



EDINBURGH
STEINER
SCHOOL

Improvement Plan 2018/2019

Priority 1: Respond to feedback from parental and staff surveys conducted in Autumn 2018: develop policies and procedures to improve responsiveness, transparency, accountability and communication.		
Key themes: Leadership and management	Quality indicators: 1.1, 1.3, 1.4,	
Outcomes and impact on learners:		
<ul style="list-style-type: none"> • A clearer policy for concern and complaints should ensure a more effective response to parent and staff concerns. Clearer lines of communication should restore the confidence of parents and staff that complaints will be handled promptly and dealt with appropriately. Clearer structures will benefit learners indirectly by embedding enhanced professional values in the school community • A greater focus on accountability and responsiveness should improve relationships between parents, teachers and Management, enabling greater trust. The impact of these improvements should be seen in greater levels of pupil retention and reflected in the results of future surveys • Improve transparency through the publication of policies and other documents via the website and Tuesday Notice will provide staff and parents of details of changes and clarify procedures for use in the future 		
Resources (including CPD)		
<ul style="list-style-type: none"> • Time during College of Teachers' meetings to consider proposal for new and revised policies and procedures; input from staff, mandated groups and Trustees. • Access to survey data and other information when needed. This information may be provided by the Bursar, the Office staff, Trustees or others. • Attendance by colleagues at meetings to discuss and review proposed changes to policies and procedures • Cooperation between Management, Office Staff and those responsible for the technical aspects of the School's website and Tuesday Notice weekly bulletin 		
Monitoring and evaluation impact	Tasks/By whom	Timescale
<ul style="list-style-type: none"> • Follow up survey(s) • Monitoring by Management and College of Teachers through enhanced recording • Trustees 	<ul style="list-style-type: none"> • Management and College members (to develop new policies and procedures) • Trustees (provide oversight) • Karen Ford (Safeguarding Officer) 	<ul style="list-style-type: none"> • October 2018-September 2019

<p>Priority 2: 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, which is now in the process of being realised, will be the provision of 12 large classrooms (permitting pupil numbers to rise to about 300) and improved provision for the Early Years.</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, beginning with the renovation of the Coach House, will liberate space in Craigneen, allowing additional space for the expansion of the Early Years. Registration of the Playgroup should help to feed higher numbers into 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 further investment in later phases of the Growing Spaces project. Higher number of pupil would also allow 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 £500,000 for the Coach House renovation (drawn from existing funds and investments) • Continuing input from the School's in-house fundraiser to help replace the depleted funds and sustain later, more ambitious phases of the project. • Time for Steering Group members to continue to meet, and to manage contractors. 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Management, via the Steering Group • Monitoring and evaluation by Trustees (financial) and College of teachers (educational) 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> • Gerald Johnson (Trustees) , Rachel Craig (estates and project manager), Nick Brett (maintenance or estates). 	<p>Timescale</p> <ul style="list-style-type: none"> • Ongoing, with the Coach House renovation complete by June 2019

<p>Priority 3: The School is in the process of undertaking a pilot of the Certificate of Integrated Education, arising from the ACTS (Acknowledging Creative Thinking Skills) project, a partnership with schools from across the UK and Scandinavia which lasted for 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 was funded by the European Union via the Erasmus scheme, contributed to the development of a European area of Skills and Qualifications. The suite of qualification that arise out of it will attainment for all students and reduce the number of early school leavers. • To pilot the IE Certificate, one of the modules will be offered to present Class 8. This module ‘the independent project’ maps precisely onto the existing curriculum, allowing those students who so chose to use the outcome from their ‘Class 8 project’ as evidence for the Certificate. This opportunity—which could eventually lead to an accredited qualification equivalent to GCSE—should help motivate our pupils and will validate their work. • The Integrated Education qualifications—at QCF levels 2 and 3—are 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 is needed for administration and organisation of the pilot. This can be sustained within the existing timetables of responsible teachers at first, but timetables may need to be adjusted later. • Parents will be required to pay a fee for the qualification (as would be the case for any other exam or portfolio course). • Two teachers are required to enrol on, and eventually complete, the teacher training course which accompanies the IE qualifications (the Philosophy and Practice of Integrated Education, offered by Crossfields Institute). Time out of school will be required by these teachers to attend residential intensives. 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Quality assurance in partnership with Crossfields • 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 • Andrew Phethean will recruit and mentor Class 8 pupils and liaise with parents 	<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 2018-2019 (July 2019).

<p>Priority 4: To review the process of transition for older children in the Kindergarten, including proposals for an earlier commencement of Class 1 Readiness Assessments to allow more time to support children before they enter Class 1.</p>		
<p>Key themes: Learning Provision: learning, teaching and assessment; transitions</p>	<p>Quality indicators: 2.3, 2.5, 2.6</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> • The review would be based on recent Edinburgh City Council CPD training for additional support for learning ('Up, Up and Away') and would implement support based on recommendations made in the spring term, as opposed to the summer term. The new approach will raise awareness of all children around the age of 5. • Parents would be given more time to liaise with teachers around the question of their children 'staying in Kindergarten for an extra year' if this is recommended. This would reduce anxiety for parents and children. • A new 'checklist' for 5-year-olds would be developed using the 'Up, Up and Away' tools. This would improve transparency and the accuracy and reliability of the recommendations, delivering a more thorough approach to Class 1 readiness assessments. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> • Time and access to computers 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> • Kindergarten meeting (to monitor and review) • Learning Support (implementation and evaluation) • Oversight (reports will be received from Learning Support and Kindergarten on a semi-annual basis) 	<p>Tasks/By whom</p> <p>Shared responsibility by:</p> <ul style="list-style-type: none"> • College of Teachers/EYDG • Learning Support Department 	<p>Timescale</p> <ul style="list-style-type: none"> • Session 2018-2019