



## **SCHOOL INSPECTION SERVICE**

# **INSPECTION REPORT FOR CALDER VALLEY STEINER SCHOOL**

**DfE No:**

### **The key inspection judgements for this school are:**

<b>The quality of education</b>	<b>Inadequate</b>	<b>4</b>
<b>Pupils' personal development</b>	<b>Inadequate</b>	<b>4</b>
<b>Safeguarding pupils' welfare health and safety</b>	<b>Inadequate</b>	<b>4</b>
<b>Leadership, management and governance</b>	<b>Inadequate</b>	<b>4</b>
<b>Effectiveness of the Early Years' provision</b>	<b>Requires improvement</b>	<b>3</b>

### **Compliance with the Independent School Standards:**

The school does not meet the regulatory requirements of schedule 1 of The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

### **Compliance with the Equality Act 2010:**

The school meets the requirements of the Equality Act.

### **Compliance with the requirements of the Early Years Foundation Stage:**

The school does not meet the requirements of the Early Years Foundation Stage.

**Date of inspection: 15-17 May 2017**

## **SECTION A: SUMMARY OF MAIN FINDINGS**

Calder Valley Steiner School does not meet its aims and a significant number of the regulatory independent school standards are not met. The quality of education it provides is inadequate. Pupils do not make enough progress as they move through the school and the attainment of the oldest pupils is below that expected for their age. The quality of teaching and assessment is inadequate and as a consequence pupils do not make sufficient progress. The curriculum is inadequate because insufficient account is taken of the different ages and abilities of the pupils and this reduces their progress. The school is currently registered for pupils aged 3 to 12 years; however it has some pupils aged 13. This age range is not recognised in the school's documentation and insufficient attention is paid to the full age range of the class designated "Class 5/6", which contains pupils aged 13. There is no careers advice for secondary aged pupils and overall the needs of the oldest pupils are not met. At times behaviour in lessons is poor. As a result pupils' progress and achievement are inadequate; however, there is evidence that improvements are being made, particularly in Class 3/4. Music is a strength of the school and pupils' achievement in music is well above that expected nationally. The school has recognised that it does not provide adequately for pupils' awareness of other cultures and faiths. As a consequence pupils' personal development is inadequate. Safeguarding pupils' welfare, health and safety is inadequate because safeguarding requirements are not fully met. The school's safeguarding policy, updated to include references to the current requirements of "Keeping Children Safe in Education" 2016 was only introduced shortly before the inspection and staff, including in the Early Years Foundation Stage (EYFS), have not been trained for its implementation. Consideration given to e-safety is inadequate. Risk assessments are of good quality, but they are not rigorously implemented, which compromises the pupils' safety and well-being. Not all staff have been asked to provide details of their medical fitness before appointment. There is no shower provision for pupils aged over 11. Leadership, management and governance are inadequate. Leaders and managers do not ensure that the independent school standards and EYFS requirements are met. Trustees and staff have a clear vision for the acquisition of new premises but the planning to improve and develop the school's educational provision is inadequate. The oversight of teachers is limited and consequently the independent school standards relating to teaching and assessment are not met and appropriate support is not provided. The trustees have not had the expertise to identify and address the inadequacies and to provide the school with effective challenge and support. The overall effectiveness of the early years' provision requires improvement.

### **Material change**

The school has sought to extend its age range from 3-12 to 3-14 and to move all pupils onto the Brierley site. The school already has pupils aged above its registered age range of 3-12. It is recommended that approval be given for moving all pupils onto the Brierley site, provided that the necessary planning consent for change of use is obtained. The extension to the age range of the pupils is not recommended as the quality of education is inadequate.

## RECOMMENDATIONS FOR IMPROVEMENT:

To meet the independent school standards, the proprietor must:

- 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 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)).

To meet the requirements of the Early Years Foundation Stage, the proprietor must:

- train all staff to understand their safeguarding policy and procedures (paragraph 3.6); and
- 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 (paragraph 3.6).

## SECTION B: INFORMATION

### INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(1) and (2) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE). The school was given two days' notice of inspection.

In reaching their judgements, the inspectors visited eleven lessons, examined the school's documentation, scrutinised pupils' work, interviewed staff, trustees and pupils, and spoke informally to several parents. Thirty nine parental questionnaires were returned and the results taken into account.

#### Material change

At the request of the DfE inspectors also considered an application from the proprietors to make a material change to the school's premises and accommodation and to the age range, extending it from 3-12 to 3-14. These matters were considered as part of the inspection.

The inspectors were:

Reporting Inspector:	Dr Martin Bradley
Team inspectors:	Mrs Christine Graham
Steiner Community Consultant:	Mrs Sue Marshall

### INFORMATION ABOUT THE SCHOOL:

Calder Valley Steiner School is an independent day school which is currently registered to provide part-time and full-time education for 75 girls and boys aged from three to 12 years. There are on roll currently also a few pupils who are aged thirteen. There are no pupils with a statement of special educational needs. The school was first registered in 2011. At the time of the last inspection in 2014 there were 56 pupils on roll. The school currently has two sites. The original site is in a former church house in Cragg Vale; it has recently opened a new site in part of an industrial unit in Brierley near Luddenden Foot. The school hopes to acquire the whole of these premises and move all pupils onto this site. The Early Years Foundation Stage (EYFS) is provided in two kindergarten classes at Cragg Vale which have an age range from three to six years. Class 3/4 is also on this site. Classes 1/2 and 5/6 are at the Brierley site.

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.

The report uses the Steiner nomenclature for classes as follows:

Steiner class name	National curriculum year
Kindergarten	Nursery Year R, Year 1
Class 1/2	Year 2/3
Class 3/4	Year 4/5
Class 5/6	Year 6/7

### **Material change**

The school made an application to the DfE to make material changes to its registration as follows:

- to extend its age range from 3-12 to 3-14; and
- to move all pupils onto the Brierley site. The necessary planning consent for change of use in respect of the Brierley site has been sought but not yet obtained.

## **SECTION C: THE INSPECTION JUDGEMENTS**

### **1. THE QUALITY OF EDUCATION**

The quality of education provided by the school is inadequate.

#### **Pupils' learning and achievement**

Pupils' learning and achievement are inadequate. They do not make enough progress as they move through the school and the attainment of the oldest pupils is below that expected for their age. As a result the independent school standards are not met. Pupils in Class 1/2 have experienced changes in their teachers this year and this has had a negative impact on their progress. Many pupils in this class do not listen to their teachers or to other pupils so they miss important instructions or information which limits their learning. Some pupils constantly interrupt their teachers and this disrupts the learning of other pupils. A number of pupils in this class are very reluctant writers and require a great deal of support from staff before they will begin work even though they are capable of forming words and sentences independently. Pupils' attainment is below that expected for their age but there is evidence that improvements are being made. Pupils made good progress in some lessons seen during the inspection because the tasks they were given and the support they received were well matched to their needs. Pupils in Class 3/4 make good progress and their attainment is in-line with that expected nationally. Teachers have high expectations for all aspects of these pupils' work and pupils are given good guidance and feedback which helps them to improve. The tasks provided for these pupils are challenging and this helps them to develop new skills and consolidate previous learning. Pupils in Class 5/6 do not progress well enough because the work they are given is at too low a level and it does not challenge them. The least able pupils in this class and in Class 1/2 are not given enough targeted support and guidance to help them to improve. The attainment of all pupils in these classes is below and sometimes well below that expected for their age in English, mathematics and science. Pupils apply their writing skills in all subjects but they have not been taught sufficiently how to write in different styles or genres, to structure sentences or to organise their work into paragraphs. They have significant weaknesses in spelling and in their use of punctuation and they are not encouraged to edit or improve their work. Although some pupils use fluent, joined handwriting many pupils do not write legibly; this has a negative impact on their work in all subjects. Many pupils have not developed effective mental strategies so they find it difficult to answer mental mathematics questions or work out calculations. Pupils have opportunities to watch scientific investigations but they are not encouraged to form a credible hypothesis or test their ideas and reach an accurate conclusion and struggle to do so. Pupils with special educational needs (SEN) and disabilities make limited progress, and their overall attainment remains below national expectations.

Pupils are articulate and even the youngest pupils can speak in full sentences and discuss their ideas. Their use of descriptive language is very well developed. Music is a strength of the school and pupils' achievement in music, in all classes, is well above that expected nationally.

## **The quality of teaching and assessment**

The quality of teaching and assessment is inadequate and a number of independent school standards are not met. Some good teaching was seen during the inspection and in these lessons pupils made rapid progress and enjoyed learning. In these lessons teachers show a good understanding of the curriculum and the needs of the pupils in the class, by ensuring that all pupils receive challenging work and that the least able or pupils with particular difficulties have appropriate support. However, too much of the teaching is inadequate because teachers do not expect enough of their pupils. The tasks pupils are given are not well matched to their needs and abilities so that they do not make enough progress from their individual starting points. In these lessons the curriculum is not well enough adapted for pupils in mixed age classes. There is too much repetition of work and too little challenge for the oldest or most able pupils which reduces their progress. Pupils with SEN and disabilities and the least able do not receive enough targeted support so they do not move on from their individual starting points. Some lower ability pupils or those with SEN and disabilities are given unsuitable tasks which they struggle to complete successfully so they do not overcome barriers to learning. In some cases, their repeated failure has a negative impact on their self-esteem. Teachers miss opportunities to consolidate pupils' knowledge and understanding and in some classes there is little direct teaching of English. The pace of teaching is sometimes very slow. Lessons do not always begin or end on time and some pupils do not have sufficient time to complete their work because time in lessons is not managed well.

Assessment is inadequate. Some teachers do not provide pupils with enough feedback, support and guidance to help them to improve. The school does not have a marking policy and in some classes the marking which does occur does not provide pupils with enough guidance to help them to improve because misconceptions are not corrected and poor or careless work is not challenged. Some pupils' books had not been marked for some weeks. In classes where marking is effective and where pupils receive effective written and oral feedback they make rapid progress. The school does not have an assessment framework and it does not use standardised assessment so teachers cannot be sure that all pupils are making progress from their individual starting points. The lack of effective assessment procedures means that teachers cannot identify gaps in pupils' knowledge and understanding and teachers cannot use this information when planning lessons. The school cannot accurately assess pupils new to the school and identify the levels of challenge or support that they will need. School leaders cannot be sure that all pupils are making good progress from their individual starting points because the school does not have a system to monitor their progress. The independent school standards are not met in this regard. The school does not set targets for individual pupils or for groups and consequently pupils do not know how well they are achieving.

## **The quality of the curriculum**

The curriculum is inadequate. The school bases its provision on the Steiner Waldorf principles of intellectual, physical and spiritual development. It follows the curriculum described in "The tasks and content of the Steiner Waldorf curriculum". There is a curriculum statement for each class year group, but the

school has not considered how these plans might be adapted to meet the needs of pupils in mixed age classes. Teachers and school leaders have not considered the needs of the oldest pupils when planning the curriculum and there is no planning for this year group. Planning documents and schemes of work do not provide guidance to help teachers plan the curriculum for the most and least able pupils or those that are new to the school. The documents do not include plans which show how pupils will be encouraged to respect those of other faiths and cultures. Consequently these independent school standards are not met. Most teachers produce lesson plans for each subject. Teachers' lesson plans are of variable quality and some do not take account of the range of ability in the class. This leads to work which is insufficiently matched to pupils' abilities, and which does not sufficiently promote progress in their learning. As a result the independent school standards are not met. There is some specialist teaching in modern foreign languages, physical education, handwork and music. The school does not make use of visiting speakers to deepen pupils' understanding of life in British society. There is a limited range of visits which enrich the curriculum and Class 1/2 pupils have visited a cathedral and a synagogue but older pupils have not benefited from the same opportunities. There are very few extra-curricular activities.

## **2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT**

Pupils' personal development is inadequate. The school does not meet the independent school standards for the spiritual, moral, social and cultural development of pupils. Weaknesses in the curriculum, teaching, learning and achievement are key limiting factors in pupils' personal development. The school makes provision for personal, social, health and economic education (PSHEE) through Main Lessons and in other subjects but the coverage and outcomes are not sufficiently monitored and evaluated for the school to be confident of its impact on pupils' personal development. Most pupils are confident and are able to express ideas and feelings clearly, although some younger pupils are unwilling to listen to their peers or the staff. Older pupils are supportive of each other, they show no evidence of bias or intolerance and they accept and acknowledge the differences between people. They know right from wrong and show respect for British law, equality, liberty and the democratic process. The school supports a few local and international charities and pupils have had the opportunity to gain first-hand experience of the difficulties experienced by, for example, refugees. The school does not offer careers guidance to pupils of secondary age and consequently does not meet the relevant independent school standards. The school's links with its local community and wider society are not as well developed as they might be. Pupils show some appreciation of cultural traditions but this lacks breadth and depth. Pupils do not have enough awareness of the multi-faith and multi-cultural nature of modern Britain and the relevant independent school standards are not met. Pupils' behaviour is generally good. Their attendance is below that expected nationally, due to some children from traveller families and others having medical appointments, but there is very little unauthorised absence. The school monitors attendance robustly and has identified that there are valid reasons for the below average attendance of some pupils. Pupils do not take holidays in term time. Their punctuality requires improvement. Pupils carry out responsibilities in class and around the school but

these are limited. There is no school council but older pupils felt that teachers listened to their views.

### **3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY**

Safeguarding pupils' welfare, health and safety is inadequate. The school revised its policy on safeguarding shortly before the inspection and it now meets the requirements. Despite having training provided by Calderdale local authority earlier in 2017, which met the requirements, and ensuring that staff were provided with copies of the relevant documentation, the school's policy has yet to be implemented fully and so the independent school standards are not fully met. The school has made appropriate arrangements to safeguard pupils against radicalisation and extremism. It is effective in discouraging bullying, although it does not address e-safety sufficiently directly. Several parents indicated that they thought this was not relevant, but the school does not alert them to the issue. Good behaviour is encouraged, although some pupils find it difficult to stay on task. The staff are seeking to deal with this and their positive strategies are increasingly effective. The pupils feel safe and valued when in school.

Safe recruitment policies are in place for staff, although these are inconsistent with some staff not being asked about their medical fitness. This does not meet the independent school standards, and the school is addressing this inconsistency.

Fire precautions are now fully in place following comments made by the local fire service. Risk assessments are good but they are not properly implemented as staff supervision does not properly enforce the assessments. As a result the relevant independent school standards are not met. Attendance and admissions registers meet requirements.

### **4. LEADERSHIP, MANAGEMENT AND GOVERNANCE**

Leadership, management and governance are inadequate. The oversight of teachers' effectiveness and the management of their performance are both extremely limited. The impact of this weakness is that the quality of teaching and assessment is inadequate and the independent school standards relating to these matters are not met. There is no headteacher. The Education Coordinator, who teaches Class 5/6, does not have sufficient time or expertise to monitor the quality of the teaching and address the shortcomings in the school. Appraisal support from other Steiner schools has failed to identify and deal with the problems. Thus, staff are not being given the support and training they require to improve.

Planning for educational development is inadequate. While appropriate new accommodation for the school has been secured, plans for the extension to the age range with regard to curriculum and careers and guidance are not effective. The school already has some thirteen-year-old pupils for whom it is not making appropriate provision. The grouping of pupils in the mixed-age Class 5/6 is inappropriate, because the tasks set do not provide all pupils with the right level of challenge or support.

The lack of an effective management structure means that the school is too slow in implementing policy decisions. For example, the school is aware of the need to improve its safeguarding arrangements, but it is too slow in doing so. Prevent training is due later in May 2017, although the school circulated staff with the relevant documentation about two years ago. Similarly, safeguarding training matched to the recently revised policy has not yet taken place, despite Calderdale having provided appropriate training before the school policy was revised. Consequently the school does not comply with the independent school standards or with the requirements of the EYFS.

The school functions as an orderly community on a day to day basis and routine administration is effective. However, there is a weakness in the information for parents whereby the annual reports on pupils do not detail progress in all subjects, and this does not meet the relevant independent school standard. Complaints procedures are fully in place and there have been no complaints in the past year. Accommodation and resourcing aspects of the school are dealt with effectively and successfully. The premises and accommodation are appropriate and the proposed move of all pupils to the Brierley site will provide good quality accommodation for the school. At present there are no showers for secondary age pupils, so that the independent school standard is not currently met, but this problem can be rectified in the new accommodation.

## **Governance**

Governance is inadequate. This is because trustees do not have sufficient awareness of the inadequacies of the teaching and sufficient understanding of what pupils' standards of achievement should be. They have not provided appropriate challenge and support for the school. They have not ensured that the required standards for independent schools are met and that the well-being of pupils is promoted effectively. The trustees meet regularly and have recently added to their number to seek to address the school's weaknesses. The school has a clear and distinctive ethos and the trustees have shown foresight and a clear vision for the future of the school by acquiring new premises which are well suited for the school.

## **5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION**

The overall effectiveness of the early years' provision requires improvement. This is due to staff not having been trained in the recently introduced safeguarding policy, including ensuring that they are aware of ways of identifying signs of possible abuse and neglect and how to respond to such signs. The relevant requirements of the EYFS are therefore not met. Provision for the older children of statutory school age is good. The children make good progress in their learning and development in relation to their starting points and are well prepared for the next stage in their education. The learning and care provided meets their needs and the staff know the children very well as individuals. The children feel safe and secure. They are happy. Leadership and management require improvement to ensure policies and practices, including safeguarding are up to date and meet the requirements more quickly.

The staff have a clear vision which promotes high standards of provision and care for children. Professional development is good as is self-evaluation and parents' and children's views are taken into account appropriately. The curriculum has a good breadth, balance, depth and relevance to meet the needs and interests of the children. Equality and diversity are well supported, and staff are aware of the need to deal appropriately with any sign of radicalisation and extremism. Good behaviour is effectively promoted, as are British values. The children's welfare is promoted well.

The quality of teaching, learning and assessment is good. Staff have high expectations of the children, including those of statutory school age, and have a good understanding of the kindergarten age group. Assessments are based on the staff's clear understanding of each child and are used to extend and develop their learning. The outcomes are communicated effectively to parents who are encouraged to share the school's approach to learning and development. Equality and diversity are promoted, although awareness of cultural diversity is limited at times due to the mono-cultural nature of the school. The children are able to acquire the skills and capacity to develop and learn effectively and are well prepared for the next stage in their education.

The quality of children's personal development, behaviour and welfare is good. The kindergartens have a positive culture which promotes children's self-confidence and self-awareness. They enjoy learning and developing their independence and are well prepared to move into Class 1/2 at the school. Children are emotionally secure and happy: they follow guidelines for good behaviour and relate well to one another. Attendance is regular and prompt. The snacks provided encourage healthy eating and the children show good awareness of this. Their awareness of the wider society in England and cultural differences is limited, but they show good respect for one another.

The outcomes for children are good. They make good progress from their starting points and generally meet the levels of development expected for their age. They are well prepared for the next stage in their education.

## 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 <b>AND</b> Part Brierley Works Brierley Lane Luddenden Foot Halifax HX2 6JB			
Telephone number:	01422 882071 Mobile: 07815425139			
Email address:	<a href="mailto:info@caldersteiner.org.uk">info@caldersteiner.org.uk</a>			
Web address	<a href="http://www.caldersteiner.org.uk">www.caldersteiner.org.uk</a>			
Proprietor:	Calder Valley Steiner Education Ltd.			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Dr Richard Bunzl			
Head Teacher:	N/A			
DfE Number	381/6002			
Type of school	Independent school			
Annual fees	£3,100-£4,950			
Age range of pupils	3-12			
Gender of pupils	mixed			
Total number on roll	full-time	41	part-time	34
Number of children in registered nursery	34			
Number of children under-5	Boys:	10	Girls:	9
Number of compulsory school age pupils	Boys:	31	Girls:	25
Number of post-compulsory pupils	Boys:	0	Girls:	0
Number of pupils with statements of special educational need	Boys:	0	Girls:	0

Number of pupils with English as an additional language	Boys:	0	Girls:	0
Type of inspection	Section 109(1) and (2) of the Education and Skills Act 2008			

**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](http://www.schoolinspectionsservice.co.uk).**