



SCHOOL INSPECTION SERVICE

Progress monitoring report

School name	Calder Valley Steiner School
DfE registration number	381/6002
Inspection dates	26 & 28 September 2017
Reporting inspector	Dr Martin Bradley

SECTION A: Information

Information about the inspection

This inspection was conducted by the School Inspection Service (SIS) at the request of the Department for Education (DfE). It was carried out by SIS in accordance with Section 109(1) and (2) of the Education and Skills Act 2008, and it follows the inspection framework agreed with the DfE.

The last inspection took place on 15 – 17 May 2017. The inspection made the following recommendations for improvement in order to meet the independent school standards and the requirements of the Early Years Foundation Stage (EYFS):

- ensure that written policies, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education and Health Care plan and do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraphs 2(1)(b)(i) and 2(1)(b)(ii));
- for pupils receiving secondary education, provide access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential (paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii));
- ensure that all pupils have the opportunity to learn and make progress;(paragraph 2(2)(h));
- effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i));
- ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d);
- put in place a framework to assess pupils' work regularly and thoroughly and ensure that information from assessments is used to plan teaching so that pupils can progress (paragraph 3(g));
- ensure that the teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 3(i)) ;
- put in place a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both. (paragraph 4);
- actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraphs 5(a) and 5(b)(v));
- make arrangements to safeguard and promote the welfare of the pupils at the school (paragraph 7(a));

- ensure that pupils are properly supervised through the appropriate deployment of school staff; (paragraph 14);
- ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and that appropriate action is taken to reduce risks that are identified (paragraphs 16(a) and 16(b));
- make appropriate checks before appointing staff regarding their medical fitness (paragraph 18(2)(c)(ii));
- provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1)(c));
- ensure that the annual written report of each registered pupil's progress and attainment provides information on all the main subject areas taught (paragraph 32(1)(f)); and
- ensure that persons with leadership and management responsibilities can demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils (paragraphs 34(1)(a), (b) and (c)).

The school was served with a Notice by the DfE on 4 July 2017 requiring an Action Plan to be submitted by 4 August 2017 with an implementation date of 4 October 2017. The Action Plan was submitted on 23 August and evaluated by SIS on 28 August 2017. The Action Plan required improvement. On 13 September the DfE called for an unannounced Progress Monitoring Inspection to be carried out by the SIS. This inspection took place without prior notification to the school. It was conducted by an independent professional inspector who looked at aspects of the school's provision, including its accommodation, as requested by the DfE. At the time of the inspection the school was in the third week of the autumn term.

The school had completely revised its Action Plan since the original version was submitted to the DfE, including revision of the dates for action to be completed. The revised version of the Plan was provided in hard copy to the inspector on arrival at the school on 26 September who scrutinised it in detail. The dates for action to be completed are now within the time scale sought by DfE, apart from matters, such as termly and annual pupil reports, which are due for action later in the academic year. The revised Action Plan was submitted to DfE on 27 September.

Information about the school

Calder Valley Steiner School is an independent day school which provides part-time and full-time education for 72 girls and boys aged from three to 12 years. This is a decrease from 75 at the time of the last inspection in May 2017. There are two pupils with Education Health Care (EHC) plans. The school was first registered in 2011. It is currently registered with the DfE to take up to 90 pupils. At the time of the last inspection the school had two sites, the original site in a former church

house in Cragg Vale and the recently opened site in part of an industrial unit in Brierley near Luddenden Foot. Since the last inspection the school has lost the Brierley site. It is now situated in the original house in Cragg Vale and has relocated the kindergarten classes into the community room in the adjacent parish church. This is a temporary arrangement and the school is actively seeking alternative accommodation in the area. The school has a small outside play area and also uses the adjacent graveyard where tombstones have been cleared and the grass has been mown, although some 'table tombs' remain.

The Early Years Foundation Stage (EYFS) is provided in two kindergarten classes which have an age range from three to six years and which have a total of 30 children attending. The kindergarten classes alternate their use of the community room, each having half the day there whilst the rest is spent outdoors in an area with a shelter. There are ten pupils in Class 1/2 currently aged six and seven, six in Class 3, aged eight, fourteen in Class 4/5 aged nine and ten and twelve in Class 6/7/8 aged eleven, twelve and thirteen.

The day before the unannounced inspection, the school's management met with the two Class 8 pupils aged 13+ and their parents and informed them that it was unable to continue to provide places for them. Arrangements for their transfer to other schools are being made although no clear date has been fixed for this. The nine Class 7 pupils will all reach their thirteenth birthday during the present academic year. They are above the school's registered age range of three to twelve. The school's management is considering alternative provision for them. This has yet to be discussed with the College of Teachers and the children's families. The school's Action Plan refers to provision for Class 6 and 7 pupils, not to Class 8 pupils.

Calder Valley Steiner School seeks to enable children to find their own strengths, to provide them with the inner resources to overcome any educational challenges they face, and to develop in them faculties which will help them to live as creative, free-thinking individuals. The mission statement for the school is "Making Time for Childhood".

The school has been granted exemptions from some aspects of the learning and development requirements of the EYFS.

Steiner Class Names	National Curriculum Year Groups
Kindergarten	Nursery, Year R Year 1
Class 1	Year 2
Class 2	Year 3
Class 3	Year 4
Class 4	Year 5
Class 5	Year 6
Class 6	Year 7
Class 7	Year 8
Class 8	Year 9

SECTION B: Progress in relation to the school's action plan and compliance with the independent school standards and the requirements of the EYFS

Part 1, paragraph 2(1)(b)(i): take into account the ages, aptitudes and needs of all pupils, including those pupils with an Education and Health Care plan.

The standard is now met.

The school has revised its planning and monitoring processes. The Steiner curriculum continues to provide the basis for its schemes of work and this is appropriate. Lesson planning has been revised to ensure that differentiated work is provided in all classes. The planning for Class 8 pupils aged 13+ now provides a good match with the ages, aptitudes and abilities of the pupils.

Two pupils have an EHC plan. One has only just joined the school and is currently being assessed, but the other is receiving good support which enables him to make good progress. This is appropriately recorded, including returns made to Calderdale local authority (LA). The school administration has been significantly strengthened by changing the role of the administrator to that of School Manager with enhanced responsibilities for management and educational planning. A member of staff has been identified as Education Coordinator and she has been booked onto leadership and management training later this term provided by High Speed Training. Very effective external support is being provided by the Steiner Fellowship and by a former local high school headteacher who is an adviser to an academy chain. A former deputy head and the special educational needs (SEN) coordinator in a maintained school has been appointed as a trustee and has advised the school on developing its monitoring and appraisal practices. These changes have supported curriculum development.

Part 1, paragraph 2(1)(b)(ii): ensure that written policies, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The standard is now met.

Planning for British values is now explicitly identified. The fundamental British values have been addressed well in curriculum planning and the school has drawn upon a good range of sources, including national and local authority guidance, to devise a policy on British values, ensuring that lesson planning takes account of these. This policy is being implemented particularly effectively. The school has appreciated that these values are an integral element of the Steiner approach and plans and displays all take good account of them. To assist pupils' understanding of different faiths and beliefs, visits have been made to a mosque, a Hindu Temple and a synagogue. Wall displays celebrate this work effectively. Support has been provided by Barnardo's on general understanding of equalities such as LGBT matters, thus enabling pupils to develop respect and tolerance for different lifestyles.

Part 1, paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii): for pupils receiving secondary education, provide access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options; and helps to encourage them to fulfil their potential.

The standards are now met.

An appropriate careers programme has been developed for the pupils of secondary school age. This includes visiting speakers, with supporting material being gathered for the school library. This programme, which began during the first two weeks of term with a visit from a mental health nurse, has received positive feedback from the pupils. At present the focus appropriately is on developing the programme along with careers guidance and a policy is not yet fully developed.

Part 1, paragraph 2(2)(h): ensure that all pupils have the opportunity to learn and make progress.

The standard is now met.

Lesson planning has improved and takes account of the needs of individual pupils and teacher's plans are scrutinised by senior members of staff. This monitoring is linked to the extended staff mentoring programme as well as individual staff interviews with the Chair of Trustees four times a term. These are good arrangements which ensure consistency across the school. Planning for mixed age classes is now clearer and more effective. Better account is taken of the needs of individual pupils so they learn more effectively and increase their progress. Staff have detailed knowledge of each pupil, as is evident in their notes on individual pupils, and previous notes have been augmented by recording attainment levels in reading, mathematics and personal skills. Planning is also supported by teachers carrying out 'learning walks' round the school to promote peer observation and linked to advice from a former deputy headteacher of a maintained school who has joined the trustees. These actions, including the rigorous approach of the School Manager, support consistency across the school and are greatly helped by the school returning to one site.

Part 1, paragraph 2(2)(i): effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

The standard is now met.

The school's appropriate policies on British values, the Prevent agenda and careers advice are in place and the associated programmes are being implemented. Advice, support and training have been obtained from local high schools, the NSPCC and Barnardo's, as well as Calderdale Local Authority. The school, now operating on the original site and in the adjacent church, is also renewing and extending its links with the local community. Access to the newly renovated church is also enabling the school to develop its work on festivals using the church nave, such as Michaelmas, rehearsals for which are currently taking place. A Student Council is in the process of being formed, the Class 6/7 pupils having voted to support this.

Part 1, paragraph 3(d): ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.

The standard is now met.

Discussions with staff on previous inspections indicated that they were aware of the aptitudes, needs and prior attainment of the pupils but this information was not used to inform lesson plans or teaching. This knowledge is now written down and supplemented by information on reading and mathematical attainment and the needs of individual pupils. Lesson planning has been revised under the leadership of the School Manager and now provides for much more clearly defined provision for the different age groups in each class as well as tasks for specific pupils where appropriate. As a consequence the quality of teaching has improved. Flexible grouping of pupils within each class is planned very effectively to ensure that the work is matched more closely to individual pupils' attainment in different subjects.

Part 1, paragraph 3(g): put in place a framework to assess pupils' work regularly and thoroughly and ensure that Information from assessments is used to plan teaching so that pupils can progress.

The standard is now met.

The framework for assessment has been revised and is ensuring that information from assessments is used to plan teaching effectively. The limited evidence available after less than three completed weeks of the term indicates that assessment is more detailed and focussed on identifying what the pupils have achieved and using this information to inform subsequent planning. It is too early in the term to evaluate the longer-term impact of this. Assessments have been revised and extended, drawing on material from other Steiner schools, as well as advice from the Steiner Fellowship and a former high school headteacher. A recently appointed trustee with mainstream SEN experience is providing advice on assessment of pupils with SEN. The school's revised Action Plan indicates that a termly report on each pupil's progress will be given to the trustees, commencing in December 2017, along with annual reports to parents. The termly report will provide information on pupil progress and where appropriate contain details of individual pupil's specific needs which may affect their learning.

Part 1, paragraph 3(i): ensure that the teaching does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The standard is now met.

British values are very evident in the teaching, in lesson plans and in displays throughout the school. Staff have received training in the British values agenda (July 2017) from Calderdale LA and a suitable new policy and lesson planning template devised and implemented to ensure that lesson planning provides evidence that these values are being addressed. The school has appreciated that such values lie at the core of the Steiner philosophy and are able to articulate them very well. A senior teacher has been given responsibility for overseeing this area. British values

are a standing item on the College of Teachers weekly meeting. Further training, using the relevant policy lead at a local high school is planned, but the date for this is yet to be confirmed.

Part 1, paragraph 4: put in place a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both.

The standard is now met.

Assessment of pupils' attainment and progress is now used to inform lesson planning which includes a significantly greater focus on the needs of individual pupils. Termly assessments of literacy and numeracy are planned and are to be recorded on teachers' records for each pupil. Baseline assessment for all new pupils is being used prior to entry to support more individualised planning. Termly and annual reports on all pupils are planned, but have yet to be implemented. Termly reports on each pupil will be scrutinised by the trustees, using a format developed by York Steiner School. This will seek to monitor pupil progress and contribute to an assessment of the quality of teaching. Support for this area of work was being provided by the Steiner Fellowship Chief Adviser and by an experienced Steiner consultant on 27-29 September 2017 during the time that this inspection was taking place.

Part 2, paragraph 5(a): actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The standard is now met.

This was very evident in lessons seen. A Main Lesson in Class 8 on Attila the Hun linked the fall of the Roman Empire to respect for the law and to current ethnic and religious cleansing events. The pupils showed good understanding of the issues and were able to express their views clearly in a well organised discussion. Staff have now been trained by Calderdale LA (July 2017) on British values and an appropriate policy based on LA guidance has been implemented. Older pupils have visited a mosque, a synagogue and a Hindu Temple and further visits are planned.

Part 2, paragraph 5(b)(v): further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures.

The standard is now met.

The school has fully addressed this standard. The main focus has been on other faiths, but within that context, cultural factors have also been considered. Curriculum planning indicates broadening of the curriculum for each class to include reference to other cultures. The curriculum for each class has been reviewed to identify where other cultures have been addressed and any gaps have been filled. The school has re-introduced the celebration of festivals, which could not be taught properly as a

whole-school event when it was on two separate sites. Teaching for the Michaelmas festival is in place.

Part 3, paragraph 7(a): make arrangements to safeguard and promote the welfare of pupils at the school.

The standard is not met.

The safeguarding policy has been updated by the school, following advice from the former head of a local high school acting as a consultant, and support from Calderdale LA. The Chair of Trustees and the School Manager, along with the trustee with responsibility for safeguarding, have ensured that this aspect meets requirements and that staff awareness and understanding of the revised policy is checked. The school has planned further update safeguarding training, to be provided by Calderdale LA, for members of its identified appointments panel later in the current term, and is waiting for confirmation of the dates for this. The annual safeguarding training for the kindergarten staff was provided by Calderdale LA and is up to date. This includes reference to signs of abuse and neglect. Additional kindergarten staff training is booked for 29 November 2017 with a follow-up on 9 January 2018. However, until all the safeguarding training, including updates for the appointments panel, has taken place the standard cannot be fully met. A representative of Barnardo's has visited the school twice to talk to pupils about safeguarding and LGBT issues and to advise the school on dealing with these matters.

Part 3, paragraph 14: ensure that pupils are properly supervised through the appropriate deployment of school staff.

The standard is not met.

The issue of the adequacy of supervision initially arose at the now disused Brierley site. Supervision at the Cragg Vale site is supported by the recruitment of additional supervisory staff and by good deployment of these. This was noted during outdoor play on both days of the inspection, in the school garden. Supervision of the church graveyard however did not prevent two pupils climbing onto two "table graves" in one corner of the graveyard, a potential health and safety risk which the teacher on duty did not deal with. Consequently this standard is not met.

Part 3, paragraph 16(a): ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy.

The standard is not met.

The school has taken steps to meet this standard but more are needed if this standard is to be met. The School Manager has taken responsibility for safeguarding and has an identified deputy in place. She has revised the risk assessment policy and is monitoring its implementation. The School Manager now attends College of Teachers' meetings where relevant safeguarding and risk assessments issues are discussed.

However, there are no written risk assessments regarding the use of the church's community room and access to it. Some risks have been identified and appropriate action taken where possible. These assessments have not been written down, and it is not clear how far the relevant issues have been fully and comprehensively addressed.

The school is taking urgent action to find alternative accommodation for the kindergarten classes. Currently, the accommodation they occupy, although temporary, is not suitable for these children. At present the risk assessment policy is not effectively implemented by the use of this accommodation.

The older pupils use the churchyard for outdoor play. There is no written risk assessment for its use. Whilst tombstones have been removed and the area is mown, some 'table graves' remain and the pupils can climb on these. As part of the church's renovation, pews have been removed and are piled inside the churchyard beside the wall separating the school and the churchyard. These await a decision from the church authorities allowing their disposal. At present they have a thin string round their perimeter. This is inadequate and the furniture is not safely stacked or adequately fenced off. They pose a safety hazard.

Part 3, paragraph 16(b): that appropriate action is taken to reduce risks that are identified.

The standard is not met.

Where written risk assessments have been made, appropriate action has been taken to reduce these. Any risks identified in the use of the church community room are not written down so there is no means of checking that these are comprehensive and that actions taken fully address these risks. Also, the assessment of risks associated with the pews and "table graves" in the graveyard have not ensured that pupils cannot access them. Consequently this standard is not met.

Part 4, paragraph 18(2)(c)(ii): make appropriate checks before appointing staff regarding their medical fitness.

The standard is now met.

The School Manager has ensured that the forms are consistently completed and all refer to prospective staff's medical fitness checked before they are appointed.

Part 5, paragraph 23(1)(c): provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education.

The standard is not met.

The school has obtained quotations for building a small shower block and for renting portable shower units. A decision as to which to choose is pending. The school states that from 13.10.2017 the older pupils will be going off site for physical

education and the accommodation has changing rooms and showers. However, at the time of the inspection this standard was not met.

Part 6, paragraph 32(1)(f): ensure that the annual written report of each registered pupil's progress and attainment provides information on all the main subject areas taught.

The standard is now met.

Termly and annual report formats have been appropriately revised but are not yet due to be completed. They now seek to provide information on all the main subject areas taught. The Education Coordinator is liaising with York Steiner School on developing Calder Valley's reporting system.

Part 8, paragraph 34(1)(a): ensure that persons with leadership and management responsibilities can demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils.

The standard is not met.

The school has taken steps to meet this standard but more are needed as a number of independent school standards are not met consistently. Consequently this standard remains unmet. The re-designation of the administrator as School Manager has provided her with a clear role and enabled her to be proactive and systematic in promoting changes and improvements. She has been provided with part time administrative support which will become full time at the end of 2017. She is ably supported by the Chair of Trustees. The trustees now have clear oversight of teachers, with their chair meeting each teacher four times a term to discuss curriculum and lesson planning and to monitor their work as observed in his visits to classes. Good use has been made of consultancy support from a local academy chain advisor who is the former head of a local high school. A former deputy headteacher with SEN responsibilities has joined the trustees and is providing management support. The Education Coordinator has been booked onto an online leadership and management course but had not taken this at the time of the inspection. The College of Teachers receives all revised policies and updates.

Part 8, paragraph 34 (1)(b): Ensure that persons with leadership and management responsibilities fulfil their responsibilities effectively so that the independent school standards are met consistently.

The standard is not met.

The school has taken steps to meet this standard but more are needed as a number of the independent school standards are not met and consequently this standard remains unmet. The School Manager now has charge of the day to day management of the school and ensures that this management is efficient and effective. This also seeks to ensure consistency in meeting the independent school standards, however as yet, not all standards are being met. Trustees' understanding of the standards

has been improved. A weekly meeting attended by the School Manager, a trustee representative, a teacher representative and the Education Coordinator has been established to monitor progress on the post inspection development plan: this has focused on revising the Action Plan. As such it has been effective, but more needs to be done to ensure that all standards are fully met.

Part 8, paragraph 34 (1)(c): Ensure that persons with leadership and management responsibilities actively promote the well-being of pupils.

This standard is not met.

Safeguarding and Prevent agenda policies are now in place and practical changes have been made to promote the well-being of pupils more effectively. Existing links with the Calderdale LA safeguarding team are being maintained. However, the unsuitable kindergarten accommodation and the lack of clear written assessments of associated risks mean that this standard is not met.

The requirements of the EYFS

Paragraph 3.6: train all staff to understand their safeguarding policy and procedures.

The requirement is met.

The EYFS staff have been trained to understand the revised policy and procedures by Calderdale LA and with in-house training on the school's procedures.

Paragraph 3.6: ensure that the training enables staff to identify signs of possible abuse and neglect at the earliest possible opportunity and to respond in a timely and appropriate way.

The requirement is met

As part of safeguarding training the kindergarten staff were trained to recognise possible abuse and neglect. Further training has been booked for November 2017.

Compliance with the requirements of the Education (Independent School Standards) Regulations 2014¹

The school must take action to meet The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements as follows:

- **Part 3, paragraph 7(a): make arrangements to safeguard and promote the welfare of pupils at the school.**
- **Part 3, paragraph 14: ensure that pupils are properly supervised through the appropriate deployment of school staff.**

¹ www.legislation.gov.uk/uksi/2014/3283/contents/made.

- **Part 3, paragraph 16(a): ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy.**
- **Part 3, paragraph 16(b): that appropriate action is taken to reduce risks that are identified.**
- **Part 5, paragraph 23(1)(c): provide suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education.**
- **Part 8, paragraph 34(1)(a): ensure that persons with leadership and management responsibilities can demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently, and actively promote the well-being of pupils.**
- **Part 8, paragraph 34 (1)(b): Ensure that persons with leadership and management responsibilities fulfil their responsibilities effectively so that the independent school standards are met consistently.**
- **Part 8, paragraph 34 (1)(c): Ensure that persons with leadership and management responsibilities actively promote the well-being of pupils.**

SCHOOL DETAILS

Name of school:	Calder Valley Steiner School			
Address of school:	The St. John's Centre Church Bank Cragg Vale Hebden Bridge HX7 5TF			
Telephone number:	01422 882071			
Email address:	caldersteiner@gmail.com			
Web address	www.caldersteiner.org .uk			
Proprietor:	Calder Valley Steiner Education Ltd			
Chair of Trustees/Governors:	Dr Richard Bunzl			
Head Teacher:	N/A			
Early Years Manager:	N/A			
DfE Number:	381/6002			
Type of school:	Independent school			
Age range of pupils:	3-12			
Gender of pupils:	mixed			
Total number on roll:	full-time	66	part-time	6
	Boys:	41	Girls:	31
Number of pupils with Education Health and Care Plans (EHCP):	Boys:	2	Girls:	0
Number of pupils with English as an additional language:	Boys:	0	Girls:	0
Type of inspection:	Progress monitoring inspection under Section 109 of the Education and Skills Act 2008			
Date of inspection:	26 & 28 September 2017			
Inspector:	Dr Martin Bradley			

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.