



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR RINGWOOD WALDORF SCHOOL

DfE No: 835/6022

The key inspection judgements for this school are:

The quality of education	Good	2
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: 23 – 25 January 2018

SECTION A: SUMMARY OF MAIN FINDINGS

Ringwood Waldorf School provides a good education for its pupils. However, safeguarding pupils' welfare, health and safety and leadership, management and governance in the school are inadequate because the independent school standards are not all met. Pupils' learning and achievement are good. They make good progress from their individual starting points and by the time they leave the school they reach standards which are at least in line with or above those expected nationally. They enjoy learning, and older pupils in particular take great pride in their work. The quality of teaching and assessment is good. The curriculum is good although it is not challenging enough for all pupils in Class 1. In Classes 9 and 10 there is limited time in the timetable for subjects leading to GCSE examinations. A good range of visits enhances the curriculum. Pupils acquire a good understanding of the cultures, faiths and lifestyles in modern Britain, and learn about the British values of democracy, equality, liberty and the rule of law. Their personal development is good. Pupils behave very well in class and during social times. They are courteous to staff and visitors, and exhibit patience and tolerance in their dealings with each other. Parents applaud the significant improvement in this area which has taken place since the last inspection. Safeguarding pupils' welfare, health and safety is inadequate. While pupils say they feel safe, the school is not diligent in managing risks to do with the school premises and off-site visits, and not all pupils are taught about staying safe online. A number of school policies are not compliant, including some requirements relating to safe recruitment. Leadership, management and governance are inadequate because trustees and managers have not ensured that all independent school standards can be met consistently. The trustees provide good support to the newly-formed management team, but the systems for monitoring the school's effectiveness are not yet rigorous enough to have impact on school improvement. 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 met.

RECOMMENDATIONS FOR IMPROVEMENT:

To meet the independent school standards, the proprietor must:

- ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7(a));
- ensure that arrangements to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State (paragraph 7(b));
- ensure the behaviour policy is implemented effectively and a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9(b and c));
- ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11);

- ensure compliance with the Regulatory Reform (Fire Safety) Order 2005¹ (paragraph 12);
- ensure the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy, and appropriate action is taken to reduce risks that are identified (paragraphs 16(a and b));
- ensure that medical checks are carried out for all members of staff (paragraph 18(2)(c)(ii));
- ensure that appropriate checks are made on teachers who are living or having lived outside the United Kingdom to establish the person's suitability to work in a school (paragraph 18(2)(e)) and these checks are carried out before their appointment (paragraph 18(3));
- ensure that appropriate checks are made on members of the board of trustees who are living or having lived outside the United Kingdom to establish the person's suitability to work in a school (paragraph 20(6)(b)(iii)) and these checks are carried out before appointment (paragraph 20(8)(b));
- ensure the single central record shows whether the suitability checks referred to in paragraphs 18(2)(e) and 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained (paragraphs 21(3)(a)(viii) and 21(6));
- provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1)(c));
- ensure that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured (paragraph 25);
- ensure external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph 27(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:

- strengthen school leadership to ensure clear accountability for the school's development and that the school complies consistently with standards;
- ensure the curriculum for Class 1 pupils takes more account of their previous learning and development; and
- provide more time on the timetable for those taking GCSE examinations in Classes 9 and 10 to practise their skills.

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 23 lessons throughout the school and sessions in the kindergarten. 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. Inspectors held discussions with the administrator, the school management team, pupils, staff, parents and trustees. They took account of the views of 98 parents and 86 Middle and Upper school pupils through the completion of a questionnaire. The inspectors were:

Reporting Inspector:	Mr Jonathan Palk
Team inspectors:	Mrs Jane Cooper and Dr Martin Bradley
Steiner Community Consultant:	Helen Weatherhead

INFORMATION ABOUT THE SCHOOL:

Ringwood Waldorf School is an independent school for 204 boys and girls aged three to eighteen years. Eighteen pupils are below compulsory school age in the three kindergarten classes and seven above compulsory school age in Class 11 (Year 12). The kindergartens provide education in accordance with the EYFS with agreed modifications and exemptions. Two children are in receipt of nursery funding. The school has identified 37 pupils as having special educational needs and/or disabilities (SEND), but there are no pupils with a formal assessment of SEND or an education and care plan. The school aims to provide a Steiner Waldorf education, promoting the fundamental principle of protecting the right to childhood and creative abilities for life. In common with some other Steiner Waldorf schools, there is no headteacher. Management rests primarily with the Board of Trustees and the school management team, supported by a school administrator. The school is owned by the Trustees of the Ringwood Waldorf School which is no longer part of the Sheiling Trust, who provide services locally for young adults with special educational needs. The school received its last standard inspection in November 2015 and a progress monitoring inspection took place in November 2016.

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

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
Class 6 (Middle School)	Year 7
Class 7 (Middle School)	Year 8
Class 8 (Middle School)	Year 9
Class 9 (Upper School)	Year 10
Class 10 (Upper School)	Year 11
Class 11 (Upper School)	Year 12
Class 12 (Upper school)	Year 13

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school is good.

Pupils' learning and achievement

Pupils' learning and achievement are good. Pupils make good progress from their individual starting points. Throughout the school pupils' attitudes to learning are positive. They are well prepared for lessons, listen carefully to instructions or explanations and participate well in discussion. The school promotes a positive learning culture within which pupils are encouraged to learn from their mistakes. They respond very positively to this. Some older pupils said that they did not feel as if they 'failed' at anything and this increased their confidence and motivation. Pupils commented that they know they are making progress because they look back to work completed earlier in the year and they can see how much they have improved. Pupils co-operate very well with each other; for example by helping each other with understanding how to improve accuracy in a geometry lesson. Pupils learn to persevere with tasks even when they are challenging and they are nearly always encouraged to produce their best possible work.

By the end of their time in school most pupils reach the standards expected for their age and many pupils achieve more than this. Most pupils in Classes 9 and 10 choose to take GCSE in English language and mathematics. Their results last year exceeded their teachers' expectations and were at least in line with those found nationally. The pupils can write at length using persuasive argument effectively and with good spelling, grammar and punctuation. They show good understanding of concepts in mathematics and science. Pupils also achieve particularly well in subjects such as woodwork, music, art and crafts, where no public examinations are taken. Older pupils grow into well-rounded individuals who are confident and articulate, well-able to hold informed opinions and construct a logical and persuasive argument in speech and writing. Their research skills are highly developed. They are creative and innovative thinkers and compassionate souls. These attributes and qualities ensure that leavers secure places on courses of their choosing at local further education colleges. A small group of pupils in Class 11 have chosen to continue with further education at the school.

The pupils in lower school also make good progress. Those aged over five to seven in the kindergarten are effective learners and achieve well. Their teachers provide the right level of challenge based on regular and accurate assessment. This is supported by a good range of activities to extend the tasks undertaken by the younger children in the class, so that they are able to meet or exceed the level development that is typical for their age. However, the progress of some six and seven year olds is limited because planned work for these children does not take sufficient account of assessment outcomes.

The quality of teaching and assessment

The quality of teaching and assessment is good. Teachers have a very thorough understanding of the Steiner Waldorf curriculum and in the majority of classes they plan lessons which meet the needs of all of the pupils in the class. The teaching and assessment of pupils aged over five to seven in the kindergarten classes are effective. This is due to the continuous refining of planning for these pupils, within the Steiner approach to learning and development and providing greater challenges.

In the most effective lessons the pace of teaching is brisk and teachers' expectations of what pupils will achieve are appropriately high. Teachers explain new learning well and ask questions which allow all pupils to respond successfully. In these lessons pupils feel confident and secure and are happy to ask questions in order to clarify their understanding. The tasks that pupils are given are interesting and enthuse them. Specialist teaching of English, mathematics, science, art, craft, eurythmy, music and handwork in the middle and upper school is well prepared and clearly planned. The teaching is well matched to pupils' needs and allows the pupils to develop and deepen their enthusiasm for learning.

Teachers provide very effective support for pupils during lessons and this helps to eradicate any misunderstandings and accelerates pupils' progress. A scrutiny of work indicates that expectations of pupils' spelling and punctuation are not high enough in a few classes in the middle school, and teachers' correction of errors is not sufficiently rigorous to ensure pupils are always building on these skills. The curriculum is assessed regularly and effectively by teachers. There is good individual assessment of pupils' work throughout the school. Very thorough annual reports identify the progress made by individual pupils. Most teachers are aware of the strengths and weaknesses of pupils in their class, and tactful and unobtrusive guidance is provided in lessons for those that need it. The information held by kindergarten teachers, relating to the skills that six and seven year-olds have attained, are not sufficiently communicated to lower school teachers to ensure the momentum of these pupils' learning is maintained.

The school is aware of the needs of the more able pupils and those with SEND and they receive appropriately challenging work. As is usual in Steiner schools, the work of older pupils is marked carefully and they receive detailed written feedback. There is good support for pupils that fall behind. This is built around a comprehensive review of their learning at the end of each main lesson. The quality of teaching in science, English and mathematics particularly in the upper school is good and improved since the last inspection. The GCSE syllabus in Class 10 has helped to focus the content of mathematics lessons and motivate the pupils.

The quality of the curriculum

The curriculum is of good quality. It meets all the regulatory requirements and the school's aims, thus helping to ensure that all pupils make good progress. The curriculum follows the Steiner Waldorf principles of intellectual, physical and spiritual development. The school management team has worked hard since the last inspection to ensure there is an effective curriculum statement which is well supported by the school's policies, schemes of work and resources. The kindergarten provides appropriate activities for the pupils aged over five to seven,

extending their skills and knowledge. This has enabled these pupils to make particularly good progress. The continuity provided by remaining with the same teacher through to and including Class 8 ensures that pupils have time to revisit skills and deepen their understanding. This is particularly the case in both art and handwork where the practical application and improvement of skills can be seen very clearly as well as in academic subjects. This approach results in self-confident learners who are willing to accept new challenges and are not afraid to make mistakes. Upper school topics and themes give pupils more scope to explore issues in depth and to formulate opinions and understanding. It is augmented by a vibrant range of practical and creative subjects. Timetabled time for examination subjects in English and mathematics in Classes 9 and 10 is boosted by after school lessons outside the curriculum, but some pupils say they need more time to feel confident they have mastered the syllabus, particularly in mathematics, and practised the skills needed for the examination. The sixth form programme is broad and its content has been discussed with and adapted for the needs and interests of the pupils themselves. Its outcome is the school's own diploma. It is too early in its current form to evaluate its impact on pupils' destinations.

Provision for pupils with SEND is good. Pupils who experience difficulty with aspects of learning are identified very promptly. The teaching staff and the special educational needs coordinator (SENCO) discuss individual pupils' needs and agree further support. Where appropriate pupils are placed on intervention programmes which always include additional support provided by an assistant or SENCO. Records of pupils' progress scrutinised during the inspection attest that this support is very effective.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of pupils' personal development is good. The children aged five to seven in the kindergarten are articulate and show a mature level of personal development. This continues to develop through the school and in all classes pupils show an outstanding understanding of the values of cooperation, empathy and sympathy for others and ways of dealing with any problems. The SEND department plays an important part in successfully addressing any individual issues. Pupils' spiritual, moral, social and cultural development is good. Pupils have a good awareness of other faiths and beliefs. Visits to a synagogue, mosque and a Hindu temple reinforce this understanding, as do links with Steiner schools abroad made through the Comenius and Erasmus plus programmes. Main Lessons contribute well to the development of spiritual and cultural understanding when considering civil rights, totalitarianism as seen in literature, democracy and its development from Greek and Roman times and the politics of economics. The school reinforces and extends the strong moral code that pupils bring with them from kindergarten and home. Pupils' have a good awareness and understanding of British values, set within the context of democracy, the rule of law, individual liberty and respect for other faiths and beliefs. The school student council promotes pupils' understanding of the value of discussion and respect for others' views as did the debates on the European Union referendum. Justice, morals and ethics are considered as part of the Upper school curriculum.

Economic education is promoted effectively through fund raising as well as in Main Lessons on money and world trade and economics. In Class 3 a shop selling mainly locally produced organic and biodynamic produce from Sturts Farm, provides pupils with a first-hand experience in buying and selling. Other aspects of the personal, social, health and economic education curriculum are promoted effectively. Awareness of healthy eating and lifestyles is evident throughout the school and is well understood from an early age. Careers advice is provided and organised effectively through 'beyond school' weeks offering a new experience or perspective on life, for example expedition in wilderness. Community service is compulsory for all sixth formers. Careers and upper school tutors, the 'guardians', ensure good access to work based learning and community service such as working with vulnerable young people. Older pupils experience wider responsibility within the local youth parliament and environmental groups.

Behaviour is good. Pupils' behaviour has improved since the last inspection. Pupils' personal development is a strength of the school. Pupils develop their understanding of, respect for others and to promote self-control. Pastoral care successfully enables the pupils to become mature, confident and considerate of others. Pupils make effective contributions to the school community. They are appropriately aware of the multi-faith and multi-cultural nature of British society and are well prepared to take their place in it.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The arrangements for safeguarding pupils' welfare, health and safety are inadequate. This is because there are a number of standards which the school does not meet. These failings apply equally to the pupils aged five to seven in the kindergarten. The Code of Conduct for staff is detailed and helpful and has been improved to now include advice on working alone with a pupil, which was a recommendation from the last inspection. The school has a clear and comprehensive policy for child protection which is published on the website, is in date, reviewed as required and meets requirements. It covers well the school's approach to tackling radicalisation and preventing extremism. The child protection policy is well known to staff and is implemented effectively. Staff are vigilant, well trained and are kept well-informed by a knowledgeable and effective designated safeguarding lead. The child protection procedures work for the benefit of the pupils. The school has good relationships with the local multi-agency safeguarding hub (MASH). The school has yet to devise a coherent programme of advice and information for younger pupils, including those aged five to seven in the kindergarten, about the safe use of technology and online safety and cyber bullying as required by the latest government guidance, *Keeping Children Safe in Education 2016*, even though these pupils do not use computers nor access the internet for their work in school. Training in e-safety has been provided for staff and older pupils, along with information sessions for parents, and there is clear advice for older pupils on the use of electronic devices, social media and internet access, augmented by talks by police, which help them to stay safe online and to feel safe in school.

The school has a behaviour and anti-bullying policy, but it is not implemented fully. Whilst the policies include an overview of sanctions, the progression of incidents and sanctions which may lead to suspension or expulsion is unclear. Sanctions are not recorded appropriately and linked to the misbehaviour in all cases. 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.

Despite safer recruitment training received by five members of staff, there are inadequacies in the pre-appointment checks. Medical checks on all staff and the checks of staff and trustees who have lived or worked overseas were overlooked and therefore not made before confirmation of appointment. The single central record therefore also does not contain evidence of these checks.

Many other school policies relating to pupil welfare, health and safety are in place but need further review and refinement to make them useful. Too many have been rolled on from one year to the next without checks on their fitness for purpose. The health and safety policy has been prepared by a commercial organisation and contains some irrelevant material for this school use. A recent inspection by a commercial organisation revealed that there are many areas of health and safety which require immediate attention. Many of these were failing and reported on two years earlier. These included the maintenance inspection of raked seating in the hall. Fire risk assessment arrangements are not conducted with sufficient integrity. The potential risk to pupils during activities in school and off-site visits to places of interest is assessed, but appropriate measures to ensure that pupils are safe are not always recorded. The school's risk assessment policy is too general and could apply to any school; risk assessments are not available for all activities or are not specific enough to minimise risk to pupils. Procedures for first aid are all in place and very well organised. School security has been strengthened since the last inspection. The school's admissions and attendance registers are kept according to requirements. Despite the engaging and diverse curriculum, attendance is slightly below average and authorised absence is above average. The school follows up pupils' absence and records this appropriately, but does not monitor systematically for trends in absence and lateness.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The management of the school is inadequate. School managers and governors have not ensured that all of the independent schools standards are met. School managers are hardworking, approachable and committed. However, the school management team lacks strategic leadership, particularly for ensuring systematic compliance with all the standards. The school has shown good capacity to improve where regulatory failures are drawn to its attention, but it has not demonstrated the capacity or structure to review and self-generate the knowledge of regulatory failure in advance of inspection. Work to improve behaviour and assessment has proved effective, but other developmental work to improve teaching and learning lacks energy and evaluation of developments is not part of routine practice. The timescales for when development work is to be undertaken

or when evaluation is to take place are too vague. Responsibilities and how the action, success or otherwise, are to be appraised are unclear and there is no established system whereby managers are held to account for their responsibilities. The development plan is not costed and consequently priorities are often overtaken by other budgetary pressures. This leads to piecemeal improvement. The staff greatly appreciate the ways in which they are regularly consulted. Communication between managers, trustees and teachers is clear. The teachers' meetings are effective in planning and reviewing the core content of the Steiner curriculum and sharing good practice. This maintains the high expectations staff have of pupils' achievements and the breadth of the curriculum offered. There is mentoring for improving classroom practice and improving teaching and learning from Steiner advisers and colleagues. This is helping to ensure all professional standards are being followed robustly and helping ensure an accurate view of teaching and learning in the school. However, performance development reviews have only started recently and not all the teachers have been appraised.

The partnership with parents is a significant strength of the school. The website is informative and supplemented by weekly updates of high quality. Parents are involved in making decisions about the school's provision and have good representation on the board of trustees. The response to the pre-inspection questionnaires was overwhelmingly positive. The complaints policy meets requirements and there have been no formal complaints in the last year. Pupil progress reports are comprehensive, giving insights into the curriculum and pupil's personal development. They explain how parents can help their child improve.

The building and grounds are fit for purpose with pleasant and interesting outdoor spaces. Trustees have deployed funds to improving site security and signing-in procedures. There are good sized teaching rooms with adequate specialist teaching accommodation and appropriate communal areas, but some aspects of the maintenance of the school compromise pupils' safety. These include the need for the school to have regular inspection of raked seating at back of hall by an expert which the school has not commissioned. Fire escapes require maintenance and better signage. Inspection also identified poor external lighting in some areas of the school. The school continues to fail to provide showers for secondary aged pupils.

Governance

Governance is inadequate. The trustees are becoming better informed about the requirements of the independent schools standards but they have not ensured that they are all met. Effective actions to address regulatory failures at the last inspection were taken. However, other safeguarding failures were discovered at the progress monitoring visit in 2016; these too have now been tackled, but new weaknesses have now emerged. The trustees do not have an effective way of finding out about changes in statutory legislation nor an effective mechanism for checking and ensuring that the school's provision is and remains compliant. The chair of the School Management Team reports regularly on the work of mandate groups to the trustees and this ensures they are well informed about the life of the school. They have provided enthusiastic support to the development of staff training and development and are fully involved in strategic management.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The early years' provision is good overall. This confirms the school's self-evaluation. All children, including those with SEND, make good progress in their learning and development relative to their starting points. There is a strong emphasis on personal and emotional development, supported by excellent speaking skills which enable the children to participate in class discussions. This emphasis also ensures that the children are happy and feel secure. The requirements for safeguarding are met. The kindergarten staff take a clear collegiate approach to leadership and management and successfully evaluates its practice, securing improvements in the children's provision.

Leadership and management are good, although as in the rest of the school, parts of some documentation and policies duplicate one another and others include material which has been superseded by more recent requirements. The staff have high expectations of the children and ensure good standards of provision and care for them. Systems for the supervision and monitoring of staff are effective and professional development has included support from the Steiner Fellowship and significant support from Dorset education authority. Early years training for local providers has been held at the school and kindergarten staff have also joined local SEND training to strengthen their expertise in the early identification of need. The curriculum is shared with parents and the kindergarten teachers work with parents to encourage healthy life styles and consistent attitudes towards matters such as the children's access to information technology. The curriculum is broad and the staff continuously reflect on how to improve this. These are particularly evident in its approach to promoting social skills, good behaviour and respect for others as a major element of British values. Arrangements to protect children meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

The quality of teaching, learning and assessment is good. The staff are experienced practitioners who keep their practices under review. They have high expectations of each child and this is supported by clear and detailed evaluations of children's learning needs and progress. The evaluations include information from children's parents and inform appropriate teaching and learning strategies for each child. Equality is actively promoted in the children's learning. They acquire the skills and capacity to develop and learn effectively, and when the older four year olds show interest in writing, such as their name or captions to pictures, staff will support them.

The children's personal development and welfare are good; their social skills are outstanding as is their behaviour. . Children are confident and able to concentrate on activities for a significant length of time, enabling them to complete complex tasks. Thus wool is woven, backed with cloth and made into a bag with a button and loop closure. This task takes several weeks and the children show persistence as well as their capacity to understand how the various parts of the task contribute to the overall goal. The children are emotionally secure. They have excellent relationships with the staff. Attendance is generally prompt and regular. Children are able to understand risks and how to keep themselves safe

and healthy. They are well prepared to respect others and to contribute to wider society.

The outcomes for children are good. 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 SEND, 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:	Ringwood Waldorf School			
Address of school:	Folly Farm Lane, Ashley, Ringwood, BH24 2NN			
Telephone number:	01425 472664			
Email address:	mail@ringwoodwaldorfschool.org.uk			
Web address	www.ringwoodwaldorfschool.org.uk			
Proprietor:	Ringwood Waldorf School (Trustees)			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Esbjorn Wilmar			
Head Teacher:	College of Teachers (Chair: Juliet Hurner)			
Early Years Manager	Julie Newnham			
DfE Number	835/6022			
Type of school	Independent school			
Annual fees	Between £4500 & £8220 PA			
Age range of pupils	3.5 to 18			
Gender of pupils	Male & Female			
Total number on roll	full-time	186	part-time	18
Number of children in registered nursery		13		18
Number of children under-5	Boys:	9	Girls:	9
Number of compulsory school age pupils	Boys:	91	Girls:	88
Number of post-compulsory pupils	Boys:	3	Girls:	4
Number of pupils with statements of special educational need	Boys:	0	Girls:	0
Number of pupils with English as an additional language	Boys:	8	Girls:	5
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.