



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR SOUTH DEVON STEINER SCHOOL

DfE No: 878/6029

The key inspection judgements for this school are:

The quality of education	Requires Improvement	3
Pupils' personal development	Good	2
Safeguarding pupils' welfare health and safety	Good	2
Leadership, management and governance	Good	2
Effectiveness of the Early Years' provision	Outstanding	1

Compliance with the Independent school standards:

The school meets the regulatory requirements of schedule 1 of The Education (Independent school standards) Regulations 2014 ('the independent school standards') and associated requirements.

Compliance with the Equality Act 2010:

The school meets the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

The school meets the requirements of the Early Years Foundation Stage.

Date of inspection: 15-17 May 2018

SECTION A: SUMMARY OF MAIN FINDINGS

South Devon Steiner School meets all the independent school standards but the quality of education it provides requires improvement. All aspects of the provision made for children in the kindergarten classes including those aged five to rising six are outstanding. Pupils' learning and achievement from Class 1 through to Class 8 is uneven and their achievement and progress require improvement to be good. There is inconsistency in the effectiveness of lessons. Teachers do not make good use of assessment information when planning work for their pupils. The better teaching in Classes 9, 10 and 11, combined with an appropriate curriculum ensures that these pupils' achievements are at least in line with expectations when they leave school, given their starting points. The curriculum requires improvement. The academic provision in classes 1 to 8 does not consistently follow the guidance of the Waldorf curriculum and consequently not all lessons provide enough challenge. There is richness and variety in pupils' experiences at school but the provision for those pupils with special educational needs and/or disabilities and some more able pupils is not always well matched to their needs. Pupils acquire a good understanding of the cultures, faiths and lifestyles in modern Britain. They learn about the British values of democracy, equality, liberty and the rule of law. Overall, their personal development is good. Most pupils behave well in class and demonstrate empathy towards their peers and teachers. Pupils' are courteous to their peers, staff and visitors. They enjoy their time in school but some parents do not ensure their children attend regularly or help them arrive at school on time. The school's arrangements for safeguarding and ensuring pupils' welfare, health and safety are good, including the safe recruitment of staff. The school is well led and managed. The trustees and the school leadership team work together very effectively to identify and tackle shortcomings. Systems for evaluating the quality of teaching are in place but not yet rigorous enough to ensure all teaching is the best it should be. Most parents are positive about the school but some felt that too many changes had been made without consideration of their views.

RECOMMENDATIONS FOR IMPROVEMENT:

Whilst not required by the regulations, the proprietor should:

- Improve the quality of teaching and assessment by ensuring teachers make better use of the learning aims of the Waldorf curriculum appropriate to their class;
- ensure that information gained from individual pupil assessments identifies accurately the skills pupils have acquired and use this information when planning lessons;
- implement a rigorous system for monitoring and evaluating the quality of teaching and learning; and
- improve pupils' attendance and punctuality.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(3) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE).

In reaching their judgements, the inspectors observed 23 lessons throughout the school and sessions in the kindergartens. They examined samples of pupils' work and observed the life of the school including at break and lunchtimes. They scrutinised the school's documentation, records and website. Inspectors held discussions with the senior leadership team, managers, pupils, staff, parents and trustees. They took account of the views of 146 parents and 62 Middle and Upper school pupils through the completion of a questionnaire. The inspectors were:

Reporting Inspector:	Mr Jonathan Palk
Team inspectors:	Mr Ted Cohn and Mr Chris Hall
Steiner Community Consultant:	Mrs Jane Morris-Brown

INFORMATION ABOUT THE SCHOOL:

South Devon Steiner School was founded by a group of parents in 1980. The school has a roll of 238 boys and girls aged between three and seventeen years. In addition, it has a parent and baby group and after school care. This provision was not inspected at this time. Twenty four pupils are below compulsory school age in the three kindergarten classes. The kindergartens provide education in accordance with the Early Years Foundation Stage (EYFS) with agreed modifications and exemptions. Sixteen pupils are above compulsory school age in Class 11. The school has identified 45 pupils as having special educational needs and/or disabilities (SEND), and one pupil has an education and care plan. Overseas students spend periods of up to a term or for a whole year at the school. These students stay with local families, an arrangement which was not inspected. The checks made by the school on the suitability of the host families were examined. The school aims to provide a Steiner Waldorf education, promoting the fundamental principle of protecting the right to childhood and creative abilities for life. The upper school (Classes 9 to 11) offers the New Zealand certificate in secondary education (NZCSE). In common with some other Steiner Waldorf schools, there is no headteacher. Management rests primarily with the Board of Trustees and the recently established Senior Leadership Team. The school was last inspected in June 2015. The school received an inspection in June 2017 to approve the establishment of a sixth form. The school is in the third year of a seven-year turnaround project following a serious financial and organisational crisis which came to a head in the summer of 2015 and which took the school to the brink of closure.

The school uses the Steiner Waldorf system of naming classes and these names are used throughout the report. Their corresponding National Curriculum years are shown below.

Steiner class name	National Curriculum Year
Kindergartens	Nursery, Reception, Y 1
Class 1 (Lower school)	Year 2
Class 2 (Lower school)	Year 3
Class 3 (Lower school)	Year 4
Class 4 (Lower school)	Year 5
Class 5 (Lower school)	Year 6
Class 6 (Lower school)	Year 7
Class 7 (Lower school)	Year 8
Class 8 (Lower school)	Year 9
Class 9 (Upper school)	Year 10
Class 10(Upper school)	Year 11
Class 11(Upper school)	Year 12

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education provided by the school requires improvement.

Pupils' learning and achievement

Pupils' learning and achievement require improvement. The learning and achievement of the five to rising six -year-olds in the kindergartens are outstanding. In the main school pupils' achievement in relation to their different starting points varies from year to year. By the end of their time in school most pupils reach the standards expected for their age and a few pupils achieve more than this. Historically, the majority of Class 10 pupils has taken GCSE examinations in English and mathematics each year. The numbers sitting the examinations are statistically small but recent results are above those achieved by maintained schools in England and broadly average. The majority of pupils taking the NZCSE have been highly commended or gained a distinction at Level 1. In modern languages, woodwork, textiles and art standards of work are above expectations in the upper school. These pupils develop into confident, articulate, flexible, and independent learners who are well prepared for life beyond school.

Five to rising six-year olds in the kindergartens continue to make excellent progress. They continue to develop their imagination and creativity effectively, and the fine motor skills necessary for good quality drawing, and writing. They learn their numbers and counting skills, as well as helpful pre-reading and writing skills. Pupils' achievement in classes 1 to 8, in relation to their different starting points, fluctuates. The scrutiny of pupils' work showed that too little is expected of them, including the more able pupils and this reduces the progress they make. Work is generally well presented but handwriting is not always joined and rules of grammar and punctuation not always applied. Pupils, particularly the more able are not provided with opportunities to apply their skills and deepen their mathematical and scientific understanding. In the lower school the learning expectations set out in the Waldorf curriculum for the classes are not always met by the pupils. Pupils with SEND and those who find learning difficult do not make consistently good progress. The one to one support is tailored to their educational and health care plans, where these apply, and individual educational plans. However, in class lessons insufficient account is taken of their needs and their progress slows significantly.

The quality of teaching and assessment

The quality of teaching and assessment requires improvement. The quality of teaching and assessment of the five to rising six- year-olds in the kindergartens is outstanding. Teachers' planning is informed by assessment and consequently takes full account of their needs. Their transition to Class 1 is well planned and includes a rigorous assessment of individual children's readiness for this step. Lesson planning in classes 1 to 8 does not always provide work at the right level of ability. Teachers do not provide enough opportunity for lower attaining pupils and pupils with SEND, to consolidate their learning before moving on to the next step. Whilst some teachers include this in their daily and weekly lesson planning, the adjustments to provision are not always evident in lessons and written work. In some lessons the pace was sluggish, the intended outcomes were not clear

and pupil progress was consequently slow. Too often what is to be learnt is described in terms of broad aims, such as write a formal letter, rather than specific objectives; leaving pupils and teachers unsure as to what skills have been taught. Older pupils judged that their best lessons were those where the teacher has made explicit what is to be learnt rather than what they must do.

A notable feature of many lessons throughout the school was the quality of interaction and dialogue between teachers and their pupils. Many lessons provided a good balance between formal and informal elements ensuring that pupils feel relaxed and productive. Teachers generally have high expectations of good behaviour although at times some pupils were disrespectful in lessons when the pace of the lesson slowed. Teachers set a variety of tasks for pupils to complete including independent research and self-directed learning. The teaching of reading, writing, numeracy and communication skills are embedded securely across the curriculum for pupils of all ages. However, the pace of learning in writing and mathematics was quite slow for some younger pupils as too much time was given over to repeating what had been learnt by most pupils, in earlier classes. The teaching of phonics enables all pupils to develop strong language skills and be able to tackle unfamiliar words.

In lessons some teachers give pupils effective verbal feedback which they then use to improve their work. The discussions between teachers and pupils reflects the overall positive relationships and attitudes to learning seen in classrooms generally. Some of the marking of pupils' work is detailed and of good quality, but some fails to provide focused written feedback designed to help pupils improve and develop their work.

The school has suitable procedures for assessing and tracking pupil progress using a four-point scale. These assessments, in classes 1 to 8, are often too broad to provide clear information to others about the skills that have been learnt. In classes 9, 10 and 11, the pupils following the NZCSE curriculum have clearly planned learning outcomes specified for their work across all subject areas. Pupils' work is marked and moderated very carefully with very detailed and focused comments to enable them to improve their work. Both are examples of excellent practice.

The quality of the curriculum

The curriculum requires improvement. It is broad, balanced and interesting and suits the needs and interests of the majority of pupils. It meets the aims of the school and includes practical, social and artistic activities to complement the more traditional academic studies including literacy and numeracy. Outdoor classroom activities are a strong element of the overall curriculum. The curriculum for five to rising six- year-olds in the kindergartens is of outstanding quality. It has been devised specifically to develop their knowledge and skills effectively and prepare them specifically for the more formal requirements of the lower school curriculum.

Evidence from lessons and the scrutiny of work in classes 1 to 8 showed that the teachers are not planning with enough attention to the aims of the Waldorf curriculum. Consequently, work lacked the required level of challenge to ensure all pupils reached these expectations by the end of the year. In particular, the

arithmetic and mathematics work expected of pupils in Classes 1 to 5 does not sufficiently enable them to deepen their understanding of numeracy. In classes 6 to 8 there are insufficient opportunities for pupils to apply the full range of mathematical skills. In English there is generally good provision for pupils to acquire strong oracy skills but a weakness in how pupils are helped to write with accuracy and grammatical fluency.

The school is currently undergoing a major academic change. 2018 will be the last year when pupils sit GCSE examinations. All pupils in classes 9, 10 and 11 follow the NZCSE with additional lessons in Class 10 for those taking English and mathematics GCSE. The curriculum in classes 9, 10 and 11 is of good quality, exciting and practical and provides a broad range of skills that should enable pupils to move on to higher education with ease.

The curriculum is well supported by a lively and active extra-curricular programme that includes a wide variety of pursuits such as market gardening, construction in timber, brick making and copper beating

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The personal development of pupils is good. By the end of Class 11 pupils are mature, well-rounded young people with a secure set of values founded on Steiner principles. As such, they also have a clear understanding and strong acceptance of British values of democracy, rule of law, the importance of individual freedom and mutual respect for those of different faiths and cultural backgrounds. The personal development of the pupils aged five to rising six-year-olds in the kindergartens is outstanding.

The development of pupils' self-esteem, self-confidence and self-knowledge is an excellent feature of their kindergarten education, which is built upon effectively during the rest of their lives at the school. Those who come later to the school also become confident reflective individuals with good self-esteem, helped by the high expectations and support from staff and their fellow pupils. This was echoed by secondary aged pupils through the questionnaire they completed before the inspection. In the wider context of spiritual development, pupils develop their aesthetic and creative talents well through the wide range of opportunities provided in the curriculum through subjects such as art, drama, music, English and modern languages, as well as the various concerts, plays and other performances, which are regular features throughout the school. In the upper school this is further enhanced through visits to the great art galleries and museums of England and further afield.

Those pupils carrying on from kindergartens already have a very clear idea of right and wrong. This is consistently reinforced in the main school and pupils learn about and come to respect the English civil and criminal law through various subjects, topics in assemblies and the personal, social, health and education (PSHEE) programme. The importance of democracy is a continuing theme of the school's provision. Pupils learn about the history of democracy from Athens through Roman law and various forms of alternatives to democracy, such as kingship and dictatorships, and their weaknesses compared with democracy.

They also learn about democracy in action through the Student Council and discussion of various topical issues, such as the debate about the rights of the Windrush generation of migrants, Cambridge Analytica and the importance of data protection and gun control in the United States. Pupils gain some knowledge of English public institutions and services, which they respect, but there is no clear and comprehensive programme for PSHEE to ensure that they all develop the same full and comprehensive understanding of what is needed to be a good citizen. The school has already identified this is an area for further development. In lessons and at other times pupils are strongly encouraged to debate and discuss their views on particular topics, so that they become familiar with querying and challenging statements and ideas, a key requirement for active citizenship.

The school places a strong emphasis on pupils taking responsibility for their own behaviour and actions from a very early age and this is a continuing expectation throughout the school. Pupils, for instance, are involved in the organising and running of the summer and Advent fairs, including inviting the local community into the school. They have many opportunities to exercise personal responsibility and leadership qualities during the extensive extra-curricular activities programme. Behaviour around the school strongly supports the excellent manner in which pupils take responsibility for their own behaviour. But this was not always so in classrooms, where occasional examples of poor behaviour, with pupils acting irresponsibly, were observed. This was generally where the lesson lacked pace or sufficient challenge to engage individual pupils. Pupils make a valuable contribution to the local community. They fund-raise for various local charities, support various local businesses, such as a local organic farm, and invite members of the local community, including a local school, to the various concerts plays and other public performances that they put on. In addition, pupils in Class 10 are involved in various community projects as part of their educational experience in the school. In the wider context the school has been involved in raising funds for Children in Need and in a long-term project to support Syrian refugees stranded in Greece. Pupils have also done work helping to sustain an important wildlife reserve in Germany.

The cultural development of pupils is good. The recognition and celebration of different cultures is a key feature of the provision. The school utilises the variety of cultural backgrounds of pupils well, informally and formally. They explore different cultures and religious faiths in school and through the many art galleries and museums that they visit. They experience the cultural traditions of France and Germany in their modern languages provision and through staying in those countries for several weeks. The one area where pupils are less well informed is in their knowledge about the changing nature of the modern British population and the cultural changes that have accompanied this.

The school is very careful to avoid any promotion of partisan political views, which is antithetical to the ethos of the school. It is also vigilant to ensure that pupils, where they come across political views such as at election time, are presented with a balanced range of opposing views. Careers guidance is well-organised, fair and appropriate to the needs of the pupils and their parents. The careers education programme provides helpful information for pupils and their parents. The curriculum is enhanced by a wide range of enrichment opportunities

which benefit pupils greatly and ensure a smooth transition into other schools for those leaving after GCSEs.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

Welfare, health and safety are good. The welfare, health and safety of the pupils aged five to rising six in the kindergartens are outstanding. The school's leadership has ensured compliance with all aspects of welfare, health and safety. The school's arrangements, including for the pupils aged five to rising six in the kindergartens, are effective. The staff look after, care for and safeguard pupils well. Staff are vigilant and implement policies and procedures with diligence. The recent focus on reviewing and re-writing all the policies associated with safeguarding and welfare have resulted in significant staff training and development; securing an ethos where safeguarding is at the forefront of the educational experience. The safeguarding team have received appropriate training and understand their responsibilities, including those for preventing radicalisation, extremism and e-safety. Any concerns are clearly recorded and acted upon speedily. Staff knowledge takes account of the new duties expressed in Keeping Children Safe in Education 2016. The designated safeguarding leader is experienced in working with the local authority and brings this to bear on her oversight of situations involving potential abuse. The school has appropriate policies for computer use and e-safety which are aligned to local and national expectations. Staff are recently trained in e-safety and are collaborating with professional trainers in bringing awareness to pupils and parents; including those of the pupils aged five to rising six in the kindergartens. The 'whisper button' and 'whisper box' gives all pupils and parents access to the designated safeguarding team.

Appropriate checks are made on all staff before they are employed at the school including references being sought and disclosure and barring checks obtained. An appropriate level of training is provided for those staff involved in recruitment and in the maintenance of the single central record. Staff consider they are well supported by senior leaders in implementing their responsibilities to keep pupils safe.

The complexities of a large site set in the countryside and the values of a Steiner Waldorf education necessitated a raft of risk assessments. The potential risk to pupils undertaking activities in school and during visits to places of interest are assessed and appropriate measures are taken to ensure that pupils are safe. These are written with clearly expressed rationale and well defined monitoring arrangements. Policies and procedures follow the relevant statutory guidance. All of the required checks are carried out on the school building and the equipment within it. Fire precautions and evacuation procedures are diligently monitored by external specialists. The knowledgeable and committed leadership group is diligent in responding to any perceived risk. Documents, including admissions and attendance registers are maintained appropriately. Procedures for first aid are all in place and very well organised. The pupils' good relationships with their teachers, combined with effective daily implementation of policies ensure that their welfare needs are met. There is thorough monitoring of attendance and lateness. Attendance has improved marginally but not enough to secure average attendance. Some families are resistant to the importance of good attendance.

The school has an effective behaviour and anti-bullying policy. There have been a small number of serious incidents of poor behaviour recorded this year that have been managed appropriately. Pupils say there is some bullying but it is dealt with quickly. Pupils' extremely positive view of themselves combined with their resilience and capacity for resolving issues makes a strong contribution to keeping incidents to a minimum.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality and effectiveness of leadership and management are good. This is due to the re-organisation of school management into one leadership team which has brought stability to decision making and good oversight of daily operations. The senior leadership team are effective managers of change and have set out high expectations for the provision of welfare and education 'going into the twenty first century'. As one parent put it; 'so teachers can get on and teach'. Financial prudence is exercised, and this is enabling the school to financially plan for the educational changes it is implementing. The numerous and significant changes to policies and procedures have secured good safeguarding and welfare arrangements. The speed of the change has caused some disaffection amongst the community. Most parents say that they are happy with all that the school provides but a significant minority are unhappy with how their views have been received. The inspectors reviewed the school's consultation processes and found these to be commensurate with the principles of the school and do not disadvantage the views of stakeholders. Leadership and management of the pupils aged five to rising six- in the kindergartens are outstanding.

School evaluation is accurate and is grounded on thorough monitoring and review. The leadership team work closely with the trustees and teachers to review the impact of organisational change. The senior leadership group and trustees work together very effectively; they regularly review their organisational practices and implement any necessary change. The management structure of the school is very effective in ensuring that leaders and managers carry out their responsibilities effectively. There is clear accountability of roles for the planned improvement particularly in the implementation of the New Zealand curriculum for classes 9 onwards. All members of the school community exhibit a warmth and openness which allows pupils to enjoy their education and adults their working lives. The school premises are stunning, well-resourced and are safe. The outdoor learning areas encourage creativity, collaborative working and contemplation. There are specialist teaching rooms and a purpose built upper school. The buildings, and outdoor spaces are used well and looked after by the pupils. The school meets the independent school standards for premises and accommodation, information to parents and handling complaints.

Staff appraisal is very recent and the impact of the process has yet to be seen in ensuring greater continuity in the quality of teaching, learning and assessment. A wider appreciation of learning from the best is also at an early stage.

Governance

Governance is good. The trustees are experienced and very committed to the success and sustainability of the school. They have received appropriate training for their roles, for example, in safeguarding. All trustees have clearly defined roles and responsibilities often linked to an area of personal expertise. The trustees are well informed about the requirements of the independent school standards and the statutory framework for the EYFS and have ensured that they are met. They manage the school's finances well to bring about continuous improvement, for example the provision of a sixth form to meet an identified need. The chair of trustees attends all leadership meetings and the minutes of management and trustee meetings are shared with staff where appropriate.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The effectiveness of the Early Years provision is outstanding. Excellent leadership and management has continued to cultivate highly effective collaboration between staff, which has been very beneficial for the provision. The curriculum is highly appropriate and accompanied by high quality planning at long, medium and short-term level. Teaching and assessment are excellent and help children of all ages and abilities to make consistently rapid progress in their learning. Safeguarding, including E-safety, is very thorough and takes full account of new requirements.

The leadership and management of the kindergartens are outstanding and has ensured that the very high quality of the Early Years educational experience, identified at the time of the last inspection, has been maintained. New requirements, such as keeping parents well informed about how to keep their children safe when using electronic devices and ensuring that five to continue to make excellent progress, are fully integrated into the provision. The highly effective collaboration ensures that all staff feel highly valued, well-informed members of the team, and underpins their quest to maintain excellence. It also ensures that all staff are very well briefed and accept readily their individual and collective responsibilities for all aspects of the provision, including safeguarding. The Early Years manager is further developing performance management and appraisal, linked to continuous professional development as part of the strong culture of continuous improvement. Teaching staff collaborate very closely with parents, particularly through the designated key person, in a fruitful partnership, which is beneficial to children's personal and educational development. Parents express very high levels of satisfaction with all aspects of the school and commented favourably on how much their children enjoyed coming to school.

The quality of teaching, learning and assessment is outstanding. Teaching staff are well qualified, highly experienced and knowledgeable practitioners. Teachers and teaching assistants form effective teaching teams. The regular discussions at meetings and informally, combined with the detailed annual, termly, weekly and daily planning assures consistency of curriculum provision across the three kindergarten classes. Curriculum planning and teaching are supported by some

excellent assessment. This tracks closely children's' personal and intellectual development and informs a rich mix of free play and adult- led activities.

Personal development, behaviour and safeguarding of children is outstanding. From an early age, children learn the importance of courtesy and being respectful of each other, learning from the excellent models teaching staff provide. Their behaviour is excellent. Through a strong culture of praise and encouragement, teaching staff are very effective in helping children develop their self-confidence, self-esteem and self-awareness. At the same time, children develop a very clear understanding of what is right and what is wrong. All children learn the importance of healthy eating and exercise. Outdoor exercise and activities, such as the regular long walks that all the older children undertake encourage this development. Children learn to collaborate and negotiate with each other extremely well, emphasising the importance of teamwork. Older children take on social responsibilities, such as helping to make snacks or serve other children at snack time. Key British values such as courtesy, equality, diversity, fairness and justice are embedded in the aims and objectives of the Steiner education and are consistently espoused by staff and under-pin their expectations of children. These values provide a powerful defence against extremism and radicalism.

The outcomes of the children are outstanding. They make excellent progress, particularly in speaking and listening, using their imagination and creativity and in the development of social, physical and practical skills. They are thoughtful and purposeful in what they do. For instance in free play one small group was collecting a range of artefacts found on the floor of the extensive, highly attractive and varied outside areas. These included fir cones, different grasses, flowers such as daisies and dandelions and woodchip. They talked knowledgeably about these found objects, whilst a group of older boys were practising making patterns and writing letters in the sand pit. During adult-led activities such as dance, drawing, cutting and needlework children learn to very effectively develop their fine motor skills. They learn how to collaborate on tasks very well. Children of all ages and abilities do very well, benefiting from the skilled teaching and multifarious learning opportunities provided for them. The five to rising six year-olds make a valuable contribution to the learning of younger children.

SCHOOL DETAILS

Name of school:	South Devon Steiner School			
Address of school:	Hood Manor Dartington Devon TQ9 6AB			
Telephone number:	01803 897377			
Email address:	enquiries@steiner-south-devon.org			
Web address	www.southdevonsteinerschool.org			
Proprietor:	Rudolf Steiner School South Devon Limited			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	P. Mark Drewell, Chair of the Council of Trustees			
Senior Leadership Team:	<ul style="list-style-type: none"> • Jeff van Zyl, - School Education Manager • Marcus Link (Chair) - School Business Manager • Elizabeth Elsholtz - Chair of College of Management • Kaycee Fordham - Assistant to the SLT 			
Early Years Manager	Anja Toddington			
DfE Number	878/6029			
Type of school	Other independent school			
Annual fees	£3,780 - £7,110			
Age range of pupils	3 to 19 (currently to 17)			
Gender of pupils	Both			
Total number on roll	full-time	198	part-time	40
Number of children in registered nursery	0	0	0	0
Number of children under-5	Boys:	8	Girls:	16
Number of compulsory school age pupils	Boys:	81	Girls:	117
Number of post-compulsory pupils	Boys:	6	Girls:	10
Number of pupils with statements of special educational need	Boys:	1	Girls:	0
Number of pupils with English as an additional language	Boys:	13	Girls:	23
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.