



EDINBURGH
STEINER
SCHOOL

Improvement Plan 2017/2018

Priority 1: Establish an Early Years Development Group to provide a new vision for the Early Years, consistently high numbers in Kindergarten (60) and sustainably large numbers (20+) transitioning to Class 1.		
Key themes: Leadership and management	Quality indicators: 1.1, 1.3, 1.4, 1.5	
Outcomes and impact on learners:		
<ul style="list-style-type: none"> • With access to data, expertise from throughout the school and a range of different opinions and new ideas, the EYDG will be able to construct a comprehensive vision for the Early Years. • A clear understanding—and a shared appreciation—of the challenges facing the Early Years at time of an expanding school roll should help facilitate the targeting of appropriate resources in order to achieve the Early Years vision within a suitable timeframe, and with the minimum of disruption. • An acknowledgement of the opportunities available to colleagues, parents and pupils from further development and integration of the Early Years will enhance the quality and consistency of the experience of service users and learners. • Through regular, in-depth meetings, bringing together Trustees, Management, College and Early Years practitioners, the EYDG should establish a greater measure of trust during a time of potential change and, as well as establishing a clearer appreciation of the contribution of the Early Years to the mission of the whole school. 		
Resources (including CPD)		
<ul style="list-style-type: none"> • Time to meet: EYDG will meet fortnightly at first, for an hour, on Thursday evenings as a ‘breakout’ from College. This will change to monthly after Christmas 2017. This time may not be sustainable for all participants. • Access to data and other information when needed. This data may be provided by the Bursar, the Office staff, the Kindergarten Coordinator or others. • Attendance by colleagues with expertise from other mandated groups (such as Estates Group) 		
Monitoring and evaluation impact	Tasks/By whom	Timescale
<ul style="list-style-type: none"> • Kindergarten/Early Years meeting • College of Teachers • Trustees 	<ul style="list-style-type: none"> • Meetings are arranged at the previous meeting. • Minutes: Susie Musgrave • Chair: Alistair Pugh 	<ul style="list-style-type: none"> • October 2017-June 2018

<p>Priority 2: The Growing Spaces Project: the implementation of a series of development initiatives across the campus. Working within the constraints of the existing site, proposals include the renovation and extension of existing buildings and the rationalisation of available spaces. An initial priority will be the provision of 12 large classrooms, permitting pupil numbers to rise to about 300, and improved provision for the Kindergarten, playgroup, baby group and toddler groups.</p>		
<p>Key themes: successes and achievements</p>	<p>Quality indicators: 3.1, 3.2</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • Larger classrooms should improve the teaching and learning facilities by allowing pupils and teachers more space to work and move, particularly during rhythmic time, craft and painting lessons, and projects. • Improvements to buildings and facilities will allow numbers to rise in the Early Years, feeding Kindergarten. At least 60 pupils are needed in Kindergarten to feed approximately 20 pupils into Class 1 each session. Sustainably high numbers in the Lower School will ensure that Classes have the breadth and depth to grow in a healthy social way. • A sustainably high school roll should ensure a measure of financial security, allowing for investment in teachers' salaries and teacher training, and further improvements to educational resources and amenities. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Funding of at least £250,000 for the initial phase of development (drawn from exiting funds and investments) • A professional fundraiser or fundraising strategy will be required later to replace the depleted funds and sustain later, more ambitious phases of the project. • Time for Steering Group members to meet, and to manage contractors. 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • The Steering Group will manage the project • Monitoring and evaluation by Trustees (financial) and College of teachers (educational) 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Steering Group composed of Project Manager (Rachel Craig), Trustees (Gerald Johnson and Juan Carlos de Soto), Estates Group (Nick Brett and Foppe Jellema) 	<p>Timescale</p> <ul style="list-style-type: none"> • Ongoing, with initial phase complete by January 2019

<p>Priority 3: The School will undertake a pilot of the Certificate of Integrated Education, arising from the ACTS (Acknowledging Creative Thinking Skills) project undertaken in partnership with schools from across the UK and Scandinavia during the last three years.</p>		
<p>Key themes: Curriculum; learning, teaching and assessment; raising attainment and achievement</p>	<p>Quality indicators: 2.2, 2.3, 3.2</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • The ACTS project, which is funded by the European Union via the Erasmus scheme, aims to contribute to the development of a European area of Skills and Qualifications, thereby raising attainment for all students and reducing the numbers of early school leavers. • It is hoped that the new suite of qualifications—at QCF levels 2 and 3—will be more suited to the Steiner/Waldorf approach to learning, combining the highly-focused, analytic thinking and memory training involved in formal education with the softer focus, non-verbal, experience of interconnections and context that is often found in non-formal and informal learning. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Time will be needed for administration and organisation of the pilot. This can be sustained within the existing timetables of those teachers responsible at first, but timetables may need to be adjusted later. • Funding will be required for teaching resources (paper, craft materials etc) and for travel costs (quality assurance visits) as well as for training for one person at least who will need to complete the Postgraduate Certificate of Integrative Education, offered by Crossfields, to support the implementation and teaching of the new qualifications. 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Quality assurance in partnership with Drumduan Upper School, Moray • Review by Crossfields Institute (the awarding body) • College of teachers to review at the end of the pilot 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Alistair Pugh (External Quality Assurer for the IE suite of qualifications) will have overall responsibility for the pilot and for communication with partners (Drumduan and Crossfields) • Rachel Craig and other Guardians will assist with the pilot and recruit pupils 	<p>Timescale</p> <ul style="list-style-type: none"> • The full ‘certificate’ is allocated a notional 240 hours. It may not be possible to complete the full portfolio of evidence. However, it should be possible to evaluate aspects of the pilot by the end of session 2017-2018 (July 2018). The timescale may be extended following review by College in June 2018.

<p>Priority 4: The Teaching and Learning Community (TLC)—a group of teachers who work to deepen colleagues’ understanding of the curriculum and raise pedagogical standards—will develop a checklist for whole class achievement (an agreed median) for Classes 5-8 based on the agreed UK Waldorf curriculum guide (the ‘Yellow Book’). This will include a focus on literacy, numeracy and learning skills.</p>		
<p>Key themes: Learning provision</p>	<p>Quality indicators: 2.2, 3.2</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • The completion and adoption of the checklist will allow Lower School teachers to judge the progress of each Class against agreed benchmarks. It will also allow for comparison of Classes. This information will benefit individual Class teachers, reviewers and mentors, ensuring consistently high standards. • Clear comparisons of progress within and between Classes will be measured against targets suggested by the Yellow Book. This will be used as a tool to determine when and where individual Class teachers need help. • Appropriate target setting should help with differentiation, allowing for the identification and remediation of pupils who are struggling to meet minimum standards, and for the identification of gifted and talented pupils who would benefit from enriching extension work. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Time for TLC to develop and implement this tool • Active engagement by Lower School teachers, especially Class Teachers; good will and open-mindedness 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • TLC (Group, Class 5-8 Class Teachers) and Lower School Meeting • College and Trustees 	<p>Tasks/By whom</p> <p>Shared responsibility by:</p> <ul style="list-style-type: none"> • Bruce Houldsworth • Andrew Phethean • Barbara Scott • Silke Sholtes 	<p>Timescale</p> <ul style="list-style-type: none"> • Tool to be completed and implemented by Autumn 2018