailed questioning about their understanding, commitment and training in safeguarding. One of these posts is particularly focussed on parent and child support. Attendance in the kindergarten is now routinely tracked and monitored. Attendance issues are followed up immediately. A few parents have received letters and their presence has been sought to explain the absence of their child. The school has made use of local services, as required, to access early help for parents. Kindergarten parents have also been surveyed as to their use of IT at home. Parents in the kindergarten have access to the discussions about e-safety.

Compliance with the requirements of the Education (Independent School Standards) Regulations 2014¹

The school now meets The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

¹ www.legislation.gov.uk/uksi/2014/3283/contents/made.

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/Governors:	Daniel Black			
Head Teacher:	Ruth Gover			
Early Years Manager:	Jess Dawson			
DfE Number:	801/6011			
Type of school:	Independent school			
Age range of pupils:	3 -11			
Gender of pupils:	mixed			
Total number on roll:	full-time	68	part-time	18
	Boys:	41	Girls:	45
Number of pupils with Education Health and Care Plans (EHCP):	Boys:	0	Girls:	0
Number of pupils with English as an additional language:	Boys:	3	Girls:	6
Type of inspection:	Progress monitoring inspection under Section 109 of the Education and Skills Act 2008			
Date of inspection:	8 May 2018			
Inspector(s):	Jonathan Palk			

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.