



EDINBURGH
STEINER
SCHOOL

Edinburgh Steiner School marks this quadruple milestone year by championing **Integrated Education**, an innovative suite of portfolio-based qualifications arising out of an international collaboration of Waldorf Steiner Schools, with Waldorf graduate and Nobel-Prize Winner Professor Thomas Sudhof as Patron.

We are the leading School to apply for, and be approved by Crossfields Institute, as a Centre for the delivery of these portfolio-based qualifications that offer an **alternative passport to further education**.

As the only Steiner School in Scotland, we hope to grow as a beacon of Waldorf education. Yet to do so, we need appropriate spaces to learn, work, and play.

Our holistic approach emphasizes pupils are profoundly influenced throughout their educational careers by their built environment; yet our heritage buildings have fared less resiliently with the passing of the decades.

Rapidly falling into disrepair, our West Coach House – circa 1870s – is now unusable, putting pressure on curriculum space. Our vision is to convert it to our twelfth full-sized classroom for academic year 2020, influenced by Rudolf Steiner's architecture; supported by those who care about our work in advancing education; built through community construction.

www.edinburghsteinerschool.org.uk

60 Spylaw Road, Edinburgh, EH10 5BR T: 0131 337 3410 E: development@edburghsteinerschool.org.uk

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In September 2015, the UN Agenda for Transforming our world: the 2030 Agenda for Sustainable Development was agreed. It was a plan of action for people, planet and prosperity, with seventeen identified goals to address the most pressing global problems facing both the current and future generations. It informs educational policies. Within this document, the words 'innovation' and 'innovative' appear twenty-six times, particularly in relation to the needs of science, technology, infrastructure and economic growth. But, curiously, these words do not appear anywhere in Goal 4: education provision or aims.

Focusing surgically on a specific set of elevated STEM subjects can cause nations and the education systems they govern to devalue other equally valuable and interrelated skills which include the precursors to creativity. Steiner education aims to develop the thinking activity that has the capacity to find solutions rather than only knowing facts, so that they can begin to ask questions that have never been asked before and open new findings.

Teachers teach to the whole child, addressing all the multiple intelligences, including emotional literacy and kinaesthetic learning, while bringing into balance the right and left hemispheres of the brain. This develops analytical, logical and reasoning skills as education has always done, but also focuses on the development of imagination, creativity, memory and flexible thinking – skills highly prized in today's society.



Applicant **Edinburgh Steiner School Trust Ltd** became an educational flagship in Scotland with the introduction of Curriculum for Excellence. The basis of this holistic approach was – and is today – a deep understanding of the physical, emotional, intellectual and spiritual needs of the developing human being, applied to motivate and inspire a love for learning.

In contrast to Edinburgh's other independent schools, we do not select our pupils on academic ability; valuing them for what they bring to the school community through their social, moral, and spiritual abilities. Yet still our exam results are consistently above the national average, ranking in the Sunday Times top ten schools in Scotland owing to 100% Highers pass rate in 2017, most gaining a grade of B-A* (SCIS schools not included in 2018s figures).

At a time where young people become specialised as a result of their exam choices, Steiner pupils continue to study a broad spectrum of arts, sciences, crafts and humanities in addition to their national exam subjects, through our unique main lesson programme: over 100 non-exam topic blocks; studied daily for up to two uninterrupted hours over four weeks; the subject matter linked to the phases of child development.

Talking about her work towards ending fossil fuel consumption by 2020, Chief Scientist at Scottish Water Elise Cartmell, says of her education: 'It helped me to be able to look at things differently and provide alternative perspectives to challenges'. Professor Ilya Maclean, lead researcher on the project that discovered quinoa crops could be grown in the UK adds: 'What I have taken with me into life and work from the school is the ability to challenge conventional wisdom'. Alumnus Gordon Reynolds – pupil of internationally celebrated projective geometrician and astronomer Lawrence Edwards, turned Chemistry teacher, Guardian, Trustee and parent, with 39 years at the chalk-face, said he steps away into retirement with the three Es: Energy. Enthusiasm. Empathy.

This May, we celebrated our 80th year of providing an important alternative to mainstream and independent education in Scotland. We offer an education ranging from early years provision (baby group through kindergarten) to age 18; are a Steiner teacher training centre; host students from abroad; and participate in international exchanges. As a charity registered for 'the advancement of education', it has long been an ambition of the School that access to a Steiner education should not depend solely on the ability to pay. Our fees are the lowest of all 34 independent schools in Scotland; each secondary school child educated in the school saves the public purse space and cost (at least £6,252/year); and one third of our pupils (31%) are financially helped through the bursary, hardship fund and fee remission for teachers. We are proud of our alumni' progression too: the number of former pupils engaged in entrepreneurial activities was noted by inspectors to be ahead of the curve, reflecting the success of the education in developing creative thinking and the determination to see projects come to fruition.

Our Future

This milestone year coincides with the 100th birthday of Waldorf Steiner education worldwide. Still the fastest growing alternative education, there are now over 1,100 schools and almost 2,000 Kindergartens in some 80 countries, on every habitable continent. The Centennial is an occasion to further develop Waldorf education for our time; focusing consciously on its global dimensions. Our school is growing as a beacon of Steiner education in Scotland, championing the Integrated Education Certificate in our classrooms.

The close relationship between a broad, creative curriculum and the development of the natural capacities necessary for creative thinking and autonomy of action across all disciplines is central to Steiner Education but increasingly at odds with an exam-driven wider educational context. The pressures to achieve within an exam-based system inevitably devalue time spent on integrating other important learning opportunities; and fails to meet the learning needs of all pupils.

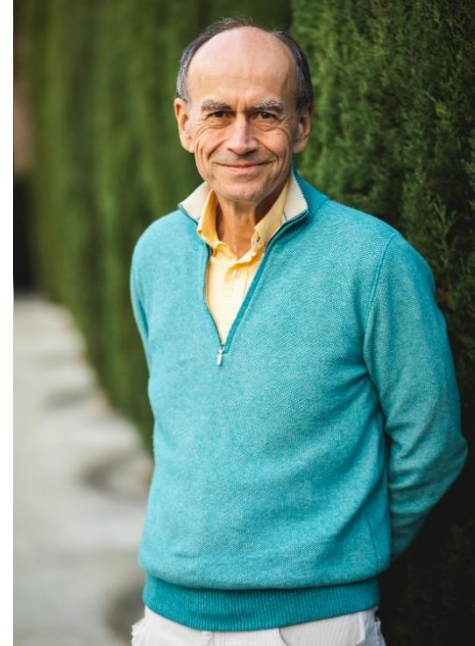
Those students whose learning styles do not sit well with formal learning and summative exam assessments are at greater risk of becoming disillusioned, disengaged, stressed and even disruptive. Even those who are well-suited to formal learning in the teenage years are not best served in an exam-driven environment that is necessarily backward-looking and based upon what was important some years previously when the exam criteria were set, rather than providing preparation for acting in an increasingly complex and uncertain world. More damaging still is the way the current system places undue stress upon finite fact regurgitation and training to pass exams, rather than creative understanding and engagement with principles as continually developing concepts.

A modern, forward-thinking educational approach and assessment method is needed. To address this crisis in education, enhancing inclusiveness, our school partnered with Steiner educators in Norway, Finland, Denmark and the United Kingdom in collaboration with Crossfields Institute to design and develop a suite of alternative portfolio-based qualifications. They enable non-verbal experience of interconnections and context that is often found in non-formal and informal learning to be included and recognized alongside the highly focused analytical thinking and memory training often involved in formal learning. Founded by members of the Steiner Waldorf Schools Fellowship; and grant-funded by Erasmus+ (2015-2018), the Acknowledging Creative Thinking Skills (ACTS) project has Waldorf graduate and 2013 Nobel Prize Winner for Medicine (Neuroscience), Thomas Sudhof, as Patron.

The ACTS project identified a key spectrum of creative thinking skills developed through the integrated approach currently found in Steiner Schools, and articulated these skills in a manner that can be internationally relevant, attainable and assessable. Two innovative new qualifications have been successfully designed and developed: one for 14 to 16-year-olds (the IE Certificate) and the other for 16 to 18-year-olds (IE Diploma). The former is now listed on the UK Register of Regulated Qualifications, with the advanced Diploma expected to follow suite later this year (2019).

Facilitating meaningful creative thinking in a format that for the first time translates the Steiner approach to learning into physical qualifications that can be measured alongside their exam-based mainstream counterparts both maximizes potential in pupils across all disciplines and raises attainment. By providing the means to acknowledge and champion the full range of capacities - allowing for the unique talents and interests of each pupil - lower school-leaver numbers are anticipated.

It is being made available to any school anywhere in the world, in a bid to meet the call from employers and research organisations for improved creativity and innovation to accompany technical expertise; and more importantly, to serve the children who are being let down by an education system that is out of balance with their developmental and wellbeing needs.



"My Waldorf education provided me with the freedom and inspiration to develop my own projects, allowing me to develop my own approach to and thinking about specific issues ranging from mathematical projects to artistic creations."

**Professor Thomas Sudhof -
2013 Joint
Nobel Prize Winner
in Medicine (Neuroscience)**

**Patron of Acknowledging
Creative Thinking Skills**



There is a growing need for creative solutions to meet an ever increasing array of social, political, economic and natural challenges, from disaffected youth to climate change, and yet there are fewer and fewer opportunities for our young people to practise the necessary skillset they will need within the current assessment system. We need to make an investment of effort now, so that they will have the inner tools that they need to meet these challenges.

We are making this investment of willingness, time, and resources. Over the course of the last two years, three members of staff have been engaged in a rigorous post-graduate training programme to embed the skills necessary to teach and assess the Integrated Education (IE) courses at all levels. Our School went on to successfully undertake a pilot of the first qualification to arise out of this multinational 3-year ACTS project: IE Certificate (2018-19), which consists of two modules: Independent Project and Creative Thinking Skills module. This month (June 2019), our application to register as a Centre for the delivery of Integrated Education has been accepted by Crossfields Institute.

Taking the IE Certificate into the classroom progresses the project for the generations of young people to come who will benefit from this innovative qualification – enhancing its pluralistic orientation both in the independent and state education sectors. It not only provides an opportunity to evaluate the Certificate in practice. A school delivering the 240-hour course can make a nomination for it to be added to the UCAS Tariff in the UK. UCAS translate qualifications into a numerical value. Universities, colleges and conservatoires refer to a minimum number of UCAS Tariff points in their 'Course Entry Requirements'. Joining the Tariff Table with an allocated number will make it a valid alternative passport to further education and work that is not based on summative exam assessment.

Class 8 pupils have successfully undertaken a pilot of the Independent Project module. As an all-through school, Class 8 (aged 13- 14) acts as a year of transition. Developing the responsible working habits that will stand them in good stead later on in the Upper School (and beyond) to be authors of their own biographies, they take on a major work of their own choosing. It is planned, researched, and presented to the whole school. This project has now become the foundation of the IE Certificate's first module, with the added emphasis of documenting the journey to the finished presentation. Around this page are just some of the recent projects in exhibition.

One pupil in the pilot chose the world of poetry as her subject. She undertook to write biographies for two 'inspirational and important' female poets. As part of her research she joined the Bronte Society. For the practical part, she penned her own poetry. All her handwritten work is in books she made and bound herself 'to balance the academic with the creative'. Another crafted his own street organ and learnt to play it. A third built his own bike. A fourth documented 'My steps to writing a novel', basing her characters on her school peers and family.

Knowledge is not the sole fruit of success in one's school career. We also value wisdom. Advocating this valid suite of qualifications has the potential to put Steiner education at the centre of high school educational reform in Scotland for a second time in only a decade.



Our curriculum is developing; so too is our child-friendly architecture.

As one of the first Steiner Schools to be established in the UK, and now the only one in Scotland, Edinburgh Steiner School Trust is looking to develop our campus to facilitate our pupil numbers to grow to 360 in Kindergarten and School, and extend our Early Years provision from 8 hours a week to a registered full-time playgroup, free to parents (funded in part by the Council's 30 Hours Free Childcare scheme).

Once grand, our Victorian villas, - including several listed buildings - are now needing major repairs; their energy efficiency can be improved with modern materials to lower our bills and our carbon footprint; and alterations to the spaces will relieve the pressure on our increasing roll.

Sitting within a conservation area of Edinburgh, our campus has grown over the years as a living example of community construction, with parent, pupil and teacher participation.

Our Vision

The Trustees commissioned architects to prepare a campus development strategy. Within that long-term framework, the immediate priority is to increase the number of larger classrooms by restoring the coach houses to full use. Creating an appropriate space to register our playgroup is the next key development. Following this, we need to address the ageing of our historic buildings and enhance their energy efficiency. Further phases include:



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| 1. New secure entrance gate & canopy £52,000 | 7. Fresh FOOD hall £252,000 |
| 2. KINDERGARTEN reconfiguration £151,000 | 8. THEATRE Foyer to main hall £324,000 |
| 3. Woodlands windows /alteration £115,000 / £1.26m | 9. MUSIC & DRAMA rehearsal space £228,000 |
| 4. Edinhome windows / alterations £151,000 / £1.38m | 10. Anthroposophical THERAPY Room £92,000 |
| 5. GARDENING greenhouse £46,000 | 11. Kindergarten extension £135,000 |
| 6. Storage rooms behind Science Wing £115,000 | 12 & 13. GARDENING plots (lunch ingredients) |
| Professional fees & Conservation permissions £1.06m | Landscaping and drainage £503,000 |



19th Century Coach Houses converted to 21st Century classrooms

We broke ground in January converting the East 1870s Coach House into two full-sized classrooms of 25 and creative arts spaces; designed with deliberation and intentionality to create distinctive Waldorf curriculum spaces that meet the wellbeing of the child as well as the intellect.

Restoring the coach houses to full use to provide the vital three full-sized classrooms and relocating the Chemistry room requires an investment in our campus of £1.1million. Phase One, at a total cost of £568,000, was financed in the main by legacies left to the school, as well as reserves; and included a £3,000 grant from Hermes Trust for chalkboards; a gift of eco paint from Earthborn (worth £1,200) and time volunteered by parents and teachers; as well as pupil participation.

Children often leave their mark on schools, from scribbles on desks to their innate urge to test the resilience of the furniture. It's not often the architecture actually invites these contributions. Pupil involvement has played a key part of the project, with Classes 9, 10, 11 and 12 adding ownership to the building: five words that encapsulate our education chosen and engraved by Class 12 into the staircase; Class 10 whittling a wooden coat hook for each pupil next year, Classes 9 & 11 carving tactile Elm handles for the kitchens in each of the four rooms, and worked with

Steiners Curriculum of Colours to design and paint a vibrant entrance to the East coach house; completed in June this year.



Phase Two converts the West Coach House, which is becoming unsafe due to dilapidation. Currently the Chemistry room, its size will lend it to be the twelfth full-sized classroom. The Biology & Physics building will be extended too to bring the sciences under one roof. This next phase requires raising half a million pound sterling to begin the work.

Currently the school community has collectively raised a further £30,000 for Growing Spaces through previous annual Christmas Markets (an event organised by volunteer parents from every class that attracts over 2,000 people through the gates). We anticipate raising a further £6,000 each year for our campus development from this event.

Money is also being raised through parents, teachers, alumni and trustees pledging donations over the coming years; and one-off donations through our online fundraising page. Pledges anticipated over a ten year period, including Gift Aid, are at £46,000 and increasing. This is in spite of low teacher salaries, an increase of up to 9.3% in tuition fees (2019/20) due to the removal of our 80% relief from business rates by the government, and one in three pupils being helped with paying the tuition, monthly pledges. These monthly amounts can service a £30,000 loan at 2% per annum from Anthroposophical Society

Continuing input from the School's in-house development team, including two Trustee members on the Fundraising Steering Group, a Development Executive (also a parent/alumna) and other volunteers, is on-going to apply for grants and host fundraising events to sustain the next phase of the restoration of our 150-year-old coach houses.



We seek your help to fund Phase Two of our Coach Houses Project (due to be converted over April - July 2020)

Initial Strategic Costs by Quantity Surveyor (May 2019):

West Coach House converted to 12 th Classroom	£107,800
Bathrooms (WC)	£42,000
Science Wing extension	£269,500
Professional fees (5%)	£ 20,965
Subtotal	£440,265
Vat tax (20%)	£88,053
Total	£528,318

Caf Bank: Edinburgh Steiner School Trust Ltd
Sort Code: 83-91-46 Account number: 0009 5607

- It addresses the urgent need for remedial work to the buildings conjoining the C-listed east coach house. It is now a safety hazard depleting our not-for-profit educational estate of 98m² teaching space, pressurizing curriculum space and teacher resources. Failure to deal with it also risks causing problems to this new conversion.

- Excellence can flourish by creating inspirational spaces to learn in.

- Providing more space for our pupils and teachers to work and move, particularly during rhythmic time, craft & painting lessons and projects, means removing the need for classes to be split to fit the room sizes. This will lead to a cost saving in staffing; and will enhance pupils' lives.

- The restoration will provide the much needed final classroom with a capacity for 25 pupils whilst the villas are reconfigured. Its future use will become the art department, making creative arts at the centre of the campus.

- A sustainably high number of pupils will ensure that classes have the breadth and depth to grow in a healthy social way; and provide the school with a measure of financial security that will put us in a position to self-finance further phases of our ambitious long-term campus development project through revenue and community loans. It would also allow for investment in teachers' salaries, teacher training, and further improvements to educational resources and amenities.

- It will liberate space in other areas of the campus, allowing for Phase Three: altering the ground floor of one of our villas to create an open room suitable for toddlers. Adding a registered playgroup will provide an unhurried, holistic environment for the growing number of children with working parents; and will help to feed higher numbers into Kindergarten.

- Long-term improvement in energy-efficient, permanent, structures will reduce our carbon footprint and our bills; saving costs over the lifetime of the building.

- The school continues to play an important role in maintaining cultural heritage through the upkeep of a number of listed buildings.

- The school community will both witness their efforts during the Christmas Markets materialise, and feel the wider support for our efforts in advancing education. This will help to energise the annual whole-school fundraising efforts; and encourage other grant providers.

Social Responsibility



Our aim is to develop responsible, free-thinking young people who can contribute to society with initiative and purpose.

We are a rare example of a school which emphasises sustainability and the belief in self-reliance. Educating for creative adaptability and compassion that is firmly rooted in a perceptive understanding of oneself and the situations we encounter. In the words of our founder, Rudolf Steiner: "The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education" (1919).

Bursary & Hardship Fund

It has long been an ambition of the School that access to a Steiner education should not depend solely on the ability to pay fees. Our tuition fees are lowermost of all schools in the Scottish independent sector. The next two closest fee-paying schools in Edinburgh in terms of cost are 128% and up to 158% of ours. Bursary and Hardship funds are also available to help pay a proportion of the fees for qualifying families, totalling 6% of the previous academic year's total fee income.

Helping the wider community

The curriculum focuses on fostering initiative, a caring attitude and moral awareness in children and young people. We support the wider community in many ways, regularly making collections for foodbanks, volunteering time, donating equipment and supporting organisations through the use of our facilities. Many of these stories are on our [Social Responsibility](#) page of our website.

Our teenage pupils undertake the Bronze & Silver Duke of Edinburgh Award programme offered through the school, which incorporates up to twelve months of voluntary work. An active 'Climate Change' group of pupils and teachers meet every Monday. Many more undertake their own charitable efforts, sometimes individually, sometimes as a class, bringing their initiatives onto campus for the school community to support.

Meadows Chamber Orchestra, Aria Alba (an amateur opera group) and Fringe theatre performers use our hall and grand pianos for rehearsals; the local community gardens for the elderly benefit from our pupils tending to their raised flower beds; our Friday Market keeps the biodynamic Garvald Bakery at its heart (supporting people with disabilities through finding meaning in work); anthroposophical events are hosted on campus; a community of holistic therapists offering over 50 treatments including anthroposophical massage and biographic counselling use our Eurythmy room for workshops and feature in our weekly ezine.

This positive difference to the wider community is continued on by our pupils long after they have left the school gates, from setting up a philanthropic foundation that has raised millions for charity (Sam Heughan) to dedicating careers to addressing in a positive and sustainable way the 'super-complex' global issues that we are inheriting, from Global Warming to mass migrations and from the challenge of finding sustainable energy and food supplies to addressing escalating mental health issues (Joel Kenrick, to add another name).

We are making an investment of effort now, through our holistic, broad education that teaches to the whole child at an age-appropriate time, so that young people will have the inner tools that they need to meet an ever increasing array of social, political, economic and natural challenges.



Like every non-profit, we depend on the philanthropic support of the people who care about our mission. And like every independent school, tuition alone does not support everything we do to educate our pupils. There are various ways you can play your part in helping us realise this ambitious project, contributing meaningfully to the learning environment of our children.

Naming Rights

For significant donations, naming rights can offer a public recognition of your generosity: East or West coach house, the Science Wing, Food Hall, Gardening room, Drama & Music space.

Leaving A Legacy

If you are keen to support Edinburgh Steiner School Trust even after your death, you can leave a donation in your will. Not only will this hugely help your chosen charitable cause, who will receive 100% of your gift, you can also reduce your Inheritance Tax Rate from 40% to 36% by leaving at least a tenth of the taxable amount (the amount currently above £325,000); meaning you, instead of HMRC, decide where your Inheritance Tax goes.

Tax Efficient Giving

If you pay UK tax above the Basic rate, a £100 donation given to Edinburgh Steiner School Trust could only cost you between £54 - £60 (depending on your exact tax band).

Sponsorship

Companies, individual philanthropists and Grant Foundations who are helping us in furthering our vision are recognized on our website, through our weekly ezine and on our dedicated Growing Spaces Facebook page. Each are contributing in their own distinctive way, whether it's through resources or time.

In most cases Corporate Donations and Gifts in Kind are tax deductible in the UK. Companies can claim tax relief for donations to Edinburgh Steiner School Trust Ltd as a charge against income in your corporation tax computation. There are also tax effective ways of donating equipment, materials or manpower.

If there is some way you can back our project; or would like to learn more, please contact Development Executive, Sarah Miler, on 0131 337 3410 Ext 4. Alternatively, visit our website; or email: development@edinburghsteinerschool.org.uk



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