

School self-evaluation/school improvement

Brighton Waldorf School (BWS) September 2023

THIS IS A WORKING DOCUMENT to be reviewed termly

| School Context | |
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| Students | <p>Brighton Waldorf School is an independent school situated in Brighton. It is a co-educational, all through school with the age of pupils ranging from 3 to 16. The school offers the Waldorf curriculum. The school has 143 pupils currently on roll. As an all-through school, when pupils are allocated a place at the beginning of their schooling they are entitled to a place until they reach the school leaving age.</p> <ul style="list-style-type: none"> • Admissions are handled by the school • The school is well subscribed and there are waiting list for some year groups • Most pupils live out of the locality and travel by family cars • The school has a range of ethnic groups with a majority being White British. • In September 2023 approximately 50% of the school population had special educational needs of which 3 pupils have LA funded Educational Health Care Plans and 1 pupil has parent funded EHCP. The needs are primarily diagnosed or recognised and undiagnosed and on waiting lists for assessments for neurodiversity with some pupils at risk of dyslexia/ dyscalculia as well as some behavioural and social difficulties. We have 5 pupils with a diagnosed medical condition. • Attendance has been improving. The figure for the first week in September 23 was 92% <p>There has never been a permanent exclusion from BWS and the number of fixed term exclusions has reduced. In 2022-23 there were 2 sessions of fixed term exclusions involving separate pupils and in 2023-24 to date there has been 1 fixed term exclusion.</p> |
| Staffing | <p>The staff team is very stable. Kindergarten teachers are permanently based in Early Years (EY).</p> <p>Teachers generally stay with their classes from Class 1 through to leaving Class 8.</p> <p>The school has specialist teachers for teaching French and German, Craft, Handwork, Music, Games, Eurythmy, English, Maths, Science, Gardening.</p> |

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| | Supply cover is rarely used - due to illness this has been used constantly over 1st half of Autumn term. |
| Curriculum and Timetable | <p>As in every Waldorf School, the work of developing the Waldorf curriculum, considering the stages of child development described by Dr Rudolf Steiner and successive 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 the SWFS to ensure optimal breadth and ensure all learners are equipped to succeed through transition stages.</p> <p><u>The 5-6 Curriculum (Last year of Kindergarten equivalent to year 1 in the National Curriculum -K5). NB The Kindergartens are mixed-age groups of children aged between 3 and 6 years old.)</u></p> <p>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, handing out food and lighting the candle. 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.</p> <p>During this year the children also take part in extra activities and projects which provide further challenge. Such activities may include making a knot doll with appliqued clothes and a sleeping bag; mastering finger knitting and weaving; learning how to use tools for woodwork and sewing a book for special pictures and storytelling. (See 5–6-year-old curriculum). The older children from each of our kindergartens come together to form the K5 group and they have discrete playtimes and extra weekly sessions involving more challenging movement and complex stories. Mathematical language and more literacy experiences feature.</p> <p>During their last year in kindergarten the Rising Class 1 children have one extended day each week after the kindergarten day ends. This provides further opportunity to work together as a group and participate in activities such as social and movement games, tongue twisters, skipping games, bean bag games and listening to longer books or chapter books which we often read from week to week. Adults may also lead some discussions on PHSE, including a specific story and discussions on e-safety. All of these experiences prepare them for the transition into class 1 and equip them with the necessary skills for more formal learning. The group will establish from September in this academic year 23/24.</p> |

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| | <p>Please see the following documents:</p> <ul style="list-style-type: none"> • Curriculum Framework • Waldorf UK's Childhood Settings Document • The older child in the Waldorf Early Years Setting: The embedded Curriculum Waldorf UK • Indicative outline in the curricular purposes of some activities for the children 5 and 6 years in the Waldorf Setting <p><u>The School Curriculum (7-16)</u></p> <ul style="list-style-type: none"> • Works with and through the children's imagination and their feeling life in an age-appropriate way and addresses the development of thinking, feeling and the will as equal and integrated partners; while dove-tailing with National Curriculum schemes of work. • 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 his or her 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. • Emphasizes 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 NC 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 City and environs of Brighton to complement the teaching through visits to museums, historic buildings, places of worship and other places of interest, riverside and countryside. • Relates back to the human being in a moral and inspiring manner. |
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| | <ul style="list-style-type: none"> • 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 develop 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. • Benefits from increasingly being taught by specialist teachers as they grow, in parallel with the class teacher that keeps the strong pastoral care role and prepares pupils for transition to next stage in their education, by providing National Curriculum focus in the main lessons for Maths, English and Science (Classes 7 and 8). Exploring changes to team working with secondary age children in allowing for more specialised teaching and GCSE studies. • E Safety, British Values and equality are prioritised within PHSE across all classes. Dedicated PSHE slot in timetable has allowed for a more structured approach, also for 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. • Results are well 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. • The educational material is brought 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. |
| Other features | N/A |
| Leadership & Management | |
| Summary | <ul style="list-style-type: none"> • This academic year we have strengthened the leadership and management in response to our most recent Ofsted inspection and the views of stakeholders that a new management structure is needed to offer strong leadership. A new school leadership team has been created and the posts advertised. The Education Coordinator role has been filled by Margie Thys 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 Consultant School Improvement Provider (CSIP) who has vast |

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| | <p>experience in school leadership in Waldorf and mainstream settings and has successfully mentored Leaders in other Waldorf Schools.</p> <ul style="list-style-type: none"> • While the collaborative model of school management will continue the school will have a new structure of a School Leadership Team (SLT). Here Margie will form SLT with Camilla Thorogood the Communications Coordinator and the newly appointed Operations Coordinator. • 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. • 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. • 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. • 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. • 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. There are to be changes in the Trustee body in terms of responsibilities and link work enabling ever more understanding, oversight and accountability. • Leaders take effective action to ensure equality of opportunity, and all pupils make good progress and personal development including disadvantaged and SEND pupils • Safeguarding is effective. Pupils feel safe at school, they enjoy coming to school and have raised no concerns about poor behaviour or bullying. Pupils know who they can go to if they have a concern. The school uses the online CPoms system for recording safeguarding, behaviour, and interventions. This has further improved tracking and triangulation. • The school has a culture of safeguarding that supports effective arrangements to: <ul style="list-style-type: none"> ○ identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation |
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| | <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ● Leaders and governors take the necessary steps to ensure a balanced budget. ● The leaders actively encourage and promote equality, inclusion and Diversity. We strive to promote and practice 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 (CSIP) had been tasked with exploring developing the management structure further. ● Leaders have successfully engaged with the CSIP since the start of the academic year 23/24. 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 anti-virus software and oversight by IT Lead and DSL. ● Leaders are committed to the Waldorf 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 Education Coordinator who manages the teachers’ work. Early Years teachers’ work is led by Early Years Lead, Sally Dodds. ● The school liaises with local business, education and social care professionals and FE providers. ● BWS is an active member of the national organisation for Waldorf schools ● Parents are universally supportive of the school. ● The school’s complaints policy is based on the model policy produced by the Department for Education. |
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| | <p>The Education Coordinator 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. 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 that they know will help each individual pupil to progress.</p> <p>To strengthen leadership further and ensure that there are always clear lines of authority, responsibility and accountability the Trustees have brought in support from a Consultant School Improvement Provider (CSIP) – 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. Curriculum has been fortified in the Lower School with close collaboration with Kath Bransby at Waldorf UK who has worked with the teachers on use of The Art of Teaching App.</p> <p>The CSIP 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 and improvements directly linked to OFSTED findings.</p> | | | |
| <p>Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p> | <ul style="list-style-type: none">● Challenge leads to act as critical friends and record all decision-making more fully● Continue to work with outside agencies to minimise risk to BWS pupils and families● 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● Develop roles in middle leadership to ensure that the leadership team continues to have capacity to manage school improvement● Ensure subject leads are fully informed regarding championing subjects through school● Promote D, E and I within the school.● Strengthen the board membership by recruiting a school improvement Trustee● Identify clearer/more effective leadership structure.● Have clear roles/responsibilities/job descriptions across management and Admin. | | | |
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| Sub-criterion | Strengths | Areas for Development | Action/Responsible/Deadline | Progress (Termly) |
| Student progress | Pupils progress well at the school. | Building on more comprehensive Formative | All teachers to talk to Purple Folders within appraisal and | Update: |

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| | <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 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</p> | <p>and Summative Assessment tools and school-wide tracking system to further establish evidence of pupil progress.</p> <p>Waldorf UK providing 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>pupil progress meetings termly with Education Coordinator and to attend all training opportunities in conjunction with the Waldorf UK around curriculum planning and evidencing progress of all pupils.</p> <p>BWS to work with new curriculum matching in following academic year and share best practice.</p> <p>Assessment via WRAT to be fully embedded with second cycle.</p> <p>Teacher and SENCo'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> | |
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| | <p>accurately tracked and the individual pupil needs met.</p> <p>Pupils make outstanding progress from end of KS2 through to Maths and English GCSE results which demonstrate the effectiveness of the initial pacing and curriculum design.</p> | | | |
| Performance Management | <p>Trustees and Leaders effectively build on the strengths of the school and identify and address weaknesses.</p> <p>Leaders 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 identify areas for improvement.</p> <p>CSIP 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 October and second meeting by end July.</p> <p>Learning Walks structured to embrace subject leads by summer term</p> <p>CSIP to support with Learning Walks and Deep Dives training.</p> <p>CSIP and Subject Leads to do Learning Walks, observations, and book reviews in collaboration with teachers.</p> | Update: |
| Curriculum | <p>Leaders and teachers have meaningful discussions about the substance of education and how the curriculum is having an impact, draw conclusions from this</p> | <p>The curriculum is continuously reviewed to meet the needs of pupils. New curriculum policy and framework to be embedded.</p> | <p>Curriculum Leaders to have been identified for all subject areas – role to be developed; CPD given via Waldorf UK and CSIP</p> | Update: |

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| | <p>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 Waldorf 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>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 experiences of pupils around Transition. Student council/voice to be given a platform at teacher meetings.</p> | <p>Careers Lead Camilla Thorogood to further track and explore with stake-holders transition beyond BWS through parent/pupil voice and liaison with school leads.</p> <p>Education and Communication Coordinators to fine tune website monthly</p> <p>Lesly Marshal to facilitate the School Council (cl 6-10) and ensure pupil voice is prioritised.</p> <p>Jasmin Brackenfield and Denise Preis to facilitate the Eco Council/ School Council (cl 1-6) and ensure pupil voice is prioritised.</p> <p>School Council to be represented in person or by proxy at meetings this academic year</p> | |
| Expectations, culture and behaviour | <p>Trustees and Leaders have high expectations of staff and pupils and have created a calm, well-</p> | <p>Behaviour incidents meriting interventions to be logged on CPoms related to training on</p> | <p>CSIP to provide additional Safeguarding and behaviour training this academic year.</p> | Update: |

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| | <p>managed environment which is free from bullying and appreciative of differences.</p> | <p>Safeguarding and updated KCSIE.</p> <p>Further training for staff on behaviour management and Learning Walk with focus on behaviour to include playtimes.</p> | <p>CSIP Learning Walks to include a focus on behaviour and individual differences through summer term.</p> | |
| Governance | <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 and procedures. There are high expectations set by the Board and Trustees offer leaders 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>The Trustees to take a strategic lead on school improvement, particularly accountability.</p> <p>Trustees to continue to monitor school Leadership.</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>CSIP supporting BWS 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 forward. This to be led by the Chair of Trustees.</p> <p>Trustees' responsibilities for School Improvement and cybercrime 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>Gill Johnson is the HR and Staff Wellbeing Trustee</p> | <p>Update:</p> |

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| <p>Promotion of equality of opportunity</p> | <p>BWS is a non-selective and non-denominational school.</p> <p>The Waldorf curriculum ensures that all children, regardless of gender and aptitude, have equal access to all subjects.</p> <p>Trustees and Leaders 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>A diversity group to be 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. 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>Update:</p> |
| <p>Protect from radical and extremist views</p> | <p>Protection from radical and extremist views is carefully integrated into the curriculum. Teachers promote effectively the human values of tolerance, acceptance and mutual respect, rule of law, individual liberty and the value of democracy.</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>Update:</p> |

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| | 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. | | | |
| Quality of Education | | | | |
| Summary | <p>Attainment and Achievement</p> <ul style="list-style-type: none"> • 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) • Mandatory Baseline assessment was completed this year • Phonics Screening Check – pupils are disapplied from this test • Strong results in Maths and English GCSE subjects. • Classes 2-8 annual class screening WRAT – beginning Autumn term and end Spring term <p>GCSE Headline Data</p> <ul style="list-style-type: none"> • 50% of pupils achieved grade 4+ standard pass in English and Maths in 2023 • 100% of pupils achieved grade 7+ standard pass in English Literature in 2023 • 100% of pupils achieved grade 6 standard pass in English Language in 2023 • 50% of pupils achieved grade 4 standard pass in Maths in 2023 • 100% of pupils achieved at least 1 GCSE pass in 2023 | | | |
| <p>Even Betters.... To reach the next grade or to continue to be outstanding we need to:</p> | <ul style="list-style-type: none"> • The introduction of an Educational Coordinator overseeing planning, formal appraisal cycle and termly Pupil Progress Meetings to fortify oversight. • 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. • 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 optimize progress. • The school needs to ensure it is outward facing in assimilating best practice from other Waldorf Schools, private and mainstream schools. Need to explore outcomes in terms of ease of transition. Consolidate work in supporting SEND pupils and widening this to disengaged pupils by Strengthening the use of differentiation in teaching and learning with a focus on: <ul style="list-style-type: none"> ○ Supporting pupils with SEND to make good progress and providing challenge to high ability pupils. | | | |

| | <ul style="list-style-type: none"> ○ Develop support and good practice sharing between teachers and SEND team in monitoring progress of SEND/ high ability pupils and planning in response to their needs ○ SENCo to input in all pupil progress meetings where pupil progress in class is explored in detail to support SEND pupils throughout the school. ○ Learning walks and book looks to involve SENCo to evaluate pupil progress and engagement using the process to identifying areas for improvement and support. <p>The school has reduced the SENCos management responsibilities to allow her to concentrate on this important area of school development.</p> | | | |
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| Sub-criterion | Strengths | Areas for Development | Action/Responsible/Deadline | Progress (Termly) |
| Learning | 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 SEND 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 | Update: |
| Teachers' expectations | 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 IEPs alongside the SENCo for most and least able pupils. | Individual Education Plans to be produced and shared with all staff including subject teachers and parents. | Update: |
| Teachers' expertise, planning and strategies | Teachers have strong subject knowledge and creativity and plan a diet of learning, which is richly experiential, and engages and motivates pupils. Teachers' strong | Teachers to take all opportunities for moderation with other Waldorf Schools. Subject Leads to complete Learning Walks and | CSIP to contact other Waldorf Schools and ensure moderation opportunities including London Waldorf School Moderation events, | Update: |

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| | relationships, built over time, with each pupil through observation, and both formative and summative assessment helps the class teacher to adapt and plan the curriculum to the abilities within each class. | <p>feedback with improvement planning.</p> <p>Teachers in early classes to look toward adapting and planning for small group work, led by support member of staff from SEND team.</p> <p>Providing teachers with guidance about teaching mathematics to pupils with lower prior attainment in this subject</p> <p>Assessment (related to curriculum) to be able to contextualise and communicate data gathered)</p> | <p>Education Coordinator responsible for learning walks/ deep dives and subject developments at Staff meetings and Trustee meetings.</p> <p>Teachers to be fully involved in reflective practice through pupil progress meetings.</p> <p>'Maths for Love' Workshops through SWFS</p> <p>Termly review through TRACKER and Pupil Progress Meetings.</p> | |
| Equality and diversity | There is a strong inclusive and nurturing spirit in the school. | School Diversity 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. | Update: |
| Assessment | Assessment measures the pupil's progress effectively against external and objective targets, alongside a formative assessment of progress and takes into account the | School has Formative Assessment models which need constant review and refinement. WRAT testing to be introduced yearly with requirement for | CSIP to investigate school and individual teacher effectiveness. Raise profile of assessment and celebrate best practice internally through teacher meetings. | Update: |

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| | pupils' qualitative experience of life, school and self. | methodical dissemination of scores and action planning from SENCo to interrogate any under-achievement and plan interventions to be embedded. Benchmarking of reading/phonics awareness to be embedded in Class 1. Further monitoring to be facilitated. | Teacher meetings used to review to look at further refinements in formative, baseline and progress assessments. Skill sharing and mentoring to assist embedding of best Sounds Write practice. | |
| Marking, homework, reports to parents | Parents/Guardians receive an annual written report of each pupil's progress and attainment. | Pupil progress and next steps need to be further highlighted in reports to parents | Further revision of parent reports with progress recorded and outline curriculum plans in core subjects shared. | Update: |
| Personal Development | | | | |
| Summary | <p>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:</p> <ul style="list-style-type: none"> • 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. | | | |

| | <ul style="list-style-type: none"> • The school's PSHE/RSE lead role is overseen by Education Coordinator working in collaboration with PSHE/RSE Subject Teachers- has completed a whole school PSHE / RSE curriculum which is fully compliant with the DFE's RSE curriculum. • 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. • 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. • 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. • 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. • 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. | | | |
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| Even Betters.... To reach the next grade or to continue to be outstanding we need to: | <ul style="list-style-type: none"> • 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. • Support teachers through training and collaboration to deliver a wide range of PSHE/RSE skills and learning – particularly in lower school. • 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. NSPCC. • Be an ever more outward-facing school and ensure our children have opportunities for collaboration and experiences with other schools and mainstream peers. To offer taster sessions in mainstream schools. To be able to evidence how well Brighton Waldorf pupils develop socially and how this serves them well in transition to further education and adult life. | | | |
| Sub-criterion | Strengths | Areas for Development | Action/Responsible/Deadline | Progress (Termly) |

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| Engagement in Learning | 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>Pupils to be more aware of their own progress and be involved in target setting to further enrich our highly motivated pupils.</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>Targets to be visible to pupils in classroom/workbooks/next step books</p> <p>EY Lead to work closely with following years Class 1 teacher with modified/strengthened transition</p> | Update: |
| Citizenship | Pupils are taught well to be responsible, thoughtful citizens and to respect and value others. | <p>Pupils to help at community events such as festivals and school fairs.</p> <p>British Values to be highlighted. 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 PHSE Curriculum teaching with SENCo/DSL overview.</p> | Update: |
| Safety and mutual support | General site safety is managed well with robust risk assessments in place. | CSIP to do specific review of safeguarding including risk assessments. | <p>Safeguarding Audit to be completed by CSIP by end October 24</p> <p>Health & Safety Learning Walks and monitoring of CPoms to be embedded practice with involvement of DSL.</p> | Update: |

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| Health and well-being | <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 provide parent support in regular parents' evenings</p> | <p>Created document with PSHEE 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>PSHEE programme developed embedded across the school through academic year.</p> <p>Calendar of talks and well-being events to be formulated by SMT with the teachers for following academic year.</p> <p>To be embedded by end of academic year</p> | Update: |
| Guidance | <p>Professions are first introduced in class 3, through the study of Building and 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 - Camilla Thorogood 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> | Update: |
| Social development and skills; values; | <p>The children's personal, social and emotional development is outstanding. Children learn</p> | <p>Programme of social awareness activities and visits to continue. Collect information about pupils'</p> | <p>Teachers to ensure through academic year.</p> | Update: |

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| <p>tolerance and respect</p> | <p>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>Celebration of Festivals includes those marked by the school community and the school's own cycle of Festivals; mutual respect between children, parents and staff with various meeting points (parents evenings, Association meetings, festivals, fairs, outings and residential trips).</p> | <p>visits to places of worship and particular festivals reflecting each class community and visitors.</p> <p>Build on success of increasing 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>CPoms use to be reviewed with DSL to further improve monitoring of behaviour incidents.</p> <p>DSL to support teachers together with SENCo, to ensure individuals and class groups continue to blossom.</p> <p>Build on success of increasing transition grouping and work in previous academic year to focus on the relationships and working for Class 1 readiness</p> | <p>Transition group to be brought together for additional time to build relationships and group dynamic.</p> <p>CSIP 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>Transition group to be brought together for additional time to build relationships and group dynamic</p> | |
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| Behaviour and Attitudes | |
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| Summary | <p>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 CSIP.</p> <p>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 K4 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.</p> <ul style="list-style-type: none"> • 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. Leaders, 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 • 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 very high levels of need and/or lack self-regulation and can exhibit extremely challenging behaviour. Many of these children have experienced severe trauma in early life. The CSIP works in supporting staff to develop well-informed strategies for working more effectively with these children to better meet their needs • 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. • the Anti bullying policy is annually updated to incorporate strategies and pathways |
| Even Betters.... To reach the next grade or to continue | <ul style="list-style-type: none"> • Abilities of pupils to make a successful transition into Lower School needs consideration with processes established to ensure success of all. • Improve attendance figures for pupils to be in line with National average. |

| to be outstanding we need to: | <ul style="list-style-type: none"> • 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. • Provide additional training for support staff so that they further meet the individual needs of vulnerable learners. • Continue to improve our recording processes on MyConcerns | | | |
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| Sub-criterion | Strengths | Areas for Development | Action/Responsible/Deadline | Progress |
| Behaviour | 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>IEPs 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 CPOMS.</p> | <p>CSIP 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 CSIP</p> <p>To have meetings where persistent difficulties arise chaired by DSL</p> | Update: |
| Bullying | Pupils report that any minor issues are addressed quickly. Pupils know who to go to if they have any concerns. | <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>MyConcerns system to include recording of bullying incidents.</p> | <p>Student Council to input in giving voice to any concerns and awareness.</p> | Update: |

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| Pupils' attitudes | Pupils display positive attitudes towards learning and enjoy school life. Relationships between pupils and teachers are particularly strong with a high level of mutual respect. They are willing learners who cooperate well. | Learning walks to feature pupil attitudes considerations. Pupils to be asked by visitors such as CSIP about relationships and their views on T&L | All class teachers to go through school rules with classes termly. CSIP to investigate and address any identified areas to be re-visited. | Update: |
| Attendance | Attendance is 90% - 19/10/23 | Parents need consolidated message presenting about the importance of attendance and potential impact on educational progress. School needs to adopt more rigour in review and action. | As of Autumn half term 23-24 all parents were sent a letter with their child's attendance figures, with congratulations or encouragement to work on their low attendance. Late letters are sent out immediately and support is in place with phone calls from Maddy Pettit, with monitoring for those pupils who fall below the attendance figures. | Update: |
| Early Years | | | | |
| Summary | <p>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.</p> <p>BWS has three Kindergartens for a mixed age group of children aged 3 to 6½ years. Children stay in the same Kindergarten with the same teacher for 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.'</p> | | | |

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| | <p>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.</p> <p>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. Each week each Kindergarten has a Eurythmy session, taught by a trained Eurythmist. Kindergarten life follows strong daily, weekly, and seasonal rhythms highlighted by the celebration of the festivals throughout the year.</p> <p>A typical day includes: Free creative play and activities indoors, tidy-up time, ring time, shared snack, garden time (free creative play and activities outdoors) and story/puppet play.</p> <p>Kindergarten starts at 8:15am and finishes at 12.45pm every weekday. Children generally over 5 attend all 5 mornings and one afternoon. After Kindergarten Afternoon Care is available. This includes a rest, cooked lunch and play until 3:30pm four days and 2pm Thursday.</p> <p>Children who are 3 and 4 years old are eligible for the Early Years Funding (EYFS).</p> <p>EYFS: Within the 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> <p>There are some areas of the EYFS that 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 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"> • Pre-literacy: songs, stories, opportunities to develop speaking and listening skills through creative play, activities and snack time. • Pre-numeracy: counting songs, counting opportunities in play, developing mathematical language, sharing fruit etc at snack time • Pre-writing skills: mark making, modelling, sewing, weaving, finger games and handling tools. |
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| | We also have exemption from the assessment regulations of the EYFS and no longer complete the 5-year-old end of EYFS profile. 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 the strong foundation to formal learning. | | | |
| Even Betters.... To reach the next grade or to continue to be outstanding we need to: | <ul style="list-style-type: none">• Close liaison with Class 1 teachers and SENCo's to set up class groups for successful transition into Lower School.• Learning walks and moderation to be developed to ensure continuity of provision across all groups.• Succession planning and skill sharing to be prioritised | | | |
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| Sub-criterion | Strengths | Areas for Development | Action/Responsible/Deadline | Progress |
| Leadership | Staff and leaders work hard to continuously improve and make the Early Years provision the best it can be. Leaders and staff have high expectations of what each child can achieve. Staff mentoring and supervision procedures are good. | Appraisal for Early Years teachers and support staff's continuing Professional Development Following recruitment of an EY Trustee have regular meetings Improve admissions process for parent and child groups Early Years Attendance Improvement | To team teach, share best practice and visit other providers by end of academic year. EY Leads to ensure regular meetings with and reporting to EY link Trustee-Thais Bishop SENCo to be part of admissions process. To be part of School Attendance Review and Actions | Update: |
| Curriculum and its match to needs | Leaders and teachers have a deep understanding of the curriculum, planning and practice and carefully match it to meet the needs of each child. | Improve SEND provision through: <ul style="list-style-type: none">• Moderation Work on Individual Child Planning, | Therapeutic support group to be embedded Assessments to be followed through with support plans in conjunction with SENCo. | Update: |

| | | Observation, Assessment | CSIP to support around individual differences | |
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| Children's outcomes | 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. | <p>All teachers to be practised through teacher meetings and appraisal to talk about individual pupil progress</p> <p>Transition group to have extended group-time focus on early literacy, numeracy and movement skills for Class 1 readiness.</p> <p>Build on success of increasing transition grouping and work in previous academic year to focus on the relationships and working for Class 1 readiness.</p> | <p>Teachers to talk to EY Lead, and SENCo about pupil progress.</p> <p>Planning and assessments for children with behaviour plans (APDR) is carried out and monitored by EY Lead and SENCo</p> <p>Review of Class 1 transition to take place annually to ensure continued development</p> | Update: |
| Teaching, learning and assessment | Teaching and 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>Moderation to take place regularly in EY meetings, for all areas of EYFS, for Individual plans and Assessment tools (using EYFS Exemplification publications)</p> <p>Moderation with colleagues at other Waldorf School.</p> <p>Moderation with all colleagues.</p> | <p>EY Leads to put on agenda – ongoing</p> <p>EY Lead to explore moderation with St Paul's. EY meetings to facilitate.</p> <p>EY Leads to complete with SENCo</p> | Update: |

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| | | EY manager to complete learning walks for all groups once a term | | |
| Children's attitudes | 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 adult enhances sense of security, confidence and positivity. | Increase expectations / challenge on K5 children to move through play into more structured learning activities. | Update: |
| Children's behaviour and safety | Teachers promote "golden rules" within the Kindergarten and children respond well exhibiting outstanding behaviour. | Behaviour policy to be reviewed in EY meeting. Room, activity, garden and walk risk assessments to be reviewed and revised by end of summer term. | EY Lead to facilitate EY Lead to oversee with Estates Manager in collaboration with classroom staff | Update: |
| Parental engagement | There is very good communication with parents through parent/ teacher meetings and half termly parents' evenings. | Develop an Early Years Page on the website. | .EY Team – summer term, led by EY Lead. | Update: |
| Safeguarding | Children understand well how to keep themselves safe. They feel secure and happy. | Re-assert digital safety through 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 PHSE curriculum/scheme of work (K5) including section on Keeping Safe. Share with parents at Parents Evenings. | Update: |

