

# SCHOOL INSPECTION SERVICE

*Independent professional inspection of schools associated with the Steiner Waldorf Schools Fellowship*

## INSPECTION REPORT

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

<b>Name of school:</b>	The Waldorf School of South West London
<b>DfE number:</b>	208/6344
<b>Inspection team:</b>	<b>Reporting Inspectors:</b> Mr Ted Cohn Mr Tony Hubbard  <b>Supporting Inspectors:</b> Mrs Eileen McAndrew Mrs Sara Wiggins  <b>Lay Inspector:</b> Mrs Helen Weatherhead
<b>Dates of inspection:</b>	1-3 March 2011

### CONTENTS OF THE REPORT

**Section A: Introduction and summary**

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

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

**Section D: Early Years Foundation Stage**

## SCHOOL DETAILS

Name of school:	The Waldorf School of South West London		
Address of school:	Streatham Methodist Church, Riggindale Road, London, SW16 1QH		
Telephone number:	020 8671 6846		
Email address:	info@waldorf-swLondon.org		
Proprietor:	Mr Philip Martyn		
Chair of the College of Teachers:	Mrs Ute Bolke-Wooge		
Chair of the Trustees:	Mr Philip Martyn		
Administrator:	Ms Sheila Campbell		
DfE number:	208/6344		
Type of school:	Independent school associated with the Steiner Fellowship		
Age range of pupils:	3½ to 14		
Gender of pupils:	Female and male		
Total number on roll (Full time):	Boys: 36	Girls: 38	
Number of children under 5 (Full time):	Boys: 1	Girls: 1	
Number of children under 5 (Part time):	Boys: 7	Girls: 3	
Number of pupils with statements of special educational need:	Boys: 0	Girls: 1	
Annual fees:	From £3,945 in Kindergarten to £5,397 in Class 8		
Type of inspection:	Section 162A of the Education Act 2002		
Inspection team:	Reporting Inspectors:	Mr Ted Cohn Mr Tony Hubbard	
	Supporting Inspectors:	Mrs Eileen McAndrew Mrs Sara Wiggins	
	Lay Inspector:	Mrs Helen Weatherhead	
Dates of inspection:	1-3 March 2011		

## SECTION A: INTRODUCTION AND SUMMARY

### Purpose and scope of the inspection:

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

### Information about the school:

The Waldorf School of South West London is an independent day school for boys and girls aged from three and a half to fourteen. The school has a Christian foundation, but welcomes children of any faith or of none. As a result of unforeseen decisions by the owner of the land it had occupied in Streatham since 1983, it has been necessary for it to move at short notice to temporary accommodation in a nearby Methodist church, while one of the two Early Years Foundation Stage (EYFS) classes has been accommodated in separate premises nearby. The school has firm plans to move into new accommodation in the next academic year. There are 84 pupils in the school, of whom twelve are in the EYFS, ten part-time and two full-time. The school has obtained exemptions from the EYFS curricular requirements for communication, language and literacy and for information and communication technology (ICT). One pupil has a statement of special educational needs. In line with Steiner practice there is no headteacher, as the College of Teachers is responsible for the educational provision. The College of Teachers, consisting of all teachers in the school, also oversees the day-to-day running with the help of the administrator. It is accountable to the Board of Trustees.

The school's curriculum and teaching are inspired by the philosophy of Rudolf Steiner as expressed through the Steiner Waldorf curriculum. In keeping with this philosophy, pupils from the age of six are taught by the same teacher for their main lessons throughout their time in the school. The teaching and curriculum aim to recognize and nourish the physical, emotional, spiritual and intellectual needs of its pupils, and so lay the foundations for mental adaptability, initiative and moral strength in adult life.

The school generally follows the Steiner Waldorf system for organising classes. The corresponding National Curriculum names for the classes in the school at the time of the inspection are:

School class names	National Curriculum
Kindergarten	EYFS, Year 1
Class 1	Year 2
Class 2	Year 3
Class 3/4	Year 4/5
Class 5	Year 6
Class 6	Year 7
Class 7/8	Year 8/9

## **Summary of main findings:**

The Waldorf School of South West London provides a satisfactory education in many ways for its pupils, meets its aims, but fails to meet requirements for registration in several parts of the specification. It has retained both the strengths and the weaknesses found at the last inspection; it has not made sufficient progress since then. The provision for the EYFS and Kindergarten is good, with some outstanding features. The main school has a satisfactory curriculum; it is strong in the expressive arts and reflects Steiner Waldorf aspirations. The quality of teaching is satisfactory and enables pupils to make secure progress in literacy and numeracy, but detailed planning, assessment and marking are weak and teachers do not always manage behaviour effectively. Relationships between staff and pupils are good. Pupils' personal development is satisfactory; pupils are articulate, thoughtful and mature. Arrangements for their welfare, health and safety, including safeguarding, are adequate overall but the school does not meet several of the regulations for independent schools. Staff have shown resilience and unity in coping with the temporary accommodation, which, despite the challenges it poses, is adequate overall.

### **What the school does well:**

- it provides good experiences in the EYFS and other Kindergarten provision, with some outstanding features;
- it ensures high quality relationships between pupils and class teachers, which are generally good and sometimes excellent;
- it enables pupils to make good progress in speaking and listening;
- it encourages pupils' achievements in the performing arts to be generally of a high quality; and
- it ensures that the curriculum is broad and suitable for the learning needs of the pupils.

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

- improve the aspects of teaching and assessment detailed in Part 1;
- improve pupils' understanding of English public institutions and services, as noted in Part 2;
- ensure compliance with all safeguarding, health and safety and first aid matters indicated in Part 3;
- ensure that the correct procedures are observed for checking the suitability of staff, supply staff and proprietors as set out in Part 4;
- improve the aspects of the premises identified in Part 5; and
- provide further information for parents as detailed in Part 6.

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

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

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

The quality of the curriculum is satisfactory overall, although there are specific areas of weakness. The school's ethos and educational provision reflect the high priority Rudolf Steiner placed on the importance of all aspects of spiritual, emotional and physical growth alongside the intellectual development of the individual.

The curriculum provides all pupils with a suitably broad range of learning experiences in academic, creative and practical subjects. It gives significant weight to the linguistic and mathematical development of all pupils, as well as to the provision of the scientific, human and social, aesthetic, practical and physical elements. Core elements of these are taught by the class teachers within the daily main lesson, through an interesting range of themes, such as measurement, fable and astronomy. All pupils have specialist teaching in German and French, in religious education, music, eurythmy and handwork. Provision for older pupils is enriched by the addition of woodwork, gardening and art. Physical education is limited by the lack of outside space, although, when the weather permits, older pupils make use of the play space at the former school premises. No provision is made for information and communication technology. Suitable provision for personal, social and health education is embedded in the curriculum.

The quality of planning is adequate overall but uneven. This weakness was noted in the last inspection report. The general outline of progression in all the subject areas taught is appropriately guided by the published Steiner Waldorf curriculum, and all teachers are expected to draw up a yearly overview and plan each block of main lessons with supporting lesson plans. In practice, however, some is only sketchily set out in terms of the main topics to be covered. A minority of teachers write high quality, extensive notes to ensure precise, well-informed planning in relation to aspects of main lesson provision. In general, however, there is insufficiently precise planning for progression in knowledge, understanding and skills, of topics being taught.

Literacy and numeracy are included in main lessons and in some additional lessons from Class 4, contributing to pupils' progress. By the end of Class 8, pupils' achievement in literacy is generally in line with expectations nationally. Pupils' creative and aesthetic learning is fostered effectively through the progressive development of skills and techniques in music, art and crafts.

The school lacks formal structures to support pupils who may have learning difficulties or disabilities. Teachers rely on information received from parents and previous schools, together with their own observations and discussions to identify and review needs. Routine screening procedures for all pupils are no longer carried out. However, statements of special educational needs were properly reviewed and implemented, and teachers showed thorough knowledge for the identified needs of these and other pupils in need of support.

Visits to support and enhance learning are regularly undertaken, and these first-hand experiences contribute immediacy and excitement to pupils' learning. Residential visits, such as that to Nuremburg, give pupils valuable extended opportunities for personal and social development, as well as enriching their intellectual and cultural understanding.

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

The quality of teaching and assessment varies widely, but is satisfactory overall. It retains both the strengths and the weaknesses noted in the last inspection, but aspects of assessment are inadequate. Overall, the teaching is competent and allows the majority of pupils to make progress in line with their ages and abilities. There are, however, wide variations between classes and between specialist subjects. The best and most consistent feature of the teaching is the quality of relationships between teachers and their pupils. Teachers have a secure grasp of the Steiner Waldorf principles and are effective in linking physical, spiritual and cognitive growth. They ensure that, overall, pupils of all abilities progress according to their ages and abilities in literacy and numeracy and enable them to make particularly strong progress in speaking and listening and in the aesthetic and performing arts. They know their subjects well and provide clear and accurate explanations, instructions and guidance. Pupils recognise that most are very patient and supportive, especially to those that are finding difficulties in their work, particularly in the case of any that have statements of special educational needs. Teachers consistently give pupils the encouragement and freedom to think and feel for themselves.

In the outstanding lessons, and a proportion of the good, teachers communicated enthusiasm and high expectations to their pupils, inspiring them to try their best and make rapid progress. They constantly checked their understanding, maintained the brisk pace of lessons and urged the most successful to aim even higher. In such lessons, teachers reviewed progress carefully at the end of each lesson, often for each pupil. The teaching of the performing arts is especially strong in these respects.

In the less effective lessons, planning, while providing a sound general outline of the material to be covered, did not specifically identify the knowledge, understanding and skills to be learned or the means to evaluate how far they had been achieved. Such lessons were taught to the whole class, without strategies for moving on the most able or in some cases ensuring the full attention of all pupils, with the result that a few lessons were disrupted by challenging behaviour, not always effectively managed. In the dual-age classes, much of the planning did not adequately discriminate between the two age groups.

Pupils report that they feel well supported by their teachers in areas they find difficult, and this was apparent in most lessons. Teachers know their pupils' general aptitudes and needs very well and have a sound understanding of their progress in literacy and numeracy, which informs their teaching and which they share with other teachers at their teachers' meetings. These, however, are not recorded systematically enough to provide a readily accessible and comprehensive picture of each pupil's progress, particularly in the wider curriculum. Teachers carry out periodic tests and assessments, which provide some information about progress. Class teachers of main lessons use a common checklist to assess the progress of individual pupils in the topics covered, and similar lists are used by subject teachers. However, most of the criteria relate to attitudes and to general understanding and do not provide for a precise understanding of progress in knowledge, understanding and skills in the subjects taught. The marking of pupils' work is inconsistent and generally weak, with limited evidence of rigorous correction and few comments to guide future development. The school does not have a written framework for evaluating the performance of either individual pupils or groups of pupils or of the school as a whole.

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

No.

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

- Improve planning to identify what pupils are expected to know, understand and can do at particular ages and how their progress is to be assessed and tracked over time [paragraph 3(c)].
- Improve the management of pupils' behaviour to prevent disruption to learning [paragraph 3(h)].
- Develop a framework of achievement in terms of knowledge, understanding and skills in order to assess pupils regularly, including the marking of pupils' work, and use assessment to inform planning [paragraph 3(g), 4].

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

The spiritual, moral, social and cultural development of pupils is satisfactory, with some good features. Because of the quality of relationships, pupils develop strong self-esteem and self-confidence as they move through the school. Older pupils display a strikingly mature capacity for critical inner reflection, and an increased understanding of themselves and others. Spiritual development is effectively enhanced through art, music, eurythmy, choral speaking. The introductory activities at the beginning of each day attune them to the natural rhythms of the seasons.

Pupils develop a good understanding of right and wrong and of the purpose and need for rules and laws in social life. Religious studies supports this through its focus on the importance of morality and considerate behaviour, which is also a theme that class teachers, in particular, reinforce during main lessons. Nevertheless, a minority of pupils at times behave thoughtlessly, disregarding what they know about right and wrong. Many pupils make good progress in social development and, where opportunities are provided, carry out responsibilities effectively. Class 8 pupils, for example, took a pride in acting as guardians for Class 1 pupils.

The ethos and curriculum of the school encourage an appreciation of and respect for different cultural traditions so that a spirit of tolerance and harmony prevails in classrooms and throughout the school. This was well illustrated in a lesson for Classes 3/4 on Ganesha, the elephant god and the Hindu faith, where pupils were helped to gain an empathetic understanding of the spiritual and moral importance of the god. Pupils' study of German and French, their trips to Germany and contact with the wider world of Steiner schools give them direct experience of different European cultural traditions. Insufficient attention is paid to English public institutions and services, about which pupils are not well informed.

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

No.

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

- Improve pupils' understanding of English public institutions and services [paragraph 5(d)].

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

The school's provision for the welfare, health and safety of its pupils is satisfactory overall. The quality of pastoral care is good. The policies and practices to ensure that pupils are well cared for, feel secure and behave appropriately are satisfactory, but not always implemented with consistency and rigour.

The quality of relationships between staff and pupils is good and pupils were able to identify teachers with whom they could discuss a personal problem. Teachers know their pupils very well as individuals and the ease with which individual differences of personality are accepted and welcomed into the community is a strong feature of the school. Pupils are accepted for who they are. Teachers communicate very well with each other and with parents about any problems and worries that arise.

Policies to safeguard pupils and promote their welfare are generally comprehensive, but are not always implemented effectively. The school has a comprehensive child protection policy, and designated safeguarding persons (DSPs) on both sites. All staff have regular basic training in child protection and the required inter-agency training for designated safeguarding practitioner in the Kindergarten annex was up to date; however, the updating of training for the DSPs in the main school had been allowed to lapse until the course booked for April 2011, which was booked before the start of the inspection. The school has appropriate policies to promote good behaviour. Some teachers showed great skill and sympathy in handling the behaviour of a few pupils with emotional difficulties. However, incidents of bad behaviour in some lessons during the inspection indicated that not all staff set clear enough boundaries or consistently follow the established procedures. The policy to minimise bullying is appropriate and in most respects effective. Some pupils responding to the pupils' questionnaire and in discussion with inspectors said that bullying is usually dealt with effectively, but not always so.

The school meets most but not all of the health and safety requirements. It has a satisfactory level of fire safety and regular fire drills are carried out and monitored for efficiency. Fire safety equipment is in place. Teachers are careful to identify and minimise risk in activities in school and on trips outside school, including carrying out risk assessments, but these are not currently kept in a manner that makes them easily accessible for future reference. Pupils are generally well supervised in class and in the playground. The school has a satisfactory first aid policy, but the certification of several first aiders has not been up-dated, so that only one member of staff outside the kindergarten has currently valid qualifications. There is appropriate recording of sanctions for pupils who commit serious disciplinary offences.

The school is faithful to the Steiner philosophy, encouraging healthy living, which under-pins the main lessons and all activities. Parents receive clear instructions about suitable foods their children are allowed to bring to school for lunch. These requirements ensure that the snacks for the younger pupils are nutritious and that water is available. Pupils learn about sustainable methods of farming and are themselves involved in growing vegetables and fruit and harvesting them. Science addresses issues related to healthy lifestyles, such as the adverse effects of stimulants on the body. Pupils are encouraged to be active physically, although the opportunities for this have been severely and unavoidably curtailed by the temporary accommodation.

Admission and attendance registers are properly maintained and the school fulfils its responsibilities under discrimination and equality legislation.

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

No.

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

- Ensure that all safeguarding training is up to date and that required pre-employment checks are carried out [paragraphs 7(a) and (b) because of non-compliance in 19(2)(b)].
- Ensure that sufficient staff have up-to-date first aid qualifications [paragraph 14].

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

Almost all the necessary checks have been carried out with regard to staff, trustees and volunteers to ensure that they are suitable to work with children, including all necessary enhanced CRB checks. These have been properly recorded in the centralised register of appointments. However, although at least one reference had been taken up in all cases, in a few instances there had been no more than one.

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

No.

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

- Ensure that two references are always provided for all staff appointments [paragraph 19(2)(b)].

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

The school is in temporary accommodation in church buildings. These are adequate overall, but have several unavoidable limitations, despite the best efforts of staff to overcome them. The remote annex for the kindergarten is fully suitable. The Methodist church, although not ideal for a school, is in most respects adequate. There are sufficient and adequate classrooms for most classes, and teachers have been resourceful in fitting their special triptych chalkboards and so continuing this vital element of their Waldorf teaching. The need to accommodate two classes in a large hall, separated by a cloth sheet, and two in adjacent rooms separated by a thin partition creates environments that often impede effective teaching and learning, especially at times when the adjacent class is engaged in loud activities. The accommodation lacks adequate facilities for pupils who are ill. The outside space for recreation is not ideal but, together with the availability of a nearby park, is adequate.

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

No.

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

- Provide appropriate facilities for pupils who are ill [paragraph 23(k)].
- Reduce sound interference between classes by minimising the time that two classes share the hall and restricting this to quiet activities [paragraph 23(n)].

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

Parents receive good information from the school. There is a comprehensive Parents' Handbook, which prospective parents are required to read before their child enters school. Weekly newsletters are available by email. These are interesting, colourful and full of current news and forthcoming events. Reports on the monthly whole-school meetings between parents and teachers are included. 'Windows into Waldorf' is a very good new feature of the newsletter, which offers glimpses into current classroom practice. This information is supplemented by education workshops, parents' evenings, home visits, and annual written reports for each child.

Reports contain a general description of what the class has been taught and brief comments on the individual pupil's response. The reports contain insufficient detailed information about the pupil's progress and next steps in learning.

At the time of the inspection, the prospectus was in the process of being updated and reprinted. The website was also in the process of being rebuilt. Although not yet included, it is anticipated that all policies will be made available to parents on the website. At this point, however, it does not comply with the regulation requiring the publishing on the website of the child protection policy. The school is also not compliant with the regulation requiring the name and address for correspondence of the proprietor and chair of the trustees to be available to parents.

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

No.

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

- Provide parents and guardians with information about the name, address and telephone number of the proprietor [paragraph 24(2)(b)(ii)].
- Include the child protection policy on the website [paragraph 24(1)(c)].
- Provide parents of children in EYFS with a written summary reporting on each child's progress against the early learning goals and the assessment scales (paragraph 24(1)(f)).

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

The school has a policy and set of procedures which, as set out in writing for parents and others, comply with the regulations. In the last twelve months there were two formal complaints.

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

Yes.

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

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

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

The school is a registered charity. It is a community-based school, with parents and teachers forming a particularly strong partnership. Parents are very active in joining work groups which support the school. The unavoidable circumstances which have caused the school to be housed in temporary accommodation have forged an even stronger working together of the school community.

The teachers are earnest in their endeavour to adhere to the principle of collective self-management as practised in the first Waldorf School. The day-to-day running of the school is undertaken by the College of Teachers supported by the extraordinary efforts and work of the administrative staff. Decision-making in college is by consensus after appropriate consultation with the Faculty of Teachers, which meets every Thursday to discuss pedagogical matters. Even the first college, however, undertook a management re-organisation, suggested and supervised by Rudolf Steiner. Without compromising the spiritual basis of the education and ethos of the school, adjustments to current college practice would bring significant improvements to the organisation and management of the school. These would save time and lead to greater efficiency, allowing the college to be a forum for decision-making and monitoring of the successful implementation of decisions.

The school is fortunate to have directors and a bursar who have a wealth of knowledge and expertise in legal and financial matters on which the school can call. The bursar attends the weekly college business meeting while the directors attend a meeting once a term for an update on the life and work of the school. The directors are proposing to expand their number, which will enable the sharing of responsibilities.

The spirit of anthroposophy is at the heart of the school and informs its ethos and practical life. One parent commented that 'the school's ethos helps the children to develop confidently'.

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

Yes.

The College of Teachers and directors might like to take into consideration the following suggestions as to where specific improvements could be made:

- Including among the new directors a person with teaching and pedagogical experience to advise and encourage the teachers.
- Delegating to all college members areas of school life for which they would hold an overseeing and reporting role. Examples might be organising peer appraisals and dealing with complaints. In this way, when tasks arise in college meetings, they can be given to the named person who will have acquired expertise in the area. This would serve to facilitate the speedy and consistent action and follow through of decisions.
- Ensuring educational quality assurance through formalising a rigorous and consistent approach to, and framework for, lesson planning, summative and formative assessment, record keeping and report writing, again with named people to have oversight.

- Ensuring that new strategies and procedures are systematically applied and become embedded in school life.

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

### **The outcomes for children in the Early Years Foundation Stage:**

The outcomes for children are good and occasionally outstanding. The early learning goals recommended nationally for this age range do not always match the Steiner Waldorf curriculum. 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 provides the EYFS requirements effectively. Children greatly enjoy their learning and make excellent progress in their personal and social skills. Through their extensive role play, from creating houses to pretend travels across the world, children display strong levels of creativity. Children are highly confident as they experiment with materials, for instance carefully using knives to cut vegetables, reflecting the extent to which they feel safe and are able to make a positive contribution to their school community. They use their problem-solving skills imaginatively, for instance in tying a knot in a rope to fasten material to a pole. They are very self-reliant. For example, in the park they climb apparatus with extreme competence, and their behaviour is mostly very good. They understand each other's differences and show respect as they join in during snack time. The snacks provided are of high quality and encourage healthy lifestyles. Extensive use of the excellent local facilities at all times of the year considerably enhances the learning experiences of the children, promoting their excellent physical skills.

### **The quality of provision in the Early Years Foundation Stage:**

The quality of provision is good. Staff foster a completely calm atmosphere, which enables children to concentrate and to persist at their tasks. The classroom and the outdoor environments encourage highly successful learning through creative play. The staff display a consistent approach to behaviour and discipline; children are encouraged to use 'please' and 'thank you', to share and await their turn. The week is carefully structured and enhanced by the visit of the specialist eurythmy teacher. The daily routines enable children to structure their own games confidently and competently, receiving adult support where necessary. Planning varies across the setting; the best weekly plans involve self-reflection and are well used to identify individuals and their needs. Procedures for tracking the progress of children are mostly informal. Assessment data are not used cohesively to contribute to future planning. As yet, the school has not provided parents with a written summary reporting on each child's progress against the early learning goals and the assessment scales. However, children are discussed regularly, detailed individual child studies occur and occasionally focused observations take place.

### **The effectiveness of leadership and management in the Early Years Foundation Stage:**

The EYFS has a collegiate approach to its leadership and management which is particularly effective in promoting improvement. Relationships with parents and carers are outstanding. The setting is exceptionally well supported by parents, who accompany children on visits to the local park, help with cleaning and make equipment to support the learning of children. The good resources are used effectively and are well maintained. As the classes contain mixed-age groups, good consideration is given to the needs of individual children, thereby promoting equality and respecting diversity. Safeguarding of children's welfare is good. Staff take thorough care to ensure the safety of the premises and of activities, both in school

and on visits. All the necessary employment checks are carried out and recorded. The EYFS self-evaluation promotes improvement; regular staff discussions ensure that work is constantly reviewed, as all within the EYFS consider the needs of the children. Regular staff training from both the Steiner Waldorf fellowship and the local authority has a positive impact on learning.

**Overall effectiveness: how well the school meets the needs of children in the Early Years Foundation Stage:**

The overall effectiveness of the EYFS is good and has some outstanding features. The setting meets the needs of every child by recognising that each one is unique and by providing opportunities well matched to their individual needs, enabling them to make progress. The capacity for sustained improvement is good and the involvement of parents is excellent.

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

No.

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

- Provide parents of children in the EYFS with a written summary reporting on each child's progress against the early learning goals and the assessment scales [assessment requirements for EYFS].

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