



EDINBURGH  
**STEINER**  
SCHOOL

**Standards and Quality Report  
2018**

## **Vision statement**

Edinburgh Steiner School aspires to develop responsible, creative and freethinking young people, who will contribute to society and a sustainable environment with vision and purpose.

## **Mission statement**

Inspired by the pedagogical insights of Rudolf Steiner, we commit daily to awakening the mind, will and spirit of each individual pupil.

### **1. School aims**

- To provide a high quality pedagogical service and a welcoming, secure, happy and caring environment for all
- To recognise and support each stage of child development and to deliver an age appropriate curriculum that underpins this
- To recognise that rhythm, kinaesthetic learning and movement are integral parts of the curriculum
- To address the learning needs of all pupils
- To acknowledge the importance of non-formal and informal learning
- To encourage personal, social and moral development for the children and staff in the school
- To provide a child-friendly, aesthetically beautiful environment, where learners are encouraged to know and love the world and where each child's innate abilities are allowed to blossom
- To enable children to take responsibility for their own learning in an environment of peace and mutual respect
- To develop self-reliance, rigour and resilience
- To embrace all people regardless of race, religion or gender
- To work in partnership with parents/carers to foster a sense of community
- To support and encourage staff development and CPD and demonstrate a commitment to improvement in all areas
- To continue to foster links with outside agencies, mainstream schools and the wider community

## 2. The school in context

Edinburgh Steiner School is located in the Southwest of Edinburgh and was opened in 1939.

The School's client group mainly comprises people from multicultural, professional backgrounds from a broad catchment area.

The School is situated in four different buildings, plus a purpose-built hall and Kindergarten; a former coach house is in the process of being renovated to provide new classrooms and craft spaces.

The Kindergarten is registered to accommodate 60 children from 3 to 7 years old. The current roll is 40 (January 2019). There are 3 children with ASPs for EAL, 1 child with an ASP for speech and language, 5 children with an ASP for allergy/intolerance/medical needs, and 8 children with ASPs for social/emotional/behavioural issues.

The main school has 12 classes (year groups) varying in size from 12 to 24 pupils, which provide education for young people aged 6-18 years. The current school roll is 263 (January 2019) pupils. Being a small school, teachers, pupils and parents know and appreciate one another. There is mutual support and recognition of both strengths and weaknesses.

Teachers and other staff work autonomously within a framework of guidance and support provided by the ethos and curriculum of the international Steiner/Waldorf framework. Key decisions are made by consensus at a weekly meeting of the College of Teachers—a committee that performs the traditional function of a principal teacher. Decisions are then acted upon by a rotating Management Group, supported by a Management Team. Colleagues feel free to help and challenge one another, and frequently do so. The effect of this is a sense of greater participation and ownership of issues and decisions.

The School has a broad-based curriculum where head, heart and hand are addressed in equal measure. Pupils are not judged solely on academic achievements, but are equally valued for their social, moral, spiritual and practical abilities.

Parents are encouraged to be committed to the School and be pro-active: by being Class Convenors, serving on the Board of Trustees, taking part in workweeks, Christmas Market, concerts, clubs and wider school issues such as cycling proficiency.

### **3. Factors affecting the development of the school**

- The ethos of the school is based on the premise that people are as important as policies, if not more so.
- Formal literacy and numeracy programmes do not begin until the child is six and a half-years-old (Class 1). The School does not select pupils on the basis of academic ability.
- ICT does not feature in the School's curriculum or teaching methodology until the late Middle School and Upper School.

#### 4. Attendance, attainment and progress (2017-2018)

	Present			Lateness			Unauthorised Absence		Authorised Absence				Kindy Rest Day
Attendance Code	P	E	V	L	U	AL	A	UA	AAE	AA	LOA	S	R
Code Meaning	Present	Exam / Study Leave	Trip / Educated Offsite	Authorised Late	Unauthorised Late after 10.05am	Unauthorised Late	Absent without reason	Unauthorised Absence	Prelim Study leave	Authorised Absence	Leave of Absence	Suspended	Rest Day
<b>CW Kin'ten</b>	<b>1785</b>	<b>0</b>	<b>1</b>	<b>12</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>220</b>	<b>16</b>	<b>0</b>	<b>270</b>
<b>DM Kin'ten</b>	<b>1638</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>193</b>	<b>18</b>	<b>0</b>	<b>37</b>
<b>HK/LM Kin'ten</b>	<b>1981</b>	<b>0</b>	<b>70</b>	<b>11</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>293</b>	<b>49</b>	<b>0</b>	<b>91</b>
<b>HZ Kin'ten</b>	<b>1486</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>87</b>	<b>90</b>	<b>0</b>	<b>242</b>
<b>Class 1</b>	<b>3058</b>	<b>0</b>	<b>0</b>	<b>49</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>112</b>	<b>54</b>	<b>0</b>	<b>0</b>
<b>Class 2</b>	<b>2298</b>	<b>0</b>	<b>0</b>	<b>97</b>	<b>0</b>	<b>12</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>141</b>	<b>30</b>	<b>0</b>	<b>0</b>
<b>Class 3</b>	<b>1789</b>	<b>0</b>	<b>86</b>	<b>91</b>	<b>0</b>	<b>10</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>56</b>	<b>23</b>	<b>0</b>	<b>0</b>
<b>Class 4</b>	<b>3787</b>	<b>0</b>	<b>0</b>	<b>99</b>	<b>0</b>	<b>33</b>	<b>4</b>	<b>11</b>	<b>0</b>	<b>221</b>	<b>46</b>	<b>0</b>	<b>0</b>
<b>Class 5</b>	<b>3218</b>	<b>0</b>	<b>75</b>	<b>69</b>	<b>0</b>	<b>19</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>146</b>	<b>31</b>	<b>0</b>	<b>0</b>
<b>Class 6</b>	<b>1616</b>	<b>0</b>	<b>70</b>	<b>87</b>	<b>0</b>	<b>23</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>175</b>	<b>1</b>	<b>0</b>	<b>0</b>
<b>Class 7</b>	<b>3049</b>	<b>0</b>	<b>190</b>	<b>69</b>	<b>0</b>	<b>65</b>	<b>1</b>	<b>11</b>	<b>0</b>	<b>219</b>	<b>18</b>	<b>0</b>	<b>0</b>
<b>Class 8</b>	<b>3156</b>	<b>0</b>	<b>392</b>	<b>234</b>	<b>2</b>	<b>50</b>	<b>4</b>	<b>3</b>	<b>0</b>	<b>290</b>	<b>18</b>	<b>10</b>	<b>0</b>
<b>Class 9</b>	<b>2169</b>	<b>0</b>	<b>208</b>	<b>105</b>	<b>2</b>	<b>49</b>	<b>5</b>	<b>9</b>	<b>0</b>	<b>235</b>	<b>9</b>	<b>8</b>	<b>0</b>
<b>Class 10</b>	<b>2988</b>	<b>58</b>	<b>316</b>	<b>124</b>	<b>0</b>	<b>57</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>155</b>	<b>28</b>	<b>0</b>	<b>0</b>
<b>Class 11</b>	<b>3245</b>	<b>61</b>	<b>131</b>	<b>90</b>	<b>1</b>	<b>76</b>	<b>21</b>	<b>5</b>	<b>0</b>	<b>288</b>	<b>17</b>	<b>0</b>	<b>0</b>
<b>Class 12</b>	<b>2612</b>	<b>580</b>	<b>27</b>	<b>185</b>	<b>2</b>	<b>150</b>	<b>18</b>	<b>20</b>	<b>0</b>	<b>365</b>	<b>12</b>	<b>0</b>	<b>0</b>
<b>TOTAL</b>	<b>39875</b>	<b>699</b>	<b>1566</b>	<b>1338</b>	<b>7</b>	<b>565</b>	<b>73</b>	<b>76</b>	<b>9</b>	<b>3196</b>	<b>460</b>	<b>18</b>	<b>640</b>

## Exam results 2018

Edinburgh Steiner School													
Year Group	Total Pupils in Year	Examination	Number of Candidates	Total Present'ns	A	B	C	D	U				
Class 12	21	Adv Highers	8	8	8	0	0	0	0				
		Highers	21	81	46	17	11	1	6				
Class 11	20	National 5	15	23	10	5	5	3	0				
					9	8	7	6	5	4	3	2	1
		GCSE	21	36	9	8	2	4	2	5	4	2	0
Class 10	15	National 4	3	5	5	0							
					Pass	Fail							
		National 5	14	44	28	6	5	5	0				

The Higher exam results in 2018 were excellent. The school made a record number of presentations at Higher Grade (81), compared to 44 in 2017. The headline A-C pass rate for Highers was 91.3%, well above the national average pass rate of 76%. The majority of all the grades awarded were As: 56%, the highest percentage ever achieved at this school. The percentage of A and B grades was 78%, which was the average for the independent sector as a whole in Scotland in 2018. As reported last year, the 2017 results (100% pass at Higher) would be difficult to replicate, but this year's results reinforce the consistency of our pupils' performance, which now averages a pass rate of 89% over the last five years, a steadily improving trend that continues to buck that of the stagnating national average, which remains at around 77%. Our GCSE results (based on the new, more demanding, GCSE exams) were also excellent, with an 83% 'pass' rate at Levels 9-4 (9 being equivalent to A\*\*) while 25% of results achieved Level 9. The national averages were 67% 'pass' and 4% at Level 9.

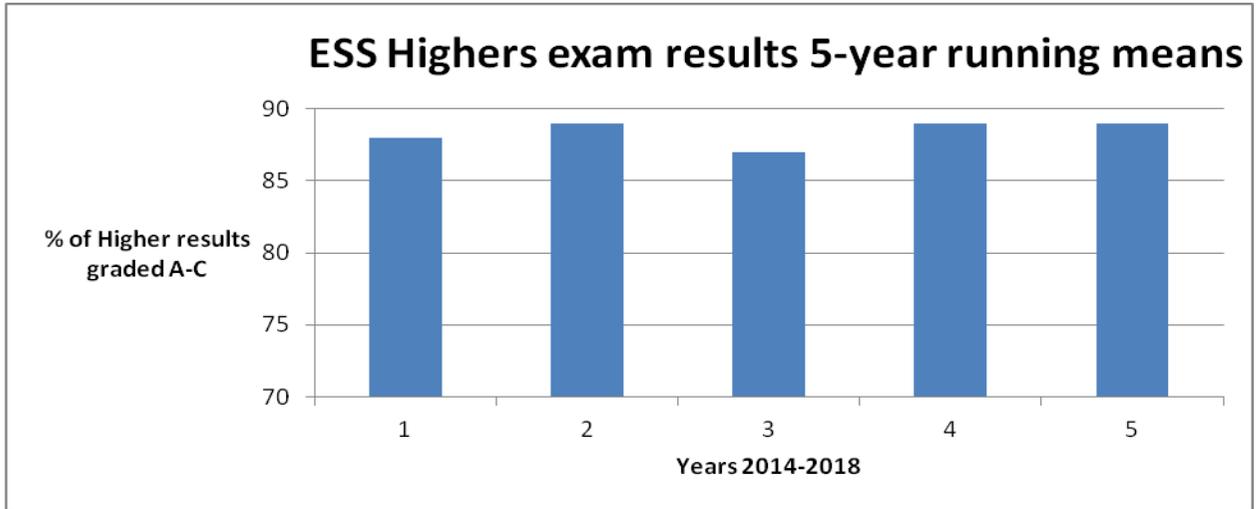


Figure 1: Higher exam results 5-year running means (i.e year 5, 2018, is compiled by averaging the results from 2014-2018 inclusive)

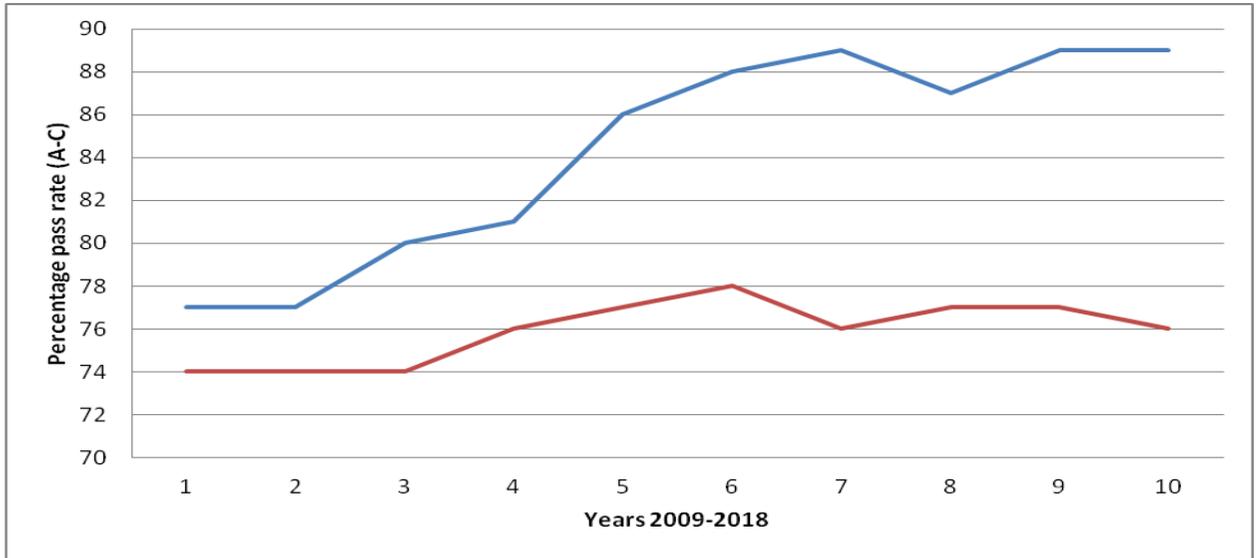
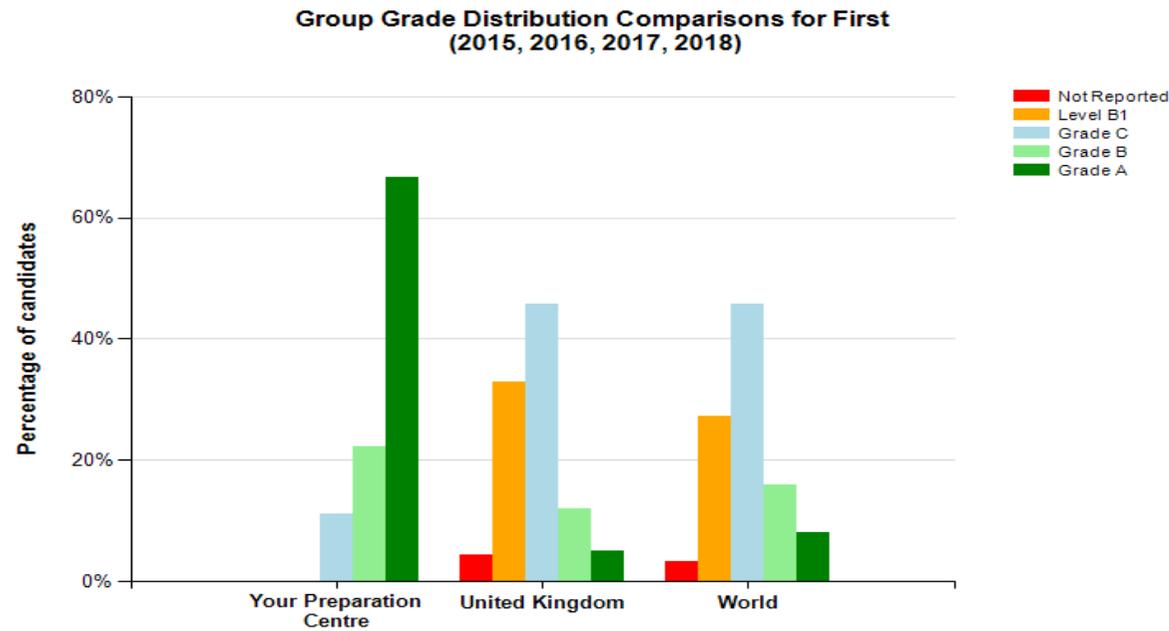


Figure 2: Improving trend against national pass rate: blue line, ESS Higher exam A-C pass rate, year by year 5-year running mean; red line, national pass rate by individual year

## Exam results (EAL) 2017-2018



**FIRST CERTIFICATE IN ENGLISH:** 1 ENTERED: 100% pass

100% pass at C1 level, Grade A (highest attainable level)

**CAMBRIDGE ADVANCED ENGLISH EXAM:** 9 ENTERED: 100% pass

3 levels: Preliminary (B1); First (B2); Advanced (C1), higher levels achieved on most

**IELTS EXAMS:** 3 ENTERED

pass at 8.5 of 9 bands (7.5 needed for university)

pass at 6 of 9 bands (5.5 needed for college)

pass at 5.5

## 5. Progress and achievement

### Kindergarten and Early Years

- The final report of the Early Years Development Group (EYDG) was presented to College in Autumn 2018. The recommendations in the report have been considered, and mostly accepted. Proposals arising from the report (which establishes a framework for sustainable expansion and improvement of Early Years provision) will now be taken forward by College, Trustees and Early Years practitioners. The development of the Playgroup into a registered daily all-morning service is a first step, and we have met with the Care Inspectorate to look at how to proceed with the renovation of Woodlands so that the space meets the requirements.
- Further EYDG proposals include reviews of staff support and supervision in the Early Years, and of our application and interview procedures for Early Years.
- The EYDG also proposed a detailed examination of our provision for the older children in kindergarten – looking at how and whether our curriculum and practice is meeting the increasing needs of these children. As part of this, Kindergarten practitioners planned visits other settings and continue to participate in the Boroughmuir local ‘cluster’ group. Also a small group of Early Years colleagues has been formed who are looking at how to develop the outdoor space and bring more outdoor work to the children; this will include bringing in more resources.
- As part of the review of our 5/6 year old curriculum we are also reflecting on our transition process from kindergarten to Class one.. This involves meetings between kindergarten and main school teachers to share experiences, and expectations and agree on the most appropriate way to meet these children at this important moment of transition to the main school.
- The number of Kindergarten groups has been reduced to three, and staffing has been consolidated to allow for a ‘floating’ assistant. This enables us to offer more one to one support for children where appropriate.
- A number of Early Years documents are being revised and updated, including policies and admissions’ documents. The Early Years Handbook (renamed from the Kindergarten Handbook) was revised and now contains more detailed information about the School’s pre-Kindergarten Early Years’ provision, such as the Playgroup, Parent and Child and Baby Group.
- It has been agreed that Kindergarten assistants will be paid an extra half hour per week, so that all Early Years staff are able to meet together on a regular basis for training, sharing practice and information. We are exploring ways in which assistants can lead in certain areas, within the classroom, and in taking on specific remits within the Early Years department.

## Lower School

- The Teaching and Learning Community (TLC) has devised a checklist of skills expected for the 'average' child in each Class. As a form of 'benchmarking,' this helps teachers to recognise if they have missed any key skills. We now have lists for English, Maths, and Study skills. This exercise was regarded as beneficial.
- The TLC also began to explore a comprehensive review of the research into 'technology' and the modern child, and the appropriate use of technology in the Lower School. This should form the basis for shared understanding between teachers, parents and prospective parents.
- An open parents' evening was held in autumn 2018, supported by the PTA, to introduce (in particular) parents with children in the Lower School and Early Years to the Upper School. For the first time at one of these evenings, pupils who had recently left the School were invited to make a presentation and answer questions. The evening was well attended.
- In 2017, The College of Teachers and the English as an Additional Language department identified a need for additional tuition in English for new pupils whose first language is not English. In 2018, additional staffing was therefore put in place in 2018 to provide appropriate support to raise these pupils' level of English to a point where they can access the curriculum.
- IN 2018, Class 8 performed Shakespeare's *The Winter's Tale*. Every member of the Class participated in some aspect of the production.

## Upper School

- Plans to re-establish a Student Council were at an advanced stage in January 2019. This initiative will be led by Upper School Class Guardians and pupil representatives from each Class. A constitution will be drafted in spring 2019.
- With support from the Spending Group (Christmas Market funds), a new drama club has been established on the initiative of Upper School pupils. The founders of the club are interested in learning about a range of theatrical and performance-related techniques and skills, including lighting, costume and set design. Members of the club will be guided by experienced adults, but will direct many of the activities of the club themselves.
- Visiting pupil numbers have remained high and stable. Many of our visitors come as a result of recommendations from pupils who have been to our school before. On average, 3-4 visiting students per term sit a Cambridge exam while here. Exam results in EAL (English as an Additional Language) overall continue to be extremely strong (see above).

- The 2018 exam results were excellent, with 91% of Higher results graded 'C' or better and with 78% of all Higher results graded 'A' or 'B' (see Figures 1 & 2 above for more details). GCSE results exceeded expectations, with 25% of candidates' results achieving a Level 9, against a national average of just 4%.
- Class 12 performed an inspired production of *The Jungle Book*, mixing rhythm, singing, movement and street-dance to great effect.
- Pupil numbers in the Upper School continue to be high and stable (approximately 80; the exact number fluctuates with the arrival and departure of overseas students). Retention is good, with large numbers (over 20) in Class 12 this year and last year.
- Behaviour in the Upper School continues to be good. Anecdotally, teachers report the Upper School pupils are generally very pleasant, cooperative, conscientious and well-behaved—although lateness continues to be an issue. Numbers in the weekly 'detention' sessions during session 2017-2018 remained low.

### Whole school

- The College of Teachers and the Management Team, working with colleagues who have the appropriate experience and expertise in other mandated groups, have continued to revise, redrafting and reformatting of all the school's main policies. Colleagues have been responsible for policies in three different categories: employment; safeguarding; educational. In 2019, many of these policies will be publicly available in document form through the 'parent portal' of the ISAMS system.
- Thanks to funding from the Spending Group (Christmas Market funds), a new mono-block path was laid between the main area of the playground between the pizza oven, past the Kindergarten to Craigneen. This has improved access especially for parents with pushchairs and members of the school community who have difficulty with mobility.
- The School has installed a data management system, ISAMS, which will go 'live' during the early months of 2019. This system will improve the efficiency of the school's record keeping, administration and communication processes. Key benefits include reduced paper usage, improved data security and enhanced visibility and control of real-time school information such as attendance registers. There will be a parent 'portal' to allow parents secure access to school documents, policies and, eventually, reports.
- With support from the Spending Group (Christmas Market funds), Ian Sutherland (the School's handyman and metalwork teacher) almost single-handedly designed and constructed a new wooden bike shed beside the path to the Coach House. This is our third bike shed and confirms the School's commitment to encouraging cycling through the 'Safer Routes to School' initiative, which is consistently supported by the PTA.

- Good relationships have been maintained between the School and its regulatory body (inspectorate), Education Scotland, through regular informal visits and meetings with our Link Inspector. An annual report from the Link Inspector (for internal consumption) was presented to College in autumn 2018. It made one recommendation about campus security but was otherwise very positive.
- The Edinburgh Steiner Teacher Education Course (ESTEC) continues to work with the GTCS for accreditation of a part-time, Post Graduate Certificate in Steiner Education which will enable students to register with the GTCS as Steiner Teachers within Steiner Schools in Scotland. We are formalising a partnership with the University of Edinburgh as our credit-rating body.
- The Marketing Group established an Alumni Association, which now has a presence on the School's website. It is hoped that this will enrich pupil learning experiences and support the careers programme, through events and activities, acting as mentors/role models and providing work experience. It could also provide 'ambassadors', 'case studies' and news to support the marketing of the School. In future, this holds the possibility of stimulating donations to fund, for example, capital development projects.
- The Estates Group has completed a number of medium-sized projects, including the installation of a number of new boilers, the removal of the sick beech trees from the garden in front of Edinholme and the relocation of the maintenance and metalwork departments (which necessitated major work to ensure security and safety on the driveway to Craigneen).

## 6. Summary of key priorities

- Respond to feedback from parental and staff surveys conducted in autumn 2018: develop policies and procedures to improve responsiveness, transparency, accountability and communication.
- 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.
- 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.
- 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.

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