

SCHOOL INSPECTION SERVICE

Independent professional inspection of schools affiliated to the Steiner Waldorf Fellowship

INSPECTION REPORT

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

Name of school:	Bristol Steiner
DCSF number:	801/6011
Inspection team:	Reporting Inspector: Mike Thirkell Supporting Inspectors: Simon Bennett Martin Bradley Lay Inspector: Helen Weatherhead
Dates of inspection:	16 th to 19 th March, 2010

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SCHOOL DETAILS

Name of school: Bristol Steiner

Address of the school: Main School: Redland House, 1 Redland Hill, Redland, Bristol, BS6 6UX
Kindergarten: 12D Cotham Road, Cotham, Bristol, BS6 6DR

Telephone number: 0117 933 9990

Fax number: N/A

Email address: info@bristolsteinerschool.org

Proprietor: The Trustees of Bristol Steiner School

Name of the Chair of the College of Teachers: Ms Belinda James

Name of the Chair of the Trustees: Mr Omar Paker

Name of Administrator: Ms Helen Nicholls

DCSF number: 801/6011

Type of school: A Member of the Steiner Waldorf Fellowship

Age range of pupils: 3 to 16

Gender of pupils: Male and female

Total number on roll (Full time): Boys: 93 Girls: 91

Number of children under 5 (Part time):
Boys: 31 Girls: 18

Number of pupils with statements of special educational need:
Boys: 0 Girls: 0

Annual fees: £4,800.00

Type of inspection: Section 162A of the Education Act 2002

Inspection Team: Reporting Inspector: Mike Thirkell
Supporting Inspector: Simon Bennett
Martin Bradley
Lay Inspector: Helen Weatherhead

Dates of inspection: 16th to 19th March 2010

PART 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 Fellowship, and agreed with the Department for Children, Schools and Families (DCSF). 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 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:

Bristol Steiner School is a non-denominational independent school and a member of the Steiner Waldorf Schools' Fellowship. It is situated on two sites a short distance apart in the suburbs to the north of Bristol. Established in 1973 the main school moved to its present site in 2001; the Kindergarten, remains on the original site, a Victorian building, where the school opened in 1973. The school provides education for 233 boys and girls between the ages of three and sixteen. Forty-nine children, who are below compulsory school age and in the Early Years Foundation Stage (EYFS) of their education, attend the Kindergarten. A further twenty children attend a playgroup on a part-time basis. There are no pupils with statements of special educational need although the school identifies 32 children who require varying degrees of learning support. No pupils require support for English as a second language. The school offers *'an holistic education that is appropriate to and based on the phases of child development. Teaching strives to develop a love of learning'*. The school's goal *'is to help pupils to develop so that, in Steiner's words, "they may be able to impart direction and meaning to their lives"'*.

Summary of main findings:

The school has maintained the overall good quality of education, including in the EYFS, described in the previous Ofsted report. The extension of the school's age range this academic year to include Classes 9 and 10 has set new challenges, including the introduction of public examinations, and this has not been without its difficulties. Staffing is now settled and teaching is good throughout the school, although the quality of teaching is overall more consistently higher in the main school than in the Kindergarten. On occasions the quality of teaching observed was outstanding. As a result of good teaching pupils make good progress. The curriculum provides an appropriately wide range of learning opportunities in line with the Steiner Waldorf goals for young peoples' development. Although opportunities for physical activity are strong throughout the curriculum, pupils' experience of physical education (PE) is insufficiently coherent. Approaches to assessment have been successfully developed to meet both the regulatory requirements for independent schools and to be true to the school and Steiner aims. Pupils' spiritual, moral, social and cultural education is outstanding and the majority of pupils say that they enjoy being at the school. This is echoed in the strong support for the school

expressed by the vast majority of parents, although a minority express concern about the quality of provision for older pupils who are currently taking the recently introduced examination courses. Procedures for safeguarding and for assuring pupils' welfare, health and safety are good. The school continues to meet all the regulatory requirements for independent schools.

What the school does well:

- it provides a positive and lively learning environment, supported by strong relationships between staff and pupils;
- it encourages pupils to develop very good communication skills; speaking and listening skills are particularly outstanding, including in the Kindergarten;
- it encourages pupils to be considerate of others, to be good team players and to think independently; and
- its pupils' personal development is outstanding.

Next Steps

Whilst not required by the regulations, the school might wish to consider the following:

- completing the development of assessment procedures;
- improving the range of clubs and additional activities available to pupils;
- improving the organisation of the science laboratory; and
- improving experience of PE coherence.

PART B: COMPLIANCE WITH REGULATIONS FOR REGISTRATION

The quality of education provided by the school

The quality of the curriculum

The quality of the curriculum is good and meets the learning needs of pupils throughout the school, including the Kindergarten and those identified by the school as having special learning needs. It is strongly based on Rudolf Steiner's view of child development and is designed to ensure that the work undertaken by young people in each class as they progress through the school, from the Kindergarten to Class 10, is appropriate to their age and stage of development. The curriculum is supported by whole school planning based on the *'Educational Tasks and Content of the Steiner Waldorf Curriculum'* and the school's own detailed planning and schemes of work for subjects and areas of learning. The quality of curriculum planning ensures pupils' progressive development. It provides effective support for teachers' lesson planning by ensuring that each stage of pupils' development is dovetailed into the next. This process is considerably aided by the close working relationships that exist between teachers, and by a structure of meetings designed to facilitate the transfer of information as well as transition between classes. Speaking and listening are strong features of the provision throughout the school which are reflected in pupils' confidence and communication skills. From Class 1 designated time is used to support developing literacy and numeracy skills as well as practicing speech and listening work.

The Main Lesson, which is characteristic of the Steiner curriculum and which takes place each morning for two hours throughout the school from Class 1 to Class 10, provides an integrated overview across subjects using a thematic approach. It begins each morning with a component of recall and reciting a morning verse. The nature of this occasion is again related to the pupils' age and stage of development. From Class 1 to Class 10 the lighting of a candle provides a focus for the classes' quiet reflection, for example on the qualities of the season and beauty of the world. Main Lesson is divided into three to four week blocks based on particular themes, for example in Class 4 to local geography and in Class 6 to Roman history. The themes studied by pupils during main lessons are effectively supported by a good range of visits, for example by Class 6 to Hadrian's Wall, and a building theme studied by Class 3 by visits to a brick factory and building site.

The Main Lesson is supported effectively by subject lessons which are carefully matched to pupils' capabilities. Pupils have progressive access to a wide range of subjects including the core subjects of English, mathematics and science. Other subjects include history, geography, botany, physics, chemistry, astronomy, nutrition, art history, ecology, mythology, drama, anthropology and world history. Eurythmy, taken by all pupils, a particularly characteristic aspect of the Steiner curriculum, is an artistic form of movement which encourages and develops pupils' harmony of bodily movements and spatial awareness. Practical and creative work are strong features of the curriculum. Pupils of all ages have access to a wide range of practical and creative subjects, including art, woodwork, textiles and pottery. French is provided for all pupils from Class 1 onwards.

Pupils have considerable opportunities for physical activity and movement. A range of activities is provided for pupils at different stages of development. The space available in the school grounds for physical activity is extended by use of local open

spaces and a sports centre for swimming. Pupils in Classes 9 and 10 enjoy opportunities for five-a-side rugby and basketball on the nearby Downs. Despite the strength and variety of these activities the school needs to ensure a more progressive and coherent provision for PE and games. As a matter of policy the school does not provide access to information technology for pupils until Class 9. The school began courses in public examinations last year. Pupils in Classes 9 and 10 have access to a suitable range of General Certificate in Secondary Education courses according to their abilities and aptitudes.

The provision for pupils' personal, social and health education is set out by the Steiner Waldorf curriculum and ensures a strong emphasis on issues related to pupils' personal development which are carefully related to their age. It includes emphasis of such matters as gender equality and anti-bullying. Through Main Lessons in physiology, health, hygiene and nutrition, older pupils receive effective support for their personal development. Careers provision is appropriate and includes a week of work experience for older pupils in Class 10. The school is currently considering extending this to two weeks. The provision is supported by the local Connexions service who visit the school to speak with pupils. The smooth transition of pupils into further education is helped through meetings between teachers, pupils and parents. Overall the curriculum provides a range of experiences which prepare pupils well for further educational experiences and for their future.

The quality of teaching and assessment

The quality of teaching and assessment is good and some teaching has outstanding features. This maintains the overall high quality of teaching seen when the school was inspected by Ofsted in 2007. The quality of pupils' learning experience ensures that they all make good progress in relation to their abilities, including those identified by the school as needing additional support. Teachers are well qualified to teach the subjects provided at each stage of pupils' development and demonstrate a good understanding of the underlying Steiner vision for learning. Pupils say that they enjoy being at the school and acknowledge the support that they receive from their teachers. Whilst acknowledging that there has been some discontinuity in teaching and provision for Class 10 due to staff changes and subsequent disruptions, this inspection identified a good quality of teaching in their lessons.

Teachers plan lessons well. Their planning is effectively supported by the schemes of work and assessment strategies developed by the school together with the guidance provided by the Steiner Waldorf curriculum. This helps to ensure a programme of progressive learning and development throughout the school. Information held by the school about pupils' individual needs, based on testing, ongoing monitoring and evaluation of their progress is used effectively by teachers to plan lessons. Their lesson plans indicate the requirements of those individual pupils with individual education plans (IEPs) which are provided for them by the school and developed by the dedicated special needs teacher. Because lessons are well structured and organised they usually proceed at a good pace. They are supported by the carefully developed social skills and receptiveness to learning shown by most pupils from an early age; for example, in a Main Lesson in Class 1 when pupils responded immediately and willingly to their teacher's request for them to organise themselves and work together in groups during a mathematics activity, and to quickly reorganise the classroom furniture. The activity strongly supported the pupils' assertion that they enjoy learning. Lessons, and in particular the Main Lesson each morning, strongly reflect an integrated approach to learning. For example, a Main

Lesson physics topic in Class 7 based on the relationship between air and pitch included a strong component of language development and English literature. Teaching and learning are supported by a suitable range of resources, with books in abundant supply.

Very good relationships between teachers, pupils and children throughout the school ensure that classes are conducted in positive learning atmospheres. Most pupils show a willingness to learn. They are keen to participate in activities and to play a full part in their lessons. Teachers typically speak quietly but firmly to pupils and have high expectations of their response. Similarly most pupils have high expectations of what they will learn and often show maturity beyond their years in their response to teachers and other adults. Their behaviour is overall outstanding. On a rare occasion when a pupil showed limited response, the teacher used quiet patience and well measured strategies to draw the pupil back into learning. Such good classroom management strategies were supported considerably by the focus on and interest in learning shown by other children in the class. Positive relationships enable teachers to work with their pupils and to expect a good response. The best lessons set high expectations of what is to be achieved. Questioning is used effectively to challenge pupils to think independently and to express their own views, for example in a Class 9 science lesson on the topic of distillation. Teachers' questioning is generally used well to ensure that all pupils are involved in the activity, and that questions are pitched at levels appropriate to the individual pupil's ability. Good opportunities for pupils to speak and to listen to what others have to say support the development of good communication skills appropriately.

Assessment has a number of strong and developing features. A new pupil assessment system has been introduced which is effective in tracking pupils' progress and attainment against lesson aims and objectives. The school framework for inspection has been carefully set out to ensure the effective monitoring of pupils' progress within the guidelines and philosophy of the Steiner Waldorf curriculum. Teachers know their pupils well, as was demonstrated clearly in lessons and regular formal and informal meetings between teachers and pupils, including the special needs specialist. These ensure that information about each pupil's progress is readily available to support planning to meet individual learning needs. Good records of pupils' progress are maintained by teachers, supported by central records that the school is currently in the process of completing. Appropriately detailed IEPs are prepared for pupils, identified by observations and the school's own tests based on published schemes. Individual guidance about specific pupil's individual learning needs are effectively identified in most teachers' lesson plans. Good class support for pupils with special learning needs is reinforced by time spent on a one to one basis with the special needs teacher. The school draws on advice and support from specialists and therapists from outside the school, as necessary, following consultation with parents.

Does the school meet the requirements for registration?

Yes.

The spiritual, moral, social and cultural development of pupils

The development of spiritual, moral, social and cultural awareness in the pupils is outstanding throughout the school, and this mirrors the findings of the previous inspection which was undertaken by Ofsted.

Pupils' spiritual development is strong. They have self-knowledge, self-esteem and self-confidence, and that is strikingly evident in their relationships with other pupils and with adults. Pupils are aware of what is right and wrong and that is clear both in and out of the classroom in their understanding of what is acceptable and in their support for each other. They take responsibility for their behaviour and show initiative, often linked with an implicit awareness of the needs of others.

The curriculum ensures that they know about public institutions and services in England, and that they have a deep appreciation and respect for their own and other cultures. Through festivals and extensive use of arts and crafts, creativity is fostered carefully. They raise money for charity through a range of activities. The development of their spiritual awareness defines and supports the moral and social context in which they develop, which the school has been highly successful in creating.

A strong theme running through the curriculum and extra curricular activity, whether inside or outside of the school, is the balance between the release of energy and time for reflection. Understanding and the ability to concentrate is developed through eurythmy and Main Lesson, with a consequent awareness of each individual's own space, and a respect for that of others.

The school has firm plans for the establishment of a school council. The current buddy system provides a foundation for the representation of pupils' views. Class 8 has worked with Class 1 and the intention is to carry this through to Class 10.

There is strong acknowledgement of the environment. Both parts of the school use their gardens to good effect. Pupils at Redland are involved in garden maintenance and recycling. An understanding of the cycles of the seasons is developed, for example through work in the school's allotment, including a rota for composting.

Does the school meet the requirements for registration?

Yes.

The welfare, health and safety of pupils

The quality of pupils' welfare, health and safety is good. Overall, there are good policies and procedures in place. The school is aware of the need to ensure that these have regular, planned review dates. There are useful policies for safeguarding which are implemented effectively. There are three child protection officers, one of whom is based on the Kindergarten site. A trustee also has child protection responsibilities and has been trained for this role. The pupils spoke very positively about feeling safe. Risk assessments are of a high standard and are updated appropriately. Older pupils are involved sensibly in considering risk assessments. Outstanding behaviour is supported by a clear policy which is consistently followed throughout the school. The anti-bullying policy is well understood and effectively promoted. Pupils indicate that bullying is rare, and express confidence in the way that teachers deal with such matters. As part of the on-going review of policies, health and safety procedures are being revised and staff have undertaken relevant training. The school is developing a health and safety culture involving all staff and pupils, as well as volunteers. New staff are inducted into the procedures, and in-service training sessions are used to update staff awareness of policies and

procedures, as well as to review these. There are two trained fire wardens on each site, and fire risk assessments are up-to-date.

The policy for First Aid is supported by fully trained First Aiders, with the Kindergarten staff having undertaken paediatric First Aid training. There is a good medical needs policy and a homeopathic medicines policy. Admissions and attendance registers are maintained appropriately, and the school fulfils its duties under the Disability Discrimination Act.

Pupils are encouraged to live healthy life styles and regularly consider this in science and other subjects as well as in Main Lessons. They are fully aware of the dangers of smoking and the abuse of drugs and alcohol. The main school guidelines indicate that chocolate and fizzy drinks are to be avoided in packed lunches. The school has a travel plan and is seeking to encourage more pupils to travel to and from school by walking or cycling. In Class 5, pupils are offered cycling proficiency training.

Does the school meet the requirements for registration?

Yes.

Suitability of the proprietor and staff

The school fully understands the requirements related to undertaking checks on new staff and visitors to the school. Checks are completed appropriately and records maintained systematically. All checks completed are recorded on a register, as prescribed by regulation.

Does the school meet the requirements for registration?

Yes.

Suitability of the premises and accommodation

The school is situated on two sites about half a mile apart. Both schools are surrounded by ample grounds which provide good opportunities for energetic and imaginative outdoor play. Both properties have been adapted effectively for use as a school. In both schools, space is used to good effect and pupils and staff work together well to ensure that lessons and play are conducted safely while ensuring opportunities for flexibility of use and variety of activity.

Classrooms in the school are well decorated and clean and reflect the Steiner vision for children's development. They are suitable for the numbers of pupils using them, supported by well organised lessons and a range of available resources. A school hall provides a good space for eurythmy, PE and drama. The library on the main school site provides a good resource of books to supplement the ample supply of books in classrooms. It is constantly used by pupils throughout the school day, including for individual study. A laboratory provides a small but appropriately used resource for practical science activities which are enjoyed by pupils. The school recognises that it is in need of further organisation. There is good provision of specialist spaces for practical and creative work, such as textiles, woodwork, pottery, and weaving, but the conversion of the woodwork room from its previous use for pottery has still to be fully completed.

The school is aware of the need to be vigilant in dealing to all matters relating to the safety of pupils, in particular given the age of the buildings. Risk assessments have been completed carefully and details relating to emergency evacuation receive regular review. Facilities for pupils who may become ill during the school day are suitable in relation to the ages of children on both sites, as indicated by the last inspection by Ofsted. However, the school is considering reorganising this provision in the Kindergarten.

Does the school meet the requirements for registration?

Yes.

The quality of information for parents

The provision of information for parents is good and meets all the requirements. A comprehensive folder of all policies is available for reference in the reception area. There are concerns forms available and all statutory policies are included on the school website.

An informative weekly news bulletin, available by email or in hard copy, is full of current news, forthcoming events and general day-to-day information. Letters are sent to parents informing them of any key school changes, for example new staff appointments. An information pack goes to all prospective parents, and at the admissions stage they receive additionally a helpful parents' handbook.

Parents' evenings provide opportunities to learn about the curriculum and discuss children's progress. Annual reports are sent at the end of the academic year and these provide helpful information about pupils' progress. The best reports give a summary of what has been taught, are clear about what has been achieved in a subject or area of the curriculum by the individual child, and give indications about how further improvements can be made.

While there are no children funded by the local authority, annual accounts are provided in relation to funding received from a local charity. Parental questionnaires showed that an overwhelming majority support the school, although a few parents stated they did not understand the complaints policy.

Does the school meet the requirements for registration?

Yes.

The effectiveness of the school's complaints procedure

The complaints procedure is clear, readily available to parents and includes all the regulatory elements. There has been one written complaint which went to the panel stage within the last year. The process was recorded and the procedure adhered to appropriately.

Does the school meet the requirements for registration?

Yes.

PART C: ORGANISATION AND MANAGEMENT

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

The Bristol Steiner School aims to promote a child-centred, holistic education based on the indications of Rudolf Steiner. This is reflected in all areas of school life. It further claims an underlying ethos of “*people working together*”. The school keeps these aims constantly in focus. To this end, having been through a restructuring process, a working partnership of trustees, staff and parents has been formed and is central to the cultural life of the school.

The Bristol Steiner School is both a registered charity and a company. The directors of the company are also the trustees of the charity. They are elected by the company, known as the Association, membership of which is open to all who support its aims. Trustees hold an overview of the school and have financial and legal responsibility for it. The seven trustees hold well-structured monthly meetings. In addition, individual trustees are active in a variety of key school committees. Links with the College of Teachers are close, with two teachers, one of whom is the Chair of College, reporting to the trustees. With full Kindergartens and an expanding school, the trustees’ current mission is to find a new school site.

The College of Teachers is open to all who have worked in the school for at least a year. Two years ago, it closed its doors to new members for a period in order to renew its vision and purpose. As a result of this process, followed by an intake of new members, the College impulse has been successfully re-invigorated. The College concerns itself with all issues relating to the education of the pupils. All members have specific areas of responsibility and are fully committed to supporting the school.

The burden of day-to-day business management has been moved from the College to the Executive Group. This effective and efficient group comprises a trustee, the Chair of College, the Administrator, the Education Coordinator and representatives from each section of the school. It provides a clear channel of communication to all areas of the school. The very energetic finance and administrative team gives a high level of support to the teaching body and ensures the smooth running of the school. Continuing professional development for teachers is considered a priority. Through in-service training days, induction, mentoring and help from visiting consultants, teachers are well supported. The staff handbook provides helpful information for teachers and the mentoring of one to five class teachers by one experienced teacher has proved to be highly beneficial. A rigorous teacher appraisal scheme monitors standards and quality of teaching and a new rubric pupil assessment system has been introduced.

Parent involvement in the school is high, as demonstrated through key parent initiatives. One example of this is the forming of an Upper School by the Parent Led Upper School (PLUS) Group. The Upper School has a Class 9 and a Class 10 and is now an integral part of the Bristol Steiner School.

Another parent initiative was a move to re-establish a more conscious and deeper working relationship between teachers and parents. After discussions with College, a whole school meeting was held which proved to be inspirational for many parents.

A small core group of three parents and three teachers has now been formed and is a formally recognised body in the school. They attend the Executive Group on a monthly basis and successfully serve as a focal and organisational point for tasks undertaken by the Parent Forum.

Some recent situations in the school however, have been challenging for all those involved. However, the school is emerging from this difficult phase and appears now to be in good heart.

Could the organisation and management of the school be improved?

Yes.

The school might consider:

- developing strategies to ensure crisis management does not impinge on regular on-going tasks;
- having review dates for updating policies to ensure consistency; and
- appointing a new Chair of College to shadow the outgoing post-holder in the term before he or she steps down, thereby providing a smooth transition.

PART D: EARLY YEARS FOUNDATION STAGE

The overall effectiveness of the provision for the Early Years Foundation Stage

The school has a playgroup for three to four year olds and four Kindergarten classes each with children aged between three and a half and six years. A parent and toddler group meets every morning and two afternoons a week, although this was not inspected. One and a half hours optional afternoon care is provided for Kindergarten children.

The playgroup and the Kindergartens meet the needs of the children effectively and have a good overall capacity to continue to improve. Recent changes to teachers' planning have been made in most classes and will be extended throughout the setting after Easter. These are appropriate and reflect the common approaches to record keeping and assessment which are already in place.

The provision maintains a collegiate approach to management which supports improvement as well as the effective deployment of resources. The Early Years shares much of its administration with the main school, including admissions, staff appointments and non-curricular policies. This is an appropriate and broadly efficient approach, although at times some parents are not entirely clear as to where to direct their queries to get a quick answer. Good use is made of the accommodation, both indoors and outside. Outdoor sessions follow a similar pattern to those indoors, with a variety of activities, both adult organised and child initiated, being available. The after school care outdoor provision includes table top activities which usefully extend the provision available outdoors during the school sessions, so enabling more children to be actively engaged in play. Arrangements to safeguard children are good. Risk assessments are carefully maintained and are supported by appropriate policies and practices. As the classes contain mixed age groups, good consideration is given to the needs of individual children, thereby promoting equality and respecting diversity. This is particularly evident when the older children support younger ones and play cooperatively. Parents spoke very positively of the support which they and their children receive from the staff. They are given useful information about the school and the Steiner approach. There is useful liaison with other groups, including the Prince's Trust. The setting's self evaluation is clear and detailed, providing a sound basis for improvement.

The quality of provision throughout the Early Years is good. At the time of this inspection, the school had been granted exemption by the Secretary of State from parts of the learning and development requirements of the EYFS. These sections were excluded from this inspection. Apart from these elements, the school delivers the EYFS learning and development requirements effectively. The quality of teaching is at least satisfactory and frequently good. Organisation and management practices do not vary significantly between classes, and the staff's approach to behaviour and discipline is shared. This consistency is supported by both the organisation of the day and when specialists, such as the eurythmy teacher, work with all Kindergartens in turn. The children are closely involved in the organisation of the day, helping to set out materials and to prepare for the daily snack, so developing their awareness of the rhythm and pattern of the day and week. They are encouraged to use conventions such as *'please'* and *'thank you'*, to share and take turns and to be patient. This was evident when the pupils were served with hot snacks. This also supports a calm class atmosphere, enabling the children to concentrate and to persist at their tasks.

The children's enjoyment of their learning is evident in their outstanding personal development. They show excellent consideration for one another, and their willingness to share and to take responsibility reflects the good extent to which they feel safe and are able to make a positive contribution to their school community. Pupils have excellent speaking and listening skills. Healthy lifestyles are effectively promoted during snack time, with fresh fruit and drinks being provided as well as a cooked snack. Health awareness is also promoted at other times, such as in class discussions. The children develop excellent skills for the future, particularly in their social skills and awareness.

Does the school meet the statutory requirements?

Yes.

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Steiner Fellowship. Further copies of the report are available from the school, or from the School Inspection Service website: www.schoolinspectionservice.co.uk.