

# SEF/SIP: Ringwood Waldorf School (RWS) - 2023/ 2024

This Self Evaluation Form/ School Improvement Plan has been created by the School Leadership Team and School Improvement Provider. This document includes all inspection report action planning alongside directions assimilated through school improvement work. It will be reviewed termly. Improvements directly linked to the OFSTED findings are **highlighted in blue**.

School Context	
<p><b>Students</b> <i>Any specific features of the student population on entry, particularly the range of ability, proportions with disabilities and SEN, proportion entitled to Pupil Premium. The extent of non-standard admissions. Keep this section simple, short and factual.</i></p>	<p>Ringwood Waldorf School is an Independent school situated in Dorset. It is a co-educational, all through school with the age of pupils ranging from 3 to 18 years. The school offers the Steiner Waldorf curriculum. The school has 251 pupils currently on roll. As an all-through school, pupils are supported in their schooling until they reach the school leaving age.</p> <ul style="list-style-type: none"><li>• Admissions are handled by the school</li><li>• The school is well subscribed and there are waiting list for some year groups</li><li>• Most pupils live out of the locality and travel by family cars. The school also runs a minibus service.</li><li>• The school has a range of ethnic groups with a majority being White British.</li><li>• In September 2023 approximately 25% of the school population have special educational needs of which none have Educational Health Care Plans. The needs are mainly moderate specific learning difficulties, primarily dyslexia as well as some behavioural and social difficulties</li><li>• Attendance has been improving. The figure for the first week in September 23 was 92.88%</li><li>• There has been only one permanent exclusion from RWS and the number of fixed term exclusions has reduced. In. In 2022-23 there has been 2 sessions of fixed term exclusions involving separate pupils.</li></ul>
<p><b>Staffing</b> <i>Any specific features of the staffing of the school. e.g., stability, recruitment, turnover, part-timers, non-specialists, experience, absence/ extent of supply cover. Keep it short and factual. Comments to do with teaching belong in 'Teaching' below, not here.</i></p>	<ul style="list-style-type: none"><li>• The staff team is very stable. Kindergarten teachers are permanently based in EY.</li><li>• Class teachers generally stay with their classes from Class 1 through to leaving Class 8.</li><li>• The school has specialist teachers for teaching English, Maths, Science, French and German, Art, IT, Woodwork, Handwork, Music, Games, Eurythmy, and Landwork.</li><li>• Supply cover is rarely used.</li><li>• All Early Years teachers and class teachers are trained or in training in Waldorf Pedagogy.</li></ul>

## School Curriculum and Timetable

*Any particular organisational features of the school. For example, setting, time allocations and length of teaching sessions. You could also include a brief summary of your curriculum here, including extra-curricular and non-standard provision, but your evaluation of its impact belongs in 'Leadership' below.*

As in every Steiner Waldorf School, the work of developing the Steiner Waldorf curriculum, considering the stages of child development described by Dr Rudolf Steiner and successive Steiner Waldorf teachers, and the contemporary needs of the children in Britain in the 21st century, is determined by the teachers. Reference is made to Steiner's work, but these have been refined and updated by Ringwood Waldorf School in collaboration with the SWFS to ensure optimal breadth and ensure all learners are equipped to succeed through transition stages.

### The Curriculum for 5-6 year olds

*NB The Kindergartens are mixed-age groups of children aged between 3 and 6 years old, and the last year of Kindergarten is equivalent to year 1 in the National Curriculum - K5.*

*See section on Early Years for more information about our Kindergartens.*

- During this final year in Kindergarten the Kindergarten teacher further differentiates his/her teaching to meet the needs of the child at this stage of their development. The children have extra roles and responsibilities, which helps their personal and social development (PSED). For example, they show the younger children what we do in Kindergarten and become helpers at snack time, setting the table and serving drinks. They extend help to the younger children when getting ready to go outside or at tidy time, and they perform puppet shows at story time to the younger children and lead ring-time games.
- During this year the children also take part in extra activities and projects which provide further challenge. Such activities may include making a woven wool shoulder bag, sewing a group of puppet dolls, mastering finger knitting, and learning how to use tools for woodwork. (See 5–6-year-old curriculum).
- The 5-6 year old children from each of our Kindergartens come together to form the Stepping Stones group one afternoon each week. This session provides further opportunity to work together as a group and participate in activities such as more challenging social and movement games, skipping games, form drawing, and listening to longer and more complex age-appropriate fairy tales. Mathematical language and more pre-literacy experiences feature. The Stepping Stones group will establish from the end of October in this academic year 23/24
- All of these experiences prepare them for the transition into class 1 and equip them with the necessary skills for more formal learning.
- Please see the following documents:
  - Curriculum Framework
  - SWSF Steiner Early Childhood Settings Document
  - The older child in the Steiner Waldorf Early Years Setting: The embedded Curriculum SWSF
  - Indicative outline in the curricular purposes of some activities for the children 5 and 6 years in the Steiner Waldorf Setting

The School Curriculum (6-16)

- distinguishes in pedagogical approach between two phases: Lower School age 6 to 14, and Upper School age 14 to 18
- Works with and through the children's imagination and their feeling life in an age-appropriate way and addresses the development of the head (academic learning), the heart (social, emotional learning) and the hand (practical skills, creativity and problem solving) as equal and integrated partners.
- Offers children, who have highly variable individual needs, gifts and inclinations, not only a wide range of subjects but also a balance of subjects to address academic, artistic, social, physical and moral development.
- Considers the values of British society and seeks to develop each child's understanding of these in an age-appropriate way. This is reflected in the ethos and practice in the school of inclusivity and appreciation of differences.
- Enables pupils' motivation arising from enthusiasm. It encourages each child to do their very best, and to rise to personal challenges rather than compete with others.
- Measures the pupil's progress against external and objective targets, alongside formative assessment of progress considering the child's qualitative experience of life, school and self as well as formal testing and examinations.
- Caters for a range of abilities through careful planning and understanding, accumulated over time, of individual students' strengths and weaknesses.
- Emphasises learning through doing. Learning from or through experience and deriving evolving concepts from observations, which are later described and recorded.
- Includes a programme of crafts in the weekly timetable, but also experiential learning opportunities that sits alongside and reinforce RWS curricula.
- Fosters reverence and a deep respect for nature through stories, Science teaching and outdoor and gardening curriculum.
- Provides games and regular outdoor activities, which are valued parts of the curriculum.
- Utilises the rich local environment of the New Forest and surrounding areas to complement the teaching through visits to museums, historic buildings, places of worship and other places of interest, coastline, riverside and countryside.
- Relates back to the human being in a moral and inspiring manner.
- Supports learning of various current topics and issues including equality, anti-bullying, diversity, careers, religion, debating, democracy, justice, charity work, biographies of inspiring youths, staying safe.
- These topics are integrated into the curriculum throughout the school in an age-appropriate way, with involvement from outside individuals and agencies as appropriate.
- Provides Foreign Language lessons taught by native speakers where possible, not only for the aim of developing the ability to speak a foreign language but to develop a relationship with cultures among others. Much

appreciated is the language Whitsun festival when the many languages of the community and the wider world are celebrated.

- Exploring changes to team working with secondary age children in allowing for more specialised teaching and GCSE studies. Prepares pupils for transition to the next stage in their education by providing increasingly specialist teaching in maths, English and Science from classes 7 and 8.
- E Safety, British Values and equality are prioritised within PSHE across all classes. Dedicated PSHE slot in timetable has allowed for a more structured approach, also for the introduction of RSE curriculum. Covid has meant that focus has been on emotional, social and mental health and relationships within school since lockdown in particular.
- The school is a close-knit community with class teachers moving with their pupils throughout the years at the school so that there is continuity. This means that teachers know their pupils very well. Teachers use this wealth of knowledge of their pupils to plan lessons and work with the curriculum in such a way that they are able to help each individual pupil to progress.

#### The School Curriculum (16-18)

- To graduate at Ringwood Waldorf Upper School, pupils must successfully complete at least 80 credits throughout classes 9 to 12. There are around 90 credits available in total over the course of the four years of study in the Upper School. The pupils leave with the Ringwood Waldorf School Diploma.
- To maintain the integrity of our Upper School Waldorf Curriculum, we recommend that pupils take only two GCSEs: maths and English. We advocate to sit exams from age 16 onwards, and suggest that pupils take them in their last two years of their education with us.
- Results are above the national average and pupils are able to advance to higher education and a huge variety of career paths. The pupils' strong independent learning skills, motivation and enthusiasm for learning stand them in good stead for later life.
- Each day includes a Main Lesson which lasts approximately 2 hours and will focus for up to four weeks on one core subject drawn from the broad curriculum. The specialist Upper School teacher endeavours to integrate a range of artistic activities, techniques, delivery methods, learning styles and resources to encourage the child's enthusiastic immersion in the subject. Humanities, Social Sciences and Natural Sciences form the framework for Main Lessons.
- As well as the Main Lessons and English and Maths GCSE courses, Steiner Waldorf teaching of the following subjects are provided; Science, Maths, Media and Technology, Creative Writing, Drama, Art, Choir, Foreign Languages – German, Movement – Eurythmy, Music, RSE, and many craft subjects such as blacksmithing, paper making, silversmithing, dress making, print making, stone carving, basket making, pottery and copper work.
- The educational material is bought in a way that students feel challenged intellectually, their feelings are touched, and they have the opportunity to form their own relationship to the content. Through creative work in

	the physical realm, adolescents can experience a deep and free relationship to their education and individual development over a lifetime.
<b>Other features</b> <i>Any other features which affect your school but which are largely outside your control.</i>	N/A

## Leadership & Management

<b>Summary</b>	<ul style="list-style-type: none"> <li>• This academic year we have strengthened the leadership and management in response to our most recent Ofsted inspection as well as the views of stakeholders that a School Lead is needed to offer strong leadership. This role has been filled by Geli Patrick who has the experience, skills and vision to carry this responsibility. She will be mentored through the first year in post by Simon Birch, our School Improvement Provider (SIP), who has vast experience in school leadership in Waldorf and mainstream settings and has successfully mentored School Leads/Headteachers in other Waldorf Schools.</li> <li>• While the collaborative mode of school management will continue, the school will have a new structure of a School Leadership Team (SLT). Here Geli will form SLT with her deputy Syenna Lister who will also be the phase lead for Early Years, Jenny Drake for Lower School and Marika Bjerstorm for Upper School.</li> <li>• The School Leadership Team will work in tandem with the School Management Team who represent a range of school staff all of whom are delegated specific areas of responsibility and report to SLT.</li> <li>• Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies, and practice. They hold teachers to account for the quality of education.</li> <li>• Leaders and Trustees are committed to the school's ethos which strongly promotes pupils' personal and emotional development and supports a close-knit, family-like community where staff know each individual pupil very well. The ethos, together with the structures that have been put in place ensure that all staff are fully involved in the life and development of the school and are respected for, and motivated by, this involvement.</li> <li>• Leaders and Trustees have an accurate understanding of the school's strengths and weaknesses. They plan for improvement well, and take rigorous action to build on the strengths and eradicate the weaknesses.</li> <li>• Ongoing Continuous Professional Development focuses on improving staff's subject and pedagogical content knowledge, to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time. Subject leadership enhances this development.</li> </ul>
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- Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload.
- Leaders protect their staff from bullying and harassment.
- Trustees ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding and promoting the welfare of learners.
- Leaders take effective action to ensure equality of opportunity, and to support all pupils in making good progress and personal development including disadvantaged and SEND pupils
- Safeguarding is effective. Pupils feel safe and they enjoy coming to school. Pupils know who they can go to if they have a concern and know that concerns about behaviour or bullying will be heard and dealt with. Since 2017 the school has used the online MyConcern system for recording safeguarding, behaviour, and interventions. This has further improved tracking and triangulation.
- Over 99% of parents agree/strongly agree that their child feels safe at school (OFSTED survey May'23)
- The school has a culture of safeguarding that supports effective arrangements to:
  - identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation
  - help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the expertise to help
  - manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.
  - to ensure that pupils know how to keep themselves safe from abuse – both in the 'real' world and in the online 'virtual' one.
- Leaders and governors take the necessary steps to ensure a balanced budget.
- The leaders actively encourage and promote equality, inclusion, and Diversity within the school with a designated Diversity Lead (Syenna Lister). We strive to promote and practise equality of opportunity, foster good relations, and eliminate discrimination or harassment across all the protected characteristics.
- Leaders continue to look for ways to strengthen the management of the school, providing training opportunities and prioritising succession planning. Simon Birch (School Improvement Provider) had been tasked with exploring developing the management structure, which culminated in the newly created School Lead post and SLT umbrella.
- Leaders have successfully engaged with the SIP since the start of May 23. This has Introduced an external element which can also quality assure the development of teaching and learning and drive school improvement.
- School leaders are actively engaged in ensuring cyber security through Nigel Roberts (I.T. Manager).
- Leaders are committed to the Steiner principles that underpin all the school's work. One of those principles is a collegiate approach, in which staff collaborate on all levels and every teacher's contribution is valued. There is a deeply embedded ethos at the school that strongly and effectively promotes each pupils' personal development. Leaders ensure that pupils receive a curriculum that offers each of them, with their highly variable individual needs, gifts, and inclinations, not only a wide range of subjects but also a balance of subjects to address academic, artistic, social, moral, and physical development equally.
- The trustees have delegated the management of the school to the newly appointed School Lead who line manages the teachers' work through Phase Leads, SMT, and designated Education Co-ordinators. Early years teachers' work

	<p>is led by the Early Years Lead and Deputy School Lead, Syenna Lister, with support from the deputy Early Years Lead, Joanna Walter. Jenny Drake is the Lower School Lead, Lucy Cooper is the Educational Co-ordinator for Classes 1-4, and Pankaj Sulodia is the Educational Co-ordinator for Class 5-8. Marika Bjerstorm is the Upper School Lead.</p> <ul style="list-style-type: none"> <li>● The school liaises with local business, education and social care professionals and FE providers <ul style="list-style-type: none"> <li>○ RWS is an active member of the national organisation for Steiner schools</li> <li>○ Parents are universally supportive of the school.</li> <li>○ The schools complaints policy is based on the model policy produced by the Department for Education.</li> </ul> </li> <li>● The School Lead chairs the School Management Team where managers ensure that all aspects of the school are considered, planned, actioned, and reviewed in a structured and compliant way. This provides a structure for management, responsibility, and communication.</li> <li>● To strengthen leadership further and ensure that there are always clear lines of authority, responsibility and accountability the Trustees have bought in support from a School Improvement Provider (SIP)– Simon Birch - to assist with Action Planning and the school improvement. The school is working to ensure Inspection success under the new Inspection Framework with Action Plans and continual school improvement. The school curriculum is a living document, constantly under review by practitioners and leads, in consultation with Kath Bransby from Waldorf UK.</li> <li>● The SIP will liaise with Trustees and SLT and this document will be updated to include all inspection report action planning alongside directions assimilated through SIP work. Improvements directly linked to the OFSTED findings are in blue text.</li> </ul>
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<p><b>Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> <li>● Challenge SLT to act as critical friends to drive improvement in all phases.</li> <li>● Continue to work with outside agencies to minimise risk to RWS pupils and families.</li> <li>● Ensure that the information on the website and prospectus is an accurate reflection of the school and our curriculum frameworks, and that we articulate the benefits of Waldorf education.</li> <li>● Develop roles in middle leadership to ensure that the leadership team continues to have capacity to manage school improvement.</li> <li>● Ensure subject leads are fully informed regarding championing subjects through school.</li> <li>● Promote E, D and I within the school, and develop an action plan.</li> <li>● Strengthen the board membership by recruiting a school improvement Trustee.</li> <li>● Identify clearer/more effective leadership structure.</li> <li>● Have clear roles/responsibilities/job descriptions across management and administration.</li> </ul>
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Sub-criterion	Strengths	Areas for Development	Action/Responsible/Deadline	Progress (Termly)
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<p><b>Student progress</b></p>	<p>Pupils progress well at the school.</p> <p>Ongoing assessment, using both summative and formative methods of all subjects, forms a picture of each child's strengths and weaknesses.</p> <p>Teachers are trained in formative assessment. Continuous assessment is a strength of the Class Teacher system whereby one teacher stays with the same class throughout the Lower School which means the Class Teacher knows the ability of their class of pupils very well. This is supplemented by other forms of assessment to track and record pupil progress. Pupils' progress in literacy and numeracy is supported and tracked using detailed literacy and numeracy frameworks. These frameworks guide teachers in ensuring pupils are taught the necessary skills in the respective classes and that their progress can be accurately tracked and the individual pupil needs met.</p> <p>Pupils make outstanding progress from the end of KS2 through to Upper School including good Maths and</p>	<p>Building on more comprehensive Formative and Summative Assessment tools and school-wide tracking system to further establish evidence of pupil progress.</p> <p>Waldorf UK (formally Steiner Waldorf Schools Fellowship) provides assessment to match curriculum.</p> <p>Formative Assessments and WRAT (Wide Range Achievement Test) to be established so that children's progress is tracked through Lower School.</p> <p>Phonics screening (Sounds Write) to be embedded from Class 1</p>	<p>Class Teachers to talk about planning and progress within appraisal and pupil progress meetings termly with Phase Leads and SENCo. All teachers to attend training opportunities in conjunction with Waldorf UK around curriculum planning and evidencing progress of all pupils.</p> <p>RWS to work with curriculum matching and moderation in the following academic year and share best practice with other Waldorf schools.</p> <p>Assessment via WRAT to be fully embedded (Literacy and Maths) from Class 4 with repeat testing for classes 5 to 10 at the start of academic year.</p> <p>Reading assessed in classes 1 to 3 using Sounds Write, to be used to plan and support all pupils by end of academic year.</p> <p>Teacher and SENDCo's trained and leading on Phonics screening this academic year to work closely with all class teachers to lead on training and developing phonics work.</p>	<p><b>update:</b></p> <p>Pupil progress meetings are underway.</p> <p>Ongoing</p> <p>Moderation being organised</p> <p>Completed</p> <p>Class 1 assessment in summer term</p> <p>Teachers enrolled in Sounds Write training</p>
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	English GCSE results which demonstrate the effectiveness of the initial pacing and curriculum design.			
<b>Performance Management</b>	<p>Trustees and Leads effectively build on the strengths of the school and identify and address weaknesses.</p> <p>Leads support staff and tackle any underperformance appropriately.</p>	<p>All staff to have enjoyed a cycle of appraisal. celebrating pupil progress and CPD.</p> <p>Learning walks to be implemented to identify areas for improvement.</p> <p>SIP to support with appraisal and teaching standards.</p> <p>Teaching and learning to be scrutinised rigorously</p>	<p>Appraisal cycle to cover all staff with first meeting by end November and second meeting by end July.</p> <p>Learning Walks structured to embrace subject leads by summer term</p> <p>SIP to support with Learning Walks and Deep Dives training.</p> <p>SIP, Leadership Team and Subject Leads to do Learning Walks, observations, and book reviews in collaboration with teachers.</p>	<p><b>update:</b> Ongoing</p> <p>Learning walk timetable created</p> <p>Support with learning walks completed; Deep dives training needed</p>
<b>Curriculum</b>	<p>Leads and teachers have meaningful discussions about the substance of education and how the curriculum is having an impact, draw conclusions from this information and act upon it so that it informs teaching.</p> <p>Pupils receive a rich, interesting curriculum that emphasises the development of their intellectual, physical and emotional wellbeing. There is a level of flexibility in what to include from the rich Steiner-Waldorf</p>	<p>The curriculum is continuously reviewed to meet the needs of pupils. New curriculum policy and framework to be embedded.</p> <p>Objective input from school reviews and appraisal process to be assimilated.</p> <p>The curriculum to be clear on the school website Need to consider Parent and Pupil voices and</p>	<p>Curriculum Leaders to have been identified for all subject areas – role to be developed; CPD given via Waldorf UK and SIP</p> <p>New Careers Lead (Kate Pursglove) to further track and explore with stake-holders transition beyond RWS through parent/pupil voice and liaison with school leads.</p> <p>Syenna to fine tune website monthly</p>	<p><b>update:</b> In progress</p> <p>Kate impacting</p> <p>Ongoing</p>

	<p>curriculum in a specific subject and how the content is taught. This keeps it relevant to pupils and maintains a high level of interest. The outdoor curriculum is particularly effective in promoting respect for living things and linking science with crafts.</p> <p>Strengths include the class 8 individual project and play which marks the conclusion of years of project presentations and performances, as well as daily recall and individually produced workbooks throughout the school.</p>	<p>experiences of pupils around Transition.</p> <p>Student council/voice to be given a platform at teacher meetings.</p>	<p>Pankaj to facilitate Student Council and ensure pupil voice is prioritised.</p> <p>School Council to be represented in person or by proxy at meetings this academic year</p>	<p>Working well</p> <p>Pankaj representing council</p>
<b>Expectations, culture and behaviour</b>	<p>Trustees and Leads have high expectations of staff and pupils and have created a calm, well-managed environment which is free from bullying and appreciative of differences.</p>	<p>Behaviour incidents meriting interventions to be logged on MyConcern related to training on Safeguarding and updated KCSIE. Further training for staff on behaviour management, and Learning Walk with focus on behaviour to include playtimes.</p>	<p>SIP to provide additional Safeguarding and behaviour training this academic year.</p> <p>Behaviour policy to be reviewed.</p> <p>SIP Learning Walks to include a focus on behaviour and individual differences through summer term.</p>	<p><b>Update:</b></p> <p>To be organised</p> <p>Completed</p> <p>To be arranged</p>
<b>Governance</b>	<p>The Trustees know the school well. They are highly skilled and capable. Trustees understand their roles and responsibilities well. They take their safeguarding responsibilities seriously and make regular checks on policy</p>	<p>The Trustees to take a strategic lead on school improvement, particularly accountability.</p> <p>Trustees to continue to monitor school Leadership.</p>	<p>SIP supporting RWS in establishing sustainable leadership in collaboration with Trustees.</p> <p>Review to take place at end of academic year 23/24 to facilitate developments moving</p>	<p><b>update:</b></p> <p>SIP supporting</p> <p>For July 2024</p>

	<p>and procedures. There are high expectations set by the Board, and Trustees offer School Leads an appropriate level of support and challenge. They are actively involved in the oversight of the School. The Trustees meet monthly at present and communicate regularly and effectively with the management of the school.</p>	<p>Trustees to guide on protection against cybercrime.</p> <p>Implement new contracts to all staff.</p> <p>Find HR Trustee.</p> <p>Skills matrix and Risk management review to be completed annually.</p>	<p>forward. This will be led by the Chair of Trustees.</p> <p>Trustees' responsibilities for School Improvement and cyber crime protection to be identified this academic year.</p> <p>Admin to work with HR advisors to have in place for start of next academic year.</p> <p>Gustav Patrick is the HR Trustee but one being sought this academic year.</p>	<p>Being explored</p> <p>TBC</p>
<p><b>Promotion of equality of opportunity</b></p>	<p>RWS is a non-selective and non-denominational school. The Steiner-Waldorf curriculum ensures that all children, regardless of gender and aptitude, have equal access to all subjects.</p> <p>Trustees and Leads ensure that equality implications are considered before and as a new policy is being developed.</p> <p>The school fully supports the spiritual, moral, social and cultural development of all its pupils.</p>	<p>The classes to prioritise spiritual, moral, social and cultural development; in bespoke trips including residential trips; to focus awareness on the local environment and the community. To invite a variety of speakers with different life experiences.</p> <p>The diversity group is becoming more established, and their work to be integrated in the school.</p> <p>Increase books which represent more diversity and add to reading progress scheme</p> <p>Diversity Lead to formulate Equality and Diversity Action Plan</p>	<p>Plans to be in place for increased awareness of wider range of celebrations; audit of resources already held in school and increase visibility of protected characteristics.</p> <p>To update Equality policy and EDI statement on the website this academic year.</p> <p>Diversity Group to have been embedded by end of academic year 23/24</p> <p>School Diversity Group and SLT to oversee.</p> <p>Plan to be shared with all stakeholders and be put on the website.</p>	<p><b>Update:</b></p> <p>Exploring resources</p> <p>Meeting termly</p> <p>List of resources gathered and shared</p> <p>In progress</p>

<p><b>Protect from radical and extremist views</b></p>	<p>Protection from radical and extremist views is carefully integrated into the curriculum.</p> <p>Teachers promote effectively the human values of tolerance, acceptance and mutual respect, rule of law, individual liberty and the value of democracy.</p> <p>A high level of pastoral care is provided by all staff and all pupils know who they can talk to if they have a problem.</p>	<p>All school staff to have completed Prevent training.</p> <p>Cross-curricular work to use the thread of the values through topic work with Lower School use of Fairy-tales and Myths.</p>	<p>All new staff to have completed Prevent training.</p> <p>Resources library shared by St Paul's Diversity lead to be assimilated here by end of academic year.</p>	<p><b>Update:</b></p> <p>In progress</p>
<p><b>Safeguarding</b></p>	<p>Practical safeguarding is effective. The ethos of the school ensures that there is a deep sense of care for all pupils. Teachers are sensitive to signs that something is concerning pupils and take fast action to address these concerns, and any serious concerns are reported to the relevant agencies quickly.</p>	<p>Strengthen current safeguarding practice further by ensuring that the DSL acts as a critical friend ensuring that all safeguarding concerns are recorded effectively.</p> <p>Records of all safeguarding meetings should have minutes with actions clearly recorded.</p>	<p>Safeguarding audit to be completed annually.</p> <p>DSL to attend Local Authority training and collaboration opportunities in academic year.</p>	<p><b>Update:</b></p> <p>local authority completed</p> <p>Ongoing</p>

**Quality of Education**

<p><b>Summary</b></p>	<p><b>Attainment and Achievement</b></p> <ul style="list-style-type: none"> <li>● Early Years foundation stage - exemptions have been granted in the in the teaching of phonics, reading, writing and communication technology because formal learning starts later (Y2)</li> <li>● Mandatory Baseline assessment was completed this year</li> <li>● Phonics Screening Check – pupils are disapplied from this test</li> <li>● Strong results in Maths and English GCSE subjects.</li> </ul> <p>GCSE Headline Data</p> <ul style="list-style-type: none"> <li>● 55.55% of pupils achieved grade 4+ standard pass in English and Maths in 2023</li> <li>● 44.44% of pupils achieved grade 5+ standard pass in English and Maths in 2023</li> <li>● 66.66% of pupils achieved grade 4+ standard pass in English in 2023</li> <li>● 66.66% of pupils achieved grade 5+ standard pass in English in 2023</li> <li>● 55.55%of pupils achieved grade 4+ standard pass in Maths in 2023</li> <li>● 44.44%of pupils achieved grade 5+ standard pass in Maths in 2023</li> <li>● 100% of pupils achieved at least 1 GCSE pass in 2023</li> </ul>
<p><b>Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<p>The introduction of Phase Leads overseeing planning, formal appraisal cycle and termly Pupil Progress Meetings to fortify oversight, supported by Educational Coordinators in the Middle School.</p> <p>All pupils receive a good level of challenge and the school will need to forever focus sharply on the less able as well as the able, gifted and talented to ensure individual needs are continually met within the group setting.</p> <p>Even more effective teacher to teacher skill sharing through developing tools and practices for peer-to-peer planning, observation and reflection is to be introduced and involvement in Lesson walks to be widened. Pupil Progress meetings to include the SENCo to further focus the importance of supporting individual differences to optimise progress.</p> <p>The school needs to ensure it is outward facing in assimilating best practice from other Steiner Waldorf Schools, independent and mainstream schools. Need to explore outcomes in terms of ease of transition. Consolidate work in supporting SEN pupils and widening this to disengaged pupils by strengthening the use of differentiation in teaching and learning with a focus on:</p> <ul style="list-style-type: none"> <li>● Supporting pupils with SEND to make good progress and providing challenge to high ability pupils.</li> <li>● Develop support and good practice sharing between teachers and SEN team in monitoring progress of SEN/ high ability pupils and planning in response to their needs</li> <li>● SENCo to input in all pupil progress meetings where pupil progress in class is explored in detail to support SEND pupils throughout the school.</li> <li>● Learning walks and book looks to involve SENCo to evaluate pupil progress and engagement using the process to identifying areas for improvement and support.</li> </ul>

The school has reduced the SENCOs management responsibilities to allow her to concentrate on this important area of school development.

Sub-criterion	Strengths	Areas for development	Action/Responsible/Deadline	Progress
<b>Learning</b>	Teachers plan lessons effectively to ensure that they match pupils' needs. Pupils learn at a pace appropriate to their learning needs.	More differentiation within the lower school in particular. Here use of SEN department support to assist even greater stretch and challenge for all.	Particular concentration on Class 1 and 2 to establish support systems that will provide appropriately paced learning to identified pupils. Training to be provided to all classroom staff about LSA work in class as well as strategies for specific interventions	<b>Update:</b> Class 1 planning resources purchased and shared  LSA supported by SENCo as a team
<b>Teachers' expectations</b>	Teachers have high expectations of pupils and ensure that all pupils are challenged and stretched appropriately.	Pupils to work together with teachers on Formative assessment. Individual support to be crafted in ILPs alongside the SENCo for most and least able pupils.	Individual Learning Plans to be produced and shared with all staff including subject teachers and parents.	<b>Update:</b> In progress
<b>Teachers' expertise, planning and strategies</b>	Teachers have strong subject knowledge and creativity and plan a diet of learning, which is richly experiential, and engages and motivates pupils. Teachers' strong relationships, built over time, with each pupil through observation, and both formative and	Teachers to take all opportunities for moderation with other Steiner Schools.  Subject Leads to complete Learning Walks and feedback with improvement planning.  Teachers in early classes to look toward adapting and planning for small group	SIP to contact other Steiner Schools and ensure moderation opportunities including London Steiner School Moderation events.  Subject Leads to feedback on Learning Walks/Deep Dives and subject developments at Staff meetings and Trustee meetings.	<b>Update:</b> investigating  for spring term

	summative assessment helps the class teacher to adapt and plan the curriculum to the abilities within each class.	work, led by support member of staff from SEN team.  Providing teachers with guidance about teaching mathematics to pupils with lower prior attainment in this subject  Assessment (related to curriculum) to be able to contextualise and communicate data gathered)	Teachers to be fully involved in reflective practice through pupil progress meetings.  'Maths for Love' Workshops through Waldorf UK.  Termly review through TRACKER and Pupil Progress Meetings.	Maths leads promoting this  ongoing
<b>Equality and diversity</b>	There is a strong inclusive and nurturing spirit in the school.	School Diversity, Equity and Inclusion Group is established with regular meetings, aligned with the work in school but requires Pupil Voice input.	Pupil representation on Diversity Group to be facilitated.	<b>Update:</b> Audio clips on website
<b>Assessment</b>	Assessment measures the pupil's progress effectively against external and objective targets, alongside a formative assessment of progress and takes into account the pupils' qualitative experience of life, school and self.	School has Formative Assessment models which need constant review and refinement.  WRAT testing to be introduced yearly with requirement for methodical dissemination of scores and action planning from SENCo to interrogate any under-achievement and plan	SIP to investigate school and individual teacher effectiveness. Raise profile of assessment and celebrate best practice internally through teacher meetings.  Teacher meetings used to review and look at further refinements in formative, base-line and progress assessments.	<b>Update</b> ongoing in collaboration with slt  Lower/middle school lead exploring

		<p>interventions to be embedded.</p> <p>Benchmarking of reading/phonics awareness to be embedded in Class 1. Further monitoring to be facilitated.</p>	<p>Skill sharing and mentoring to assist embedding of best Sounds Write practice.</p>	<p>Ongoing</p>
<p><b>Marking, homework, reports to parents</b></p>	<p>Parents/Guardians receive an annual written report of each pupil's progress and attainment.</p>	<p>Pupil progress and next steps need to be further highlighted in reports to parents</p>	<p>Further revision of parent reports with progress recorded and outline curriculum plans in core subjects shared.</p>	<p><b>Update:</b></p> <p>Reports reviewed in Early Years.</p> <p>Outline curriculum plans - for discussion</p>

## Personal Development

### Summary

Effective and responsive action is taken to promote pupils' spiritual, moral, social and cultural development and their physical well-being, ensuring the needs of children are at the heart of what the school does and their views and their families are always heard:

- The school's ethos strongly promotes pupils' personal and emotional development and supports a close-knit, family-like community where staff know each individual pupil very well. High expectations for pupils' personal development are supported through the curriculum itself as well as through circle times, festivals, a well-established programme of educational outings, field trips, residential and work experiences.
- Relationships between pupils and staff are very positive and there are many opportunities for discussion and questioning. This nurtures self-respect, a 'can do' attitude and confidence. Pupils are encouraged to explore and take risks both physically and mentally to foster independence and self-awareness.
- All pupils learn age-appropriate PSHE /RSE topics from a curriculum that covers key statutory areas e.g. Staying Safe, Consent, RSE, PREVENT, E-Safety and an understanding of cultural life in the UK and British Values.
- The school's PSHE/RSE lead has completed a whole school PSHE / RSE curriculum which is fully compliant with the DFE's RSE curriculum.



	<ul style="list-style-type: none"> <li>• This study enables pupils to stay safe, be aware of how to adopt and maintain healthy lifestyles, how to manage challenges and build resilience and how to form and nurture healthy relationships with others.</li> <li>• The school’s programme of regular class trips as well as key class residential trips powerfully promotes pupils’ personal development in promoting confidence, independence, resilience and teamwork in the challenges and the learning they take on together as a class.</li> <li>• The school has progressively developed its teaching of digital awareness and online safety throughout the school, introducing parents’ digital awareness in Newsletters to support the pupil learning that takes place in RSE/PSHE lessons. Similarly, the school has strengthened their RSE curriculum by teaching issues of consent in partnership with accredited bodies such as NSPCC.</li> <li>• In addition to impartial external careers advice and guidance, Upper School pupils benefit from ongoing support from the school’s Careers Lead who is well versed in post-16 guidance. Pupils are made fully aware of all possible progression routes into further education, training and employment, and have access to open days and careers events offered by all of our local post-16 providers.</li> <li>• All pupils participate in work experience, which they are encouraged to arrange themselves to foster independence. Most of them report a very positive experience and providers frequently feedback how impressed they are by our young people’s enthusiasm, motivation, confidence, ability, independence and commitment.</li> </ul>			
<p><b>Even Betters....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> <li>• Continue to develop support for pupils in dealing with the pressures of social media and online life through the PSHE curriculum and Digital Awareness Training.</li> <li>• Support teachers through training and collaboration to deliver a wide range of PSHE/RSE skills and learning – particularly in lower school.</li> <li>• Continue to develop outreach work by engaging with parents on child related welfare issues e.g., online safety, developing contacts with outside agencies to strengthen PSHE/ RSE curriculum e.g. Purple Leaf, NSPCC.</li> <li>• Be an ever more outward-facing school and ensure our children have opportunities for collaboration and experiences with other schools and mainstream peers. To be able to evidence how well Ringwood pupils develop socially and how this serves them well in transition to further education and adult life.</li> </ul>			
<p><b>Sub-criterion</b></p>	<p><b>Strengths</b></p>	<p><b>Areas for Development</b></p>	<p><b>Action/Responsible/Deadline</b></p>	<p><b>Progress</b></p>

<p><b>Engagement in Learning</b></p>	<p>Pupils have a demonstrable thirst for knowledge and engage well in learning. Pupils are keen to learn and are highly responsive to their teachers' questions and learning prompts.</p>	<p>The Waldorf curriculum is broad and challenging and we need to make sure all pupils can access it. This means making sure early identification of additional need is embraced in transition to Lower School from Kindergarten.</p> <p>Pupils to be more aware of their own progress and be involved in target setting to further enrich our highly motivated pupils.</p>	<p>EY Leads to work closely with following years Class 1 teacher with modified/strengthened transition</p> <p>Upper School main lesson feedback forms to include pupil targets.</p> <p>Targets to be visible to pupils in classroom/workbooks/next step books</p>	<p><b>Update:</b></p> <p>Work begun on transition process</p> <p>Stepping stones group started November 2023</p> <p>Completed</p> <p>Looking to introduce next steps books</p>
<p><b>Citizenship</b></p>	<p>Pupils are taught well to be responsible, thoughtful citizens and to respect and value others.</p>	<p>Pupils to help at community events such as festivals and school fairs.</p> <p>British Values to be highlighted.</p> <p>Pupils to lead on anti-bullying.</p>	<p>Student Council to be given platform in teacher meetings this academic year.</p> <p>Pupil Voice to be heard in PSHE curriculum teaching with SENCo/DSL overview.</p>	<p><b>Update:</b></p> <p>To be reviewed in 2023/24</p>
<p><b>Safety and mutual support</b></p>	<p>General site safety is managed well with robust risk assessments in place.</p>	<p>School Improvement Provider to do specific review of safeguarding including risk assessments.</p>	<p>Safeguarding Audit to be completed by School Improvement Provider by end June 24</p> <p>H&amp;S Learning Walks and monitoring of MyConcern to be embedded practice with involvement of DSL.</p>	<p><b>Update:</b></p> <p>Completed through LA</p> <p>in progress</p>

<p><b>Health and well-being</b></p>	<p>Pupils' good health and wellbeing is a guiding principle of the school, taught extremely well through the Waldorf curriculum which promotes and teaches capability for the art of living. The school provides parent support in regular parents evenings and talks.</p>	<p>Created document with PSHE curriculum to be fully embedded.</p> <p>Series of talks from agencies such as NSPCC, The Samaritans.</p> <p>Expanding wellbeing provision through extracurricular art therapy, basketball club, fitness group, The Change Campaign and individual art therapy.</p>	<p>PSHE programme developed and embedded across the school through the academic year.</p> <p>Calendar of talks and well-being events to be formulated by SMT with the teachers for the following academic year.</p> <p>To be embedded by end of academic year</p>	<p><b>Update:</b></p> <p>Waldorf Workshop day in November.</p> <p>Talk for teachers and parents by Lou Harvey Zahra in October</p> <p>Staff pilates group, renaissance art classes for adults</p> <p>Student basketball club, chess club</p>
<p><b>Guidance</b></p>	<p>Professions are first introduced in class 3, with talks about careers, and through the study of building, farming and associated crafts.</p> <p>Middle school (equiv. KS3) children attend a series of career talks annually over the three years. (Classes 6 – 8)</p>	<p>Transition process should be reviewed to ensure pupils are able to enjoy optimal future educational success.</p> <p>Career development requires input to find a variety of ways to explore career options.</p>	<p>Transition Action Plan to be created in collaboration with present Upper School teachers by end of academic year.</p> <p>Careers Lead (Kate Pursglove) to have further developed career guidance in place for KS3/4 pupils by end of academic year.</p> <p>Career talks to be in place within Middle School and Upper School this academic year.</p>	<p><b>Update</b></p> <p>Careers lead formulated careers action plan, with mentor from Ringwood School</p>
<p><b>Social development and skills; values;</b></p>	<p>Personal, social and emotional development is a strength in the</p>	<p>Programme of social and cultural awareness activities and visits to continue. Collect information about pupils' visits</p>	<p>Teachers to ensure through academic year.</p> <p>Diversity Lead to collect information</p>	<p><b>Update:</b></p> <p>Through PSHE curriculum</p> <p>In progress</p>

<p><b>tolerance and respect</b></p>	<p>school. Children learn to tolerate and respect others' differences through play and guidance from the teacher in the EY; main lesson topics, rules in the games curriculum, and break time activities provide opportunities for reinforcing the school ethos.</p> <p>Equality and diversity are promoted well. The golden rules of Kindergarten teach the children that 'Everyone Is Welcome.'</p> <p>British Values are well embedded in the curriculum.</p> <p>Festival celebrations embrace those marked by the school community as well as the school's own cycle of festivals; mutual respect between children, parents and staff with various meeting points</p>	<p>to places of worship and particular festivals reflecting each class community and visitors.</p> <p>Build on success of increasing Kindergarten transition grouping and work in previous academic year to focus on the relationships and working for Class 1 readiness.</p> <p>Behaviour policy and anti-bullying policy to be further reviewed.</p> <p>MyConcern use to be reviewed with DSL to further improve monitoring of behaviour incidents.</p> <p>DSL/SENCo to support teachers together, to ensure individuals and class groups continue to blossom.</p>	<p>Kindergarten transition group to be brought together for additional time to build relationships and group dynamic. Start in October 2023.</p> <p>SIP to lead and ensure policies reviewed annually.</p> <p>DSL - ongoing.</p> <p>Build on links established with L.A. Children's Services to support all individuals and families.</p>	<p>Started after October half term. Going well.</p> <p>Behaviour policy reviewed Oct 23, Anti-bullying policy is due by end of January.</p> <p>Ongoing. Review and analysis over the Christmas holidays, including how we log discrimination.</p> <p>Ongoing</p>
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	(parents evenings, festivals, fairs, outings and residential trips).			
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## Behaviour and Attitudes

### Summary

Pupils are polite and keen to please. Low level disruption in classes has been well addressed with staffing changes, staff meetings, child in focus/child study meetings, awareness of strategies, sanctions and reinforcement of class rules, continuing work with individual pupils and input from SIP.

In Upper School the positive overall impact of the curriculum can be gauged by the students' enthusiasm for learning, their participation in a wide range of subjects and a creativity, a maturity, and a confidence that they are able to express in their being. This is accompanied by accelerated cognitive development evidenced in their GCSE results and demonstrated in the creative skills. By the end of KS5 most pupils have made outstanding progress in several subject areas including with English and Maths, and have made good progress in all other subject areas. They are well prepared for their transitions into FE, having experienced a rich Careers education, including work experience placements; Our destinations feedback shows that all our pupils are successful in making transition from school to higher and FE, training or employment.

- Learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Relationships among learners and staff reflect a positive and respectful culture. Leads, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated and this is supported in attitudes and learning through the school, in positive behaviour modelled between all members of the school community and in all areas of their learning e.g. PSHE /RSE curriculum. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
- Most learners have high attendance and are punctual
- Feedback from the recent surveys is positive:
  - 99% of parents strongly agree/agree their child to be happy at school (Ofsted parent May 23)
  - 99% agree/strongly agree that the school ensures the pupils are well behaved.
- Pupils who are going through a phase of turbulence are supported to develop the skills to grow through such times.
- Instances of bullying or unkind behaviour are rare, but if any occurs then it is dealt with and recorded properly.
- An increasing number of young children are joining our early years with high levels of need and/or lack self-regulation and can exhibit extremely challenging behaviour. Many of these children have experienced trauma in early life. The SIP

	<p>works in supporting staff to develop well-informed strategies for working more effectively with these children to better meet their needs</p> <ul style="list-style-type: none"> <li>• The behaviour policy is annually updated to include more details about the school's many positive behaviour management strategies and the associated expectations on all staff.</li> <li>• The Anti bullying policy is annually updated to incorporate strategies and pathways.</li> </ul>
<p><b>Even Better....</b> To reach the next grade or to continue to be outstanding we need to:</p>	<ul style="list-style-type: none"> <li>• Abilities of pupils to make a successful transition into Lower School needs consideration with processes established to ensure success of all.</li> <li>• Improve attendance figures for pupils to be in line with National average.</li> <li>• Ensure that all staff are well trained in behaviour approaches and feel confident in their approach, and that behaviour is dealt with in a consistent manner.</li> <li>• Develop further age-appropriate learning opportunities about child-on-child abuse, how to stay safe and the safe use of internet, how to deal with pressures of social media.</li> <li>• Provide additional training for support staff so that they further meet the individual needs of vulnerable learners.</li> <li>• Continue to improve our recording processes on MyConcern</li> </ul>

Sub-criterion	Strengths	Areas for Development	Action/Responsible/Deadline	Progress
<b>Behaviour</b>	Behaviour is good. Pupils behave well in class and are diligent learners.	<p>Constantly review with individual case studies brought to Teacher meetings for discussion.</p> <p>ILPs to be closely monitored by SENCo and be working documents discussed in weekly meetings with class teachers.</p> <p>Behaviour policy to be updated</p> <p>DSL to monitor any persistent behaviour issues through MyConcern.</p>	<p>School Improvement Provider to lead behaviour Learning Walks and offer advice and training.</p> <p>All staff to be provided with rota and expectations for playground monitoring written by School Lead.</p> <p>Policy written by SLT and SIP</p> <p>To have meetings where persistent difficulties arise chaired by DSL</p>	<p><b>Update:</b></p> <p>Learning walks completed. SIP to provide training to staff</p> <p>Completed, and shared with all staff in September</p> <p>Completed</p> <p>Ongoing</p>

<p><b>Bullying</b></p>	<p>Pupils report that any minor issues are addressed quickly. Pupils know who to go to if they have any concerns.</p>	<p>Anti-bullying policy to be updated to include peer to peer abuse and pupils to take lead in refreshing awareness across school.</p> <p>MyConcern system to include recording of bullying incidents.</p>	<p>Student Council to input in giving voice to any concerns and awareness.</p>	<p><b>Update</b></p> <p>To add as agenda item to Student Council</p>
<p><b>Pupils' attitudes</b></p>	<p>Pupils display positive attitudes towards learning and enjoy school life.</p> <p>Relationships between pupils and teachers are particularly strong with a high level of mutual respect. They are willing learners who cooperate well.</p>	<p>Learning walks to feature pupil attitudes considerations.</p> <p>Pupils to be asked by visitors such as SIP about relationships and their views on T&amp;L</p>	<p>All Class Teachers to go through school rules with classes termly.</p> <p>School Improvement Provider to investigate and address any identified areas to be re-visited.</p>	<p><b>Update:</b> done</p> <p>SIP and behaviour expert working closely with SLT</p>
<p><b>Attendance</b></p>	<p>Attendance is 93%</p>	<p>Parents need a consolidated message presenting the importance of attendance and potential impact on educational progress.</p> <p>School needs to adopt more rigour in review and action.</p>	<p>Admin staff to tackle any negative residual parental attitude to attendance through spring term following attendance review before Christmas.</p>	<p><b>Update:</b></p> <p>Weekly agenda item in Admin Meeting.</p> <p>Parents being reminded. Last reminder email about attendance and lateness sent early December.</p>

**Early Years**

## Summary

Leaders continue to provide a very good quality of early years education. Outcomes for children are good. Behaviour is also good. Teachers are supported well and are given clear and helpful guidance to continually improve their practice. There is good provision across indoors and outdoors. The curriculum for the 5-7 year olds has been made more visible.

RWS has four Kindergartens, three for a mixed age group of children aged 3 to 6½ years, and one new group of children aged 3 to 4 years. Children stay in the same Kindergarten with the same teacher for up to three years, creating much-needed consistency in early childhood.

Having created a caring, homely environment, each Kindergarten teacher seeks to foster in the children self-initiated, free, creative play, and many hours each day are dedicated to this. Rudolf Steiner referred to play as 'the work of childhood.' Simple toys and natural materials stimulate the use of fantasy and imagination, which are nourished by the teacher with seasonal stories, fairy tales, puppet plays, songs, rhymes and rhythmic movement.

The children participate in a range of artistic and domestic activities such as painting, sewing, woodwork, chopping vegetables, baking bread, cleaning, and gardening. There is a period of outdoor play each day in all weathers, and once a week Kindergarten groups go for a nature walk or instead start the morning outside in the garden. Eurythmy sessions are taught by a trained Eurythmist each week. Kindergarten life follows strong daily, weekly, and seasonal rhythms, punctuated by the celebration of the festivals throughout the year.

A typical Kindergarten morning includes: free creative play, teacher-led activities indoors, tidy-up time, ring time, shared snack, garden time (free creative play and activities outdoors) and story/puppet play. Afternoon sessions include a rest, cooked lunch, play and adult led activity. Children over 5 years generally attend all 5 mornings and one afternoon.

Kindergarten morning sessions run 8:15am - 12.45pm every weekday (12:30 finish for Apple Tree Kindergarten for 3-4 year olds).

Kindergarten afternoon sessions run 12:45pm - 3:30pm four days a week, and until 2pm Thursday.

Stepping Stones afternoon session for 5-6 year olds runs Wednesdays 12:45pm - 3:30pm from November.

Children who are 3 and 4 years old are eligible for 15 hours Early Years Funding.

EYFS: Within the Steiner Waldorf curriculum, we work with and integrate the Statutory Framework for the Early Years Foundation Stage (setting the standards for learning, development and care for children from birth to five.) This is commonly known as the EYFS. The EYFS covers seven areas of learning. Of these, the three prime areas are Physical Development, Personal, Social and Emotional Development and Communication and Language. The four specific areas of learning are Mathematics, Literacy, Understanding the World and Expressive Arts and Design.



	<p>There are some areas of the EYFS that Steiner Waldorf Kindergartens have exemptions from or modifications to. There are exemptions from aspects of the Literacy, Mathematics, Understanding the World and Expressive Arts and Design curriculums. Some modifications are in place. These exemptions and modifications are because we do not explicitly teach Literacy and Numeracy in the Early Years, nor do we use computer technology in the Kindergarten. Pre-literacy skills and mathematics are very much embedded in our curriculum and give a strong foundation for formal learning in Class One.</p> <ul style="list-style-type: none"> <li>• Pre-literacy: songs, stories, opportunities to develop speaking and listening skills through creative play, activities and snack time.</li> <li>• Pre-numeracy: counting songs, counting opportunities in play, developing mathematical language, sharing fruit etc at snack time</li> <li>• Pre-writing skills: mark making, modelling, sewing, weaving, finger games and handling tools.</li> </ul> <p>We also have exemption from the assessment regulations of the EYFS and the 5-year old end of EYFS profile. An end of year summative report is written for all children, as well as a mid year summative assessment.</p> <p>The EY curriculum develops primary skills, e.g. manual dexterity through handwork, oral literacy and numeracy concepts through stories, songs and everyday contexts such as counting the rolls at snack time. The kindergarten experience ensures the full range of pre-literacy and numeracy skills are properly embedded to provide a strong foundation to formal learning.</p> <p>All Kindergarten teachers and the Early Years Lead are Level 4+ and Steiner Waldorf trained.</p>
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<p><b>Even Better....</b></p>	<ul style="list-style-type: none"> <li>• Close liaison with Class 1 teachers and SENCo to set up class groups for successful transition into Lower School.</li> <li>• Learning walks and moderation to be developed to ensure continuity of provision across all groups.</li> <li>• Succession planning and skill sharing to be prioritised.</li> </ul>
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	Strengths	Areas for Development	Action/Responsible/Deadline	Progress
<p><b>Leadership</b></p>	<p>Staff and leaders work hard to continuously improve and make the Early Years provision the best it can be. Leaders and staff have high</p>	<p>Appraisal for Early Years teachers and support staff's continuing Professional Development</p>	<p>To team teach, share best practice and visit other providers by end of academic year.</p>	<p><b>Termly Update:</b> Best practice sharing in meetings, and co-mentoring visits being arranged for Spring term</p>

	expectations of what each child can achieve. Staff mentoring and supervision procedures are good.	Following recruitment of a new EY Trustee to replace the outgoing Trustee, have regular meetings  Early Years Attendance Improvement	EY Leads to ensure regular meetings with and reporting to new EY link Trustee - Adrian Dunford  To be part of School Attendance Review and Actions	New Trustee given tour of EY provision and first meeting to discuss EY development plans. Updates provided at monthly Trustee meetings.
<b>Curriculum and its match to needs</b>	Leaders and teachers have a deep understanding of the curriculum, planning and practise and carefully match it to meet the needs of each child.	Improve SEND provision through:  Moderation Work on Individual Child Planning, Observation, Assessment	Assessments to be followed through with support plans in conjunction with SENCo.  Termly pupil progress meetings between KG teachers, EY lead and SENCo  School Improvement Consultant to support around individual differences	<b>Termly Update:</b>  Initial round of assessments to be completed in January  In progress
<b>Children's outcomes</b>	Children enjoy a rich diet of learning which enables them to recall complex rhymes and stories. Children display a high level of engagement in good age-appropriate activities that enhance their knowledge, skills and development. They all make at least good progress from their starting points and the range of needs. They are well prepared for the next stage of their education.	All teachers talk about individual pupil progress through teacher meetings, appraisal and pupil progress meetings.  Transition Stepping Stones group to have extended group-time focus on social development, relationships pre- literacy, pre-numeracy and movement skills for Class 1 readiness.  Build on success of increasing transition grouping and work in previous academic year to focus on the relationships and working for Class 1 readiness.	Teachers to talk to EY Lead, and SENCo about pupil progress.  Planning and assessments for children with behaviour plans are carried out by teachers and SENCo and monitored by EY Lead and SENCo.  Review of Class 1 transition to take place annually to ensure continued development	<b>Termly Update:</b>  Pupil progress meetings being arranged for January 2024, leading to individual pupil meetings to develop individual plans.  Class 1 transition review in process, with KG teacher visit to observe Class 1 children. Fed into plans for

				Stepping Stones transition group.
<b>Teaching, learning and assessment</b>	Teaching, learning and assessment is good. Assessment information is used well to plan appropriate teaching and learning that meets the needs of all the children.	<p>Assessment Paperwork and tools to be reviewed and improved.</p> <p>Moderation to take place regularly in EY meetings, for all areas of EYFS, for Individual plans and Assessment tools (using EYFS Exemplification publications and SWSF developmental descriptors)</p> <p>Moderation with colleagues at other Steiner Schools.</p> <p>Moderation with all colleagues.</p> <p>EY manager to complete learning walks for all groups once a term</p>	<p>Review of Assessment Paperwork, to be implemented in Autumn term 2023.</p> <p>EY Leads to put on agenda – ongoing</p> <p>Learning walks to be brought in</p>	<p><b>Termly Update:</b></p> <p>Paperwork reviewed in Summer 2023, and new forms in place for Autumn 2023.</p> <p>Moderation of assessments Autumn 2023</p> <p>Learning walk in October 2023 in conjunction with SENCo and School Improvement Consultant.</p>
<b>Children's attitudes</b>	Children are self-confident and self-aware. They quickly gain a sense of achievement at the school and display enthusiasm for learning.	The mixed age group in KG form the basis for familiar relationships between children in the school to grow. Consistency of adults enhances a sense of security, confidence and positivity.	Increase expectations/challenge on K5 children to move through play into more structured learning activities.	<p><b>Termly Update:</b></p> <p>Stepping Stones afternoon group for K5 children starting on 1st November. Extended activities and challenge</p>
<b>Children's behaviour and safety</b>	Teachers promote “golden rules” within the Kindergarten and children respond well exhibiting outstanding behaviour.	<p>Behaviour policy to be reviewed in EY meeting.</p> <p>Room, activity, garden and walk risk assessments to be reviewed and revised by end of summer term.</p>	<p>EY Lead to facilitate</p> <p>EY Lead to oversee with Site Manager and Health and Safety Officer in collaboration with Kindergarten staff</p>	<p><b>Termly Update:</b></p> <p>Risk assessments updated. Site walk with H&amp;S Officer.</p>

<b>Parental engagement</b>	There is very good communication with parents through parent/teacher meetings and half termly parents' evenings.	Develop the Early Years Page on the website.	EY Team – summer term, led by EY Lead.	<b>Termly Update:</b> Page updated for accuracy autumn 23, and plans to expand in summer term
<b>Safeguarding</b>	Children understand well how to keep themselves safe. They feel secure and happy.	Re-assert digital safety through e-safety stories and conversations at the snack table initiated by teachers. Teachers to share with parents at parents' evenings so that they can do the same at home. E-Safety guidance given to Parents.	All teachers ongoing each term and parents evening.  Revised PSHE curriculum/scheme of work (K5) to include a section on Keeping Safe. Share with parents at Parents Evenings.	<b>Termly Update:</b> Termly e-safety stories shared termly