Free Schools in 2014

Application form

Mainstream and 16-19 Free Schools

Application checklist

Checklist: Sections A-H of your application		
	Yes	**No**
1. You have established a company limited by guarantee.	☒	☐
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	☒	☐
Section B: Outline of the school	☒	☐
Section C: Education vision	☒	☐
Section D: Education plan	☒	☐
Section E: Evidence of demand	☒	☐
Section F: Capacity and capability	☒	☐
Section G: Initial costs and financial viability	☒	☐
Section H: Premises	☒	☐
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	☒	☐
4. You have completed two financial plans using the financial template spreadsheet.	☒	☐
5. Independent schools only: you have provided a link to the most recent inspection report.	☐	☐
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent.	☐	☐
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	☒	☐
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	☒	☐
Checklist: Section I of your application		
9. A copy of **Section A** of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	☒	☐

Section A: Applicant details

	Main contact for this application		
1	Name: ███████		
2.	Address: 143 North Rd, Bristol, BS6 5AH		
3.	Email address: Info@Steineracademybristol.org.uk		
4.	Telephone number: ███████		
	About your group		
5.	Are any members of your group related in any way, Including by marriage, to any other? NB this includes company members or directors, members of the project group, etc.	☒ Yes ☐ No	
6.	If Yes, please provide more details: ███████ (Finance and Project Management lead) and ███████ (Property lead) are siblings. ███████ & ███████'s mother ███████ is a company member.		
7.	How you would describe your group:	☒ A parent/community group ☐ A teacher-led group ☐ An existing Free School sponsor ☐ An academy chain ☐ A federation ☐ An independent school ☐ A state maintained school ☐ Something else	
8.	If 'Something else', please provide more details:		
9.	Is your group seeking to open more than one Free School application in this round?	☐ Yes ☒ No	
10.	If Yes, please provide more details:		
11.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	☒ Yes ☐ No	
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the Free School if your application is successful: The **Steiner Waldorf Schools Fellowship (SWSF)**. SWSF have provided support and guidance in preparing our application, in particular on issues around admissions and the challenges that a new school might face in the first year of opening, based on their experience of supporting Steiner Academy Frome and Steiner Academy Hereford. The SWSF has linked us with Steiner Academy Frome and Steiner Academy Exeter, who have both provided information on their curriculum, admissions policies and staffing arrangements. The curriculum set out in this application is largely built on the work done by Steiner Academy Exeter and Steiner Academy Frome. This collaborative working is part of the development of a partnership of Steiner Academies. This partnership of Steiner Academies will have common approaches to curriculum and teaching methods, with the aim of providing central resources		

	to support school improvement and quality assurance for all the Steiner Academies.

Details of company limited by guarantee	
13.	Company name: **Steiner Academy Bristol Ltd**
14.	Company address: **143 North Rd, Bristol, BS6 5AH**
15.	Company registration number and date when company was incorporated: **Company No. 8300393, 20th November 2012**
16.	Does the company run any existing schools, including any Free Schools? ☐ Yes ☒ No
17.	If Yes, please provide details:

Company members

The members of the company are its legal owners. We require that there are a minimum of three members. The founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.

18.	Please confirm the total number of company members:
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ███████
	2. Name: ███████
	3. Name: ███████
	4. Name: ███████

Company directors

The company directors are appointed by the members and will eventually form the governing body that will oversee the management of the school. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20.	Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):
	1. Name: ███████
	2. Name: ███████
	3. Name: ███████
	4. Name: ███████
	5. Name: ███████
	6. Name: ███████
	7. Name: ███████
21.	Please provide the name of the proposed chair of the governing body: ███████ ███████

Related organisations

22.	Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and/or commercial or non-commercial organisations.	☒ Yes ☐ No
23.	If Yes, please provide the following information about each organisation: **Steiner Waldorf Schools Fellowship Ltd** *Registered in England. No. 519230* *Registered charity number 295104* - Our registration with the SWSF is required because they own the 'Steiner' and 'Waldorf' trademarks. The SWSF will provide support for our school on curriculum, quality assurance and school management issues. The SWSF will also support the emerging partnership of Steiner Academies, with the aim of formalising the partnership through an appropriate form of federation.	
24.	Please specify any religious organisations or institutions connected to your application (local, national and international) - **none**	
Existing providers		
25.	Is your organisation an existing independent school wishing to convert to a Free School?	☐ Yes ☒ No
26.	Is your organisation an existing independent school wishing to establish/sponsor a new and separate Free School?	☐ Yes ☒ No
27.	Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School?	☐ Yes ☒ No
28.	If Yes to any of the above three questions, please provide your six digit unique reference number here:	
29.	If you are an existing independent or state maintained school or an Academy, please state the age range and current number of pupils on roll and your capacity:	
30.	If you are an existing independent or state maintained school or an Academy, please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: **N/A**	
31.	If you are an existing independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: **N/A**	
32.	If you are another type of organisation involved in education, eg an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

**Please tick to confirm that you have included
all the items in the checklist.** ⊠

Declaration to be signed by a company member on behalf of the company

I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a Free School in accordance with the requirements outlined in the 'How to Apply' guidance and the funding agreement with the Secretary of State. I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.

Signed:

Position: Chair of company / Member of company (please delete as appropriate).

Print name:

Date:

NB This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.

Section B: Outline of the school

1.	Proposed school name:	**Steiner Academy Bristol**	
2.	Proposed academic year of opening:	**2014**	
3.	Specify the proposed age range of the school:	☐ 4-11 ☒ 4-16 ☐ 4-19 ☐ 11-16 ☐ 11-19 ☐ 14-19 ☐ 16-19 ☐ Other If Other, please specify:	
4.	Date proposed school will reach expected capacity in all year groups:	**2021/22**	
5.	Will your proposed school be:	☐ Boys only ☐ Girls only ☒ Mixed	
6.	Will your proposed school include boarding? ☐ Yes ☒ No		
.7.	Do you intend that your proposed school will be designated as having a religious character? NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation. ☐ Yes ☒ No		
8.	If Yes, please specify the faith, denomination, etc of the proposed school:		N/A
9.	Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)? ☐ Yes ☒ No		
10.	If Yes, please specify the faith, denomination, etc of the proposed school:		N/A
11.	If you have a preferred site, please give details, including the post code:	███████, █████████, **Easton, Bristol, BS5** ██████	

12	Please tell us how you found this site:	████████ (premises lead) was aware of the site as part of his professional work as ████████, who have been conducting a search for new premises.
13	Is the site:	X a private building? ☐ a public/government building? ☐ don't know?
14	If you have **not** identified a site yet, please tell us the postcode of your preferred location:	
15.	Local authority in which the proposed school would be situated:	Bristol, city of
16.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:	
17.	This application form is designed to be used for mainstream applications and 16-19 applications (as defined at Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of a mainstream or 16-19 school but does not fit the definitions of special or alternative provision schools either, you need to use the template that is the closest fit and explain how your school would differ. *If this applies to your application please briefly outline the main differences below*. You will also need to address these differences in more detail in the relevant sections of the application.	

SECTION C1: RATIONALE AND VISION

Contents
Introduction
1. Rationale
2. Vision
3. Aspirations and Outcomes

Introduction

Our vision is for a school that provides a safe and caring environment for children to learn and grow that values childhood, inspires its pupils and builds strong foundations for life.

Our school will be a Steiner Academy for children from age 4 to 16 (624 pupils in total). It will be accessible to all, regardless of background, income, ability, faith, gender or any other consideration. The school will offer the broad and balanced Steiner curriculum, whereby:

- Intellectual, physical, and practical skills will be taught across the entire age range, in ways appropriate to the children's age
- There will be a particular emphasis on developing creative thinking and problem-solving.
- Teaching methods will be designed to draw out individual potential within a context of collaborative learning
- Individual skills and social aptitudes will be developed side by side to create well-rounded young people.

1. Rationale

Contents
1.1 The economic context
1.2 The educational context
1.3 The Local Authority context
1.4 Summary of need
1.5 Why our school is the right solution
1.6 Conclusion

In this rationale we will demonstrate that:

- There is an acute shortage of school places in Bristol
- These school places need in part to be provided by a new school rather than existing schools
- This need could be met by a Steiner Academy. Our evidence is that a Steiner Academy would be the preferred choice of a large number of parents, especially in the culturally diverse central area of the city (see Section E – Evidence of Demand and Annexe 1 – Maps of Demand for more details).

1.1 The economic context

- **Bristol is currently relatively well-off from an economic standpoint**, with median gross annual earnings of £27,100 against a national figure of £26,400, outperforming many other core cities.

- **Bristol's economic success is not spread evenly across the city.** Unemployment is low in northern and western suburban areas such as Stoke Bishop (0.6%), Westbury on Trym (1.4%) and Henleaze (1.1%), but very much higher in the central and eastern area wards of Ashley (8.1% of working age population), Easton (7.2%) and Lawrence Hill (9.7%); our preferred site sits at the centre of these three areas. More details on the characteristics of the area around our preferred site and our expected intake are given in Section G (Site and Premises) and Section D1 (Curriculum Rationale).

1.2 The educational context

- **Bristol's state school performance has historically been extremely poor**, with the local authority rated 145 out of 149 in 2005. Considerable improvements have been made in recent years, but the LA is still rated 137 of 149.
- In 2011 50% of pupils achieved 5 GCSEs at grades A*-C against a national average of 58% for all maintained schools.
- **Bristol has an unusually high proportion of independent schools**. Within the central area (within 3 miles of the city centre), 38% of secondary school places are in independent schools (source – DirectGov), against a national average of 6.5% of all school places being in independent schools.
- **There is a marked loss of pupils from the state sector at age 11** - *"…at the primary to secondary transition stage in 2008 the retention of pupils was 75.41% (a loss of 24.59% of pupils). By 2012 the retention of pupils from Year 6 to Year 7 was 87.33% (a loss of 12.67% of pupils)."* (BCC Draft Schools Organisation Strategy 2012-16).
- **There is an acute shortage of school places**, in particular at primary school level.

Primary School Admissions Forecast						
Year	**2011**	**2012**	**2013**	**2014**	**2015**	**2016**
Number of reception places	5079	5363	5386	5396	5396	5396
Number of reception-age children	4816	5451	5585	5920	5994	6032
Shortfall of reception places	+263	-88	-199	-534	-608	-646
Number of new reception classes required in each year		4	9	**12**	4	4

"Within this time frame it is possible that there will be an additional 10,600 new homes built within Bristol. This potentially could generate an additional 2,400 children aged 4-14 [representing a need for] approximately 830 Reception places" (BCC Draft Schools Organisational Strategy 2012-16)

- **The need for additional school places is not evenly distributed**. Of the shortfall of 534 reception places for 2014, 183 will be in the East Central area and 300 in the South area.
- **Existing schools are struggling to expand within already cramped sites.** In suburban areas further from the centre, schools tend to have large sites capable of expansion. However, in the more central areas where need for new places is highest, pressures on land use are very high. *"The East Central Area of the City is subject to considerable development pressure and a rapid growth in the population […] Land is at a premium within the East Central Area with many schools being located on confined sites."* (BCC Draft Schools Organisational Strategy 2012-16)

1.3 The Local Authority context

- Bristol City Council, in their Schools Organisation Strategy, have identified a number of existing schools where expansion is possible, and a number of potential sites for new schools.

- BCC are now entering into a major capital programme to develop the schools infrastructure for these new places; however, they have stated that they are provider-neutral in terms of educational delivery.

- Through the development process for this bid, we have met regularly with senior BCC education officers and Executive members to build a good relationship and to lay the ground work for a future working partnership.

- BCC are supportive of our bid and are open to negotiation on our delivering a new school on one of the sites that is currently identified for development.

1.4 Summary of needs

The rationale for our school is based around the following clearly identified needs:

- A clear and urgent need for additional **primary school places** in Bristol, which will continue to grow and which will develop into a need for **additional secondary places.**

- A clear and immediate need for **greater diversity** in secondary education, to increase parental choice within the state sector and to help to stem the outflow of pupils from the state sector at the point of entry to secondary schools.

- A clear need for **more state school places in central areas**, where economic deprivation sits alongside an exceptionally high proportion of independent school places.

- A need for these places to be provided by **a new school**, as existing sites are already at capacity.

In response to these needs,

- We propose to establish a new school for ages rising 4-16

- Our school will grow to two form entry

- Our school will be located within the central area of the city

- Our school will offer an educational approach that will expand choice and diversity within the state school sector.

1.5 Why our school is the right solution

    Contents
    Introduction
    1.51 A Steiner school
    1.52 A diverse school
    1.53 An all through school
    1.54 A green school
    1.55 A creative school

Introduction

On the basis of the broader context outlined above, we have identified a preferred site, the ex-

████████ in ██████████ (see Section H, Premises, for full details). This site is in the Easton, Lawrence Hill and Ashley Neighbourhood Partnership Area (see Section E for details). Eight of 21 LSOAs in the area are in the top 10% of the national Index of Multiple Deprivation. Around 27% of the population are from BME groups, against 8% city-wide. Around 40% of pupils in the area obtain 5 GCSEs including Maths and English at grade A*-C, against 49% city-wide (figures: BCC Neighbourhood Partnership Statistical Profile 2011).

We identify five specific educational and cultural factors that our school will address.

1.51 A Steiner school

The context

Our preferred site (see Section H) is in an area characterised by pockets of economic deprivation; a relatively high proportion of pupils for whom English is an additional language; considerable ethnic and cultural diversity; and historically poor educational performance. Our Evidence of Demand (Section E) demonstrates that there is high demand for a Steiner Academy within the area. A new school in that area must meet the needs of all its pupils.

Steiner education is based on the following key principles:

- That children learn as a whole person, and that giving equal attention to thinking, feeling, physical and spiritual aspects of learning ("learning with head, hands and heart") is essential both to their well-being as children and the successful outcome of their education;

- That children learn socially, through considerate collaboration and engagement with others, and that strong social and emotional foundations are the basis for success both in education and in later life;

- That children learn through their natural curiosity, creativity and powers of imagination, and creative experiences of doing and making are essential to learning and social development;

- That effective education must reflect children's developmental needs, and should be appropriate to the social, emotional and physiological needs of their age-group.

Our school

Our Curriculum Rationale (Section D1) sets out the how the principles drawn from Steiner education will help to raise standards and improve outcomes for our expected intake.

- Learning through creative, physical and practical activities as well as academic activities provides different routes for pupils to engage with learning. This will help to improve outcomes for a diverse pupil intake in an area with historically poor educational outcomes.

- Social and collaborative learning builds cohesion in the school community, bringing together pupils from a wide range of backgrounds into a strong, supportive learning group.

- Stimulating curiosity, creative thought and imagination can engage learners who find it hard to engage with education, helping to build a culture of appropriate behaviour and mutual respect (see Section D7).

- By linking the curriculum to the stages of child development, our school will enable pupils to build strong skills in language, communication, emotional and social intelligence, motivation and concentration in the early years, allowing effective later engagement in academic study. This will support better outcomes for pupils for whom English is an additional language; those with emotional and behavioural issues; and those lacking structure and support in their home environments.

1.52 A diverse school

The context

In the area around our preferred site, around 65% of pupils are from BME groups. In recent years there have been significant new populations entering these areas, with a large and expanding Somali population and a substantial population of Eastern European families.

- A new school in a central area must therefore embrace cultural, religious and ethnic diversity, celebrating the richness and complexity of the area.
- It must provide an ethos that allows for families from a range of faiths, neither promoting any single faith nor belittling the importance and value that religion has for many people.
- A new school must also have strong policies and practices for working with pupils for whom English is a second language, currently around 13.5% across the city as a whole.

Our school

Our school will build on the international, multi-lingual traditions of Steiner education.

Steiner education is an international movement, with an exceptional track record in fostering integration between diverse cultures. The Steiner teacher training college in Johannesburg remained racially integrated throughout the apartheid era; in Israel, the Harduf Kibbutz Waldorf school has both Jewish and Arab staff and students and has extensive contact with the surrounding Arab communities.

Our school will emphasise the value of faith and festivals without promoting any specific religious tradition. Steiner schools are often chosen by parents who are religious but who want their children to learn about faiths other than their own; and by parents who are not religious but who want their children to understand the nature and value of spirituality, faith and religion.

Our school will provide strong and effective support for children who speak English as a second language. Formal literacy teaching will begin later than the UK norm (see section D2 for details); but before this stage there will be extensive learning of oral literacy through stories, songs and poems drawn from many cultures. Oral learning of foreign languages through story and song is recognised as being highly effective for younger children.

1.53 An all through school

The context

The 2012 Ofsted report for City Academy, the nearest secondary school to our preferred site, states:

"Students enter with very low levels of attainment, but make good progress and achieve well […] further improvements in students' achievements are inhibited by their very low levels of attainment on entry to the academy. [The school must] develop more formal arrangements with partner primary schools to work together to raise students' attainment by the time they enter the academy, particularly in literacy and numeracy."

There are clear problems for secondary schools in the area, stemming from very mixed levels of performance in primary schools; the disruption caused by Y7 transitions; the difficulty for secondary schools in bringing together pupils with very different levels of achievement, widely varying language skills, experiences of educational styles and home cultures.

Our school

We will address this issue by creating an all through school, removing the difficult Y7 transition and ensuring that pupils experience a consistent, stable learning environment throughout. Our

school will have a strong early years focus on developing language and communication skills; social skills, emotional literacy and appropriate behaviour; 'learning to learn' and self-knowledge of individual aptitudes and learning styles; and a cohesive, supportive learning community. With no Y7 transition to disrupt this culture of positive engagement with learning, we hope to achieve significant improvements in pupil outcomes.

1.54 A green school

The context

As a city, Bristol has a strong and individual culture that stems from its history of cultural diversity, its background of industry and innovation and its current status as a leader in environmental technologies. The city's bid for European Green Capital status for 2014 came second to Copenhagen, and a new bid for 2015 is in progress. Over 200 employers have signed up as supporters of the Green Capital bid including Triodos Bank, the Environment Agency and many others. The city is also home to numerous national environmental organisations including the Soil Association, Sustrans and the Centre for Sustainable Energy.

Bristol is also a centre for local food and urban agriculture projects, with the pioneering report 'Who Feeds Bristol' having influenced urban planning at an international level, and with a thriving and nationally-recognised local food sector.

- A new school needs to reflect Bristol's aspirations as a green city and a hub for sustainable, local food.
- The city's stated aim of becoming 'A centre of excellence in green technology' (Green Capital 2014) requires a future workforce with an understanding and experience of natural systems, environmental sciences and the ethics and principles of sustainability.

Our school

Our school will have a deep culture of engagement with nature and the environment. Children of all ages will spend time playing and learning outdoors; skilled handwork with natural materials forms a central part of the curriculum; and a reverence for the cycles and systems of nature is at the heart of the life of the school, with a calendar based around seasonal festivals that follow the turning of the year.

In the later years of the school, the curriculum includes attention to sustainability, natural systems, recycling and green technologies.

1.54 A creative school

The context

Bristol has a strong creative industries sector including media, marketing and the arts. According to the Department for Culture, Media and Sport's Culture and Sport Evidence (CASE) research, the creative sector in Bristol makes a highly significant economic contribution, with high-profile employers including the BBC, Aardman Animation and HP Labs.

Our school

Our school will have a strong focus on creativity across a range of media including visual and plastic arts, music and drama. We have strong support for our project from Aardman Animation (see Section E2 for details) who have told us about the value that employees educated at Steiner schools have brought to their business. We will build on this and other partnerships to ensure that our school meets the needs of employers in this locally important sector.

1.6 Conclusion

We want to create a new school that will form a part of the solution for education in Bristol.

- Our school will provide **immediate places at primary level** to meet the urgent need for new school places.
- Our school will provide **immediate places at entry to secondary school level,** to **increase the choice on offer to parents** in an area where there is a wealth of independent school places but a shortage of state school places.
- Our school will **meet the demand for a new Steiner Academy in a deprived urban area**, supported by the Steiner Waldorf Schools Fellowship and the emerging Steiner Academy partnership.
- Our school will be an all through school, allowing us to develop a culture of positive engagement with learning without the disruption of the Y7 transition.
- Our school will be **a green school**, connected to the environmental aspirations of the city and to the needs of Bristol's future employers.
- Our school will be a **creative school,** offering a strong curriculum in the creative arts and a creative, collaborative approach to learning across the curriculum.

Note - Although the curriculum and ethos of Steiner Academy Bristol are drawn from the Steiner educational tradition, the school will neither promote nor teach Steiner's wider philosophy, which he called "anthroposophy".

2. Vision

Our vision is for a school that provides a safe and caring environment for children to learn and grow: valuing childhood, inspiring our pupils and building strong foundations for life.

Our vision for our school is centred on four key aspirations. These aspirations are at the heart of our Ethos (see Section D8) and our Measures of Success (see Section D5) will track our success in fulfilling these aspirations. For each of our four key aspirations, this section gives specific targets for some of our Key Performance Indicators. Full details of other KPIs and how we will define, measure, monitor, report and evaluate our work are given in Section D5.

A   The child as an individual
We will create a school in which every child can thrive.

Our aspiration is for every child to feel engaged and happy in their learning; to develop to their full potential, academically, socially and emotionally; to receive high-quality teaching, pastoral care; and to feel safe, loved, understood and nurtured at school.

- Early years education will provide a gentle start, focusing on building social skills and relationships; learning through play; and building language and communication skills. The curriculum will include activities that engage learners in many different ways to enable pupils to develop self-knowledge about their own personal learning style from an early age. This stage will lay the ground work in developing positive patterns of behaviour; concentration, focus and engagement; and emotional and social skills.
- The middle years will be characterized by an atmosphere of collective, collaborative

learning. The Class Teacher system, in which one teacher provides pastoral care and a significant proportion of teaching for a class over several years, provides a stable, consistent learning environment and allows teachers to develop effective individual learning strategies for all pupils. A broad, balanced curriculum will allow all pupils to find areas in which they can excel, building self-esteem and self-confidence. The curriculum will further develop concentration and attention span through skilled, creative craft activities and will develop self-expression across a range of media through expressive arts.

- The later years of the school will focus on high achievement with the aim of all pupils achieving good results in core GCSE subjects. Alongside this there will be a rich and engaging curriculum outside of GCSE subjects, accredited via the European Portfolio Certificate scheme. Pupils will take part in enrichment activities including community volunteering and peer mentoring alongside sports and creative activities.

Targets

- **60% of pupils will achieve grades A* - C in five GCSEs including Maths and English.**

This is an ambitious target in the local context. The Bristol average for 2012 is 52%. Locally, City Academy (the nearest secondary school to our preferred site) achieved 42% by this measure. We will achieve this target through the consistent, stable environment of an all through school; the foundations laid in our early years provision; and the focus on core subjects at GCSE level.

- **80% of pupils will show improvements in GL Assessment CAT scores between Y7 and Y9.**

Cognitive abilities as measured by the GL Assessment CAT tests are generally considered as being likely to remain stable. However, UK Steiner schools have demonstrated the ability to generate increases in cognitive ability as well as creative thinking (Ogletree, 1996). This is a highly valuable outcome and one which we will count as an important measure of success.

- **The progress of Pupil Premium pupils will match that of other pupils.**

We will track pupil progress using a range of systems (see Section D5 A3 for details). Our teaching staff will be set the specific target of ensuring that the progress of Pupil premium pupils at least matches that of their peers.

- **100% of teaching will be rated as consistently Good or Outstanding by Ofsted.**

This is an ambitious target – local Academies currently average around 80% of teaching rated Good or Outstanding. Excellent teaching underlies every aspect of school performance and we will have high expectations of all our teaching staff.

B The school as a community

Our school will be a supportive, engaged community.

Children, parents, teachers, staff and governors will feel involved, respected and able to contribute.

- Pupils will be accepted as equals within the community of the school. Pupils address teachers by first name; and at the end of every school day the class teacher says goodbye to each pupil individually.
- Classes will be mixed ability. We believe that children learn best in an environment where it is clear that all are valued equally, and in which friendships and collaborations can enhance education for all – not just learning but learning to help one another.
- Teachers will communicate well with parents, through parents' evening, termly reports and a

culture of accessibility and openness. Parents will feel supported and included by the school.

- Our school will celebrate a range of traditional festivals to establish a routine and rhythm to the year. These festivals bring the school community together in a celebration of the seasons and are a valuable way of celebrating and sharing cultural differences.
- Pupils and parents will be part of class and whole school activities - for example school plays, fairs (making items for sale, running cafes etc.), open evenings (older pupils talking to parents), recycling, class building projects etc.
- We will work in partnership with community organisations to deliver a broad programme of enhancement activities. These enhancement activities will be youth-led, giving pupils a chance to become involved in managing their own creative projects and developing the activities that they want. Our school will be a place where children and young people can come to enjoy themselves and socialize as well as to learn.

Targets

- **Behaviour and safety of pupils will be rated as 'Outstanding' by Ofsted**

This is an ambitious target. The behaviour of pupils within our school will be a key indicator of our success in developing a positive, collaborative learning culture.

- **50% of parents will participate in Ofsted Parent View surveys**

This is a measure of our ability to engage and include parents in their children's education, and an ambitious target – local schools average around 25% parental participation in such surveys. The active support and involvement of parents is crucial to raising outcomes for pupils. This will indicate our success in creating a school community that engages and includes parents.

- **94% attendance rate for the school as a whole**

Attendance rate is a key indicator of pupils' relationship with learning and with the school.

C The school as part of the community

Our school will be a valued part of the community.

It will be popular with parents and carers; accessible and welcoming to all; its resources and facilities available to the wider community; and connected to Bristol's business community and further and higher education sectors.

- We will have specific governance mechanisms for ensuring community involvement. Our governors will be drawn from across the local community, representing the diversity of our area. The Community Forum (see Section F1 5.2 for details) will increase the connectedness of the school to the broader city by involving businesses and other education providers.
- We will build partnerships with community groups and third sector organisations to develop enhancement activities for pupils after school and a programme of education and activities for adults in evenings and weekends.
- We will build partnerships with post-16 education providers to ensure that our curriculum prepares pupils for further education, and that local providers understand the nature and benefits of the education that our school will provide. We will work with partners to provide careers and education advice and information for pupils (see Section D1 for details).

Targets

- **80 people per week attending adult education and activities on our site**

We want our school to function as a resource for the whole community. This indicator will measure our success in building partnerships that open up the facilities of our school to the community.

- **16 Community Forum members attending each quarterly meeting**

Our Community Forum is specifically included in our governance arrangements to ensure that our school is open and connected to the wider community. This indicator will test our success in recruiting members and building an effective, engaged group.

D The Individual as active citizen and entrepreneur

Our school will help children to grow into adults who are able on their own initiative to impart purpose and direction to their lives and to contribute to the wider community.

In their time at our school, children will develop the independence to engage positively with others; the capacity to express their talents to the fullest extent; and the power to direct and develop those talents in the most constructive and fulfilling way.

- Pupils will take part in meaningful and productive work experience placements with organisations with which the school will form long-term partnerships. Work experience, visits to workplaces and guest speakers from the business community will give pupils insight into successful local industries.

- Older pupils will be encouraged to work as volunteers and peer mentors in enhancement activities, supporting young pupils and gaining work experience, life skills and self-esteem.

Targets

- **100% of pupils take part in enhancement activities during their school career**

- **30% of pupils act as volunteers and peer mentors in enhancement activities**

The enhancement activities that we will offer will be voluntary; run in partnership with community and third sector organisation; and aimed at providing youth-led, creative activities that build self-esteem, motivation and self-direction. We see participation in such activities as an indication of our success in helping pupils to develop their own independence and self-direction, while volunteering to help younger pupils is a clear marker of pupils' ability to contribute meaningfully to society as active citizens.

- **100% of ex-pupils are in employment, education or training six months after leaving.**

This target is a genuine measure of our success in helping children to grow into motivated, capable people. 7.7% of 16-18 year-olds in Bristol are NEET, including disproportionate numbers of young men and care leavers. We believe that high aspirations and targets are needed to address this issue.

Section D: Education plan – part 1

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020	2021	2022
Reception		26	26	52	52	52	52	52	52	52
Year 1			26	26	52	52	52	52	52	52
Year 2		26	26	26	26	52	52	52	52	52
Year 3			26	26	26	26	52	52	52	52
Year 4			26	26	26	26	26	52	52	52
Year 5				26	26	26	26	26	52	52
Year 6				26	26	26	26	26	26	52
Year 7		26	26	26	26	52	52	52	52	52
Year 8			26	26	26	26	52	52	52	52
Year 9				26	26	26	26	52	52	52
Year 10					26	26	26	26	52	52
Year 11						26	26	26	26	52
Year 12										
Year 13										
Totals										

The Academy will be an all-through school from age rising 4 to 16. Until 2022 the school will have two points of entry, reception and Y7.

The school will open with three classes: Reception, Y2 and Y7. In 2015, alongside the normal entry points of Reception and Y7, we will admit new classes in Y2 and Y4.

In 2014 and 2015 the school will have single forms of entry at Reception and Y7; from 2016 the school will move to two forms of entry at Reception. We will continue to admit a single new Y7 group every year, so that in 2018 the new Y7 runs alongside the rising cohort.

SECTION D1 - CURRICULUM RATIONALE

Contents
1. **The rationale for our curriculum**
2. **Our local area and our expected intake**
3. **How our curriculum and its delivery will meet the needs of all our pupils**
4. **Measuring and improving outcomes**
5. **Qualifications**
6. **Other outcomes**
7. **Our plans for managing pupil transitions**

1. The rationale for our curriculum

The Steiner curriculum is centred on the principle that children learn in different ways at different stages of their development. This has led to the development of a set of distinctive and effective teaching methods that serve the children's intellectual, physical, emotional and spiritual development in ways that are suited to their age. We have adopted this curriculum because there is strong demand in Bristol for a new Steiner school that will be accessible to all (see section E, Evidence of Demand). We have developed a specific curriculum so as to meet the needs of our expected intake. This section sets out the key features of the curriculum, and how they will meet the needs of pupils at our school.

Our curriculum has been developed with support from Steiner Academy Frome and Steiner Academy Exeter and using elements of their curriculums, as part of a consistent approach within the emerging partnership of Steiner Academies.

2. Our local area and our expected pupil intake

Our curriculum is intended to deliver the four outcomes set out in our Vision (Section C). It is particularly suited to delivering these outcomes for our expected pupil intake.

Our preferred site is the ████████ in Eastville (see Section H, Premises, for full details). This site sits within a highly diverse area of Bristol, with a number of different communities concentrated into specific local areas. The following table shows the characteristics of the five wards around the site: Ashley, Easton, Eastville, St George West and Lawrence Hill.

(Source – www.bristol.gov.uk)	Bristol average	Average across 5 nearest wards
BME population %	8.2	22.68
% out of work (May 2011)	12.4	17.14
Crime rate (offences/1000 population)	106.7	130.42
% pupils achieving 5 GCSEs incl maths and English	49.1	43.17
% overweight or obese	51	49
% 'happy' or 'very happy'	90	87
% 'in good health' over last 12 months	87	86

We see here a diverse area with some problems around unemployment, crime and poor

educational achievement; yet with surprisingly good health and well-being – a community that is functioning well despite economic challenges, in which diversity seems to be a strength and not a weakness.

We expect much of our pupil intake to live within a two-mile radius of the site. Despite the economic issues affecting the area, pupils at existing schools across a two-mile radius from our preferred site are in many ways close to the average for the city.

	Bristol	2-mile radius of preferred site
% receiving free school meals	26.7	26.1
% English second language	16.9	29.3
% statemented SEN	3.1	2.5
%SEN without statement	15.6	15.9

(Source: www.education.gov.uk, www.bristol.gov.uk)

The primary characteristic visible in these figures is that our expected intake will include a much higher percentage of pupils for whom English is a second language than the Bristol average. We also anticipate that the number of pupils with Special Educational Needs in our intake will be higher than the average for the area, as new schools tend to attract parents whose children are not thriving at existing schools.

3**. How our curriculum and its delivery will meet the needs of all our pupils**
The characteristics and needs of our expected intake will be met through the following aspects of our curriculum and curriculum delivery.

3.1 Learning in different ways at different ages

- Broadly speaking, during YR-Y1 the curriculum is taught through 'doing' physical activity, using imitation as the key tool for learning. In Y2-Y9 the curriculum is taught predominantly by engaging thinking and imagination, gradually increasing the emphasis on cognitive skills until by Y10-11 the main lessons are predominantly academic.

- We expect an ethnically and culturally diverse intake with higher-than-average numbers having English as an additional language. Our school's focus on physical activity and creative play in the early years will give pupils time to form strong social bonds and a positive relationship to school; to build speech and listening skills; and to develop positive and appropriate behaviour. Once the behavioural and linguistic foundations for learning have been laid, the later, more academic educational stages will be more effective.

3.2 A carefully designed progression

- Each year lays the foundation for the next. For example, before reading and writing, hand-eye co-ordination is developed with sewing, knitting, and finger games; oral literacy is built by the reciting of songs, poetry and verses; and form drawing develops skill with pen and pencil.

- This process ensures that all pupils have the appropriate precursor skills for each new phase of education, which helps all pupils to remain engaged with the curriculum rather than becoming alienated and disengaged.

3.3 A narrative approach

- Narrative pedagogy can take the form of story, discussion, open-ended questions and group projects and presentations. The focus on speech, listening skills and collaborative learning supports the expected proportion of pupils with English as a second language, and allows stronger social bonds and group identity to develop in a diverse intake.

- The 'story' lesson becomes a journey on which both pupils and teachers embark, deepening engagement with learning. Engagement is at the heart of our approach to behaviour management (see Section D7 for details).

- A narrative-based, creative, imaginative and collaborative approach is central to the inclusion of all pupils. Pupils with a wide range of aptitudes and abilities can engage with the lesson in different ways, enabling them to feel valued, appreciated and challenged at their own level. This approach is central to our approach to ensuring that the needs of all pupils are met (see Section D4 for details).

3.4 Flexibility in learning strategies and curriculum delivery

- A strong teacher-pupil relationship with a high level of individual care and commitment to each pupil creates effective, differentiated support both academically and pastorally. The Class Teacher system (see D2 6.21 below) means that pupils stay with a Class Teacher for up to eight years, giving time for teachers to develop individual learning strategies for each pupil that are genuinely effective.

- Teachers will interpret and present material in a creative way, finding ways of teaching that will engage and inspire their particular class.

3.5 Many ways to engage

- Children learn most effectively as a whole person, giving equal attention to the thinking, feeling, and physical elements of learning: "learning with head, heart and hands". Our curriculum contains a balance of academic study; cooperative group learning and peer education; skilled, expressive arts and crafts; and physical activities and sports. This allows all pupils to find areas of study that they enjoy and can do well at.

- The thematic structure of the Main Lessons (see D2 3.2 below) allows pupils many different ways to engage with each subject, allowing all pupils to engage fully, minimising behavioural issues and laying the foundations for lifelong learning by helping pupils to understand how they learn best as an individual.

3.6 Structure and rhythm

- This structure and rhythm are expressed in the internal rhythm of a lesson and in the daily, weekly, and yearly calendar.

- Each lesson is structured to alternate between active and more quiet, reflective activities.

- Each day starts with the main lesson (See section D2) followed by subject lessons until lunch time. The afternoon lessons include more physical activities such as PE or crafts.

- There will be a weekly all-school assembly.

- Finally, the yearly rhythm reflects the seasons with festivals celebrated by the whole school and prepared for in each class, and other school events such as seasonal fairs and performances.

- Our school calendar will include culturally specific festivals that reflect the diversity of our local community, providing a celebration of cultural richness and an opportunity to build community cohesion within the school. Festivals will be linked to comparative religious studies (see section D2).
- The strong sense of familiarity and stability developed through structure and rhythm has been shown to be effective in engaging pupils who have experienced disruption and insecurity in their home lives.

3.7 Recall

- Within a main lesson block (between 2 and 4 weeks) new content learnt by the children on one day is recalled the following morning prior to the introduction of further material.
- Recall is a communal activity, ranging from simply asking 'who remembers?' to more direct and detailed questioning in which pupils consider what they have learnt from a new angle.
- This collective re-visiting of learning strengthens the inclusive ethos of the class as they work together, ensuring that all pupils feel connected to what they have learned and that no pupils feel left behind. Our school will have a highly diverse intake in an area with historically poor educational outcomes. Our ethos (see Section D8) is to improve pupil outcomes by building a cohesive, supportive learning community in which all pupils feel included.

3.8 Outdoor learning and physical activity.

- Although our expected intake is slightly under the Bristol average in numbers who are overweight or obese, this remains a problem at a national level and our school will address it by including physical activity across a much broader range of lessons than just PE. This will include regular 'outside days' for younger children; skilled, creative physical activities such as sculpture, craft and practical technology lessons; eurhythmy, an expressive movement/dance form unique to Steiner education; regular walks and outdoor visits; and sport and physical exercise.
- Physical activity in our school will thus encompass creativity, skill, self-expression, recreation, fitness and health and wellbeing. By providing more routes to access physical activity, it becomes accessible to a wider range of pupils.

3.9 Social cohesion

- Our expected intake is culturally and ethnically diverse and we will have a focus on generating a strong school community. Teaching will encourage considerate engagement with others, with pupils undertaking tasks and activities co-operatively as a group rather than competitively as individuals. This builds a strong group identity, an atmosphere of mutual friendship and support, and a collaborative learning community.

3.10 A stress-free work ethic.

- Our expected intake includes refugees and asylum seekers, many of whom will have had traumatic experiences. Our preferred site is in an area characterised by economic deprivation and the stress that that can entail for children. Our curriculum will be focused on enjoyment of work and achievement without unnecessary stress and pressure.
- In the kindergarten (YR-Y1) there is an emphasis on children contributing to 'real work': helping to prepare the snack, setting the table or sweeping the leaves from the path.

- Children can see the value of what they are doing and feel that they are contributing to their environment and community, building an ethos in which work is valued and enjoyed.

- Kindergarten teachers act as role-models and when not leading an activity will be working themselves; ironing the napkins, mending a doll, making a bench etc. Children are very imitative at this age and it is the perfect time to establish this need to 'do'.

- Throughout the school, achievement will be celebrated and shared as a creative and enjoyable process, with regular performances and exhibitions of work and collaborative projects in which pupils of all abilities can find a challenging and satisfying place.

- In later years the narrative, collaborative teaching methods used in delivering our curriculum will maintain the sense of learning being a creative, enjoyable shared enterprise between teacher and pupils, not a task set for pupils by teachers.

4. Measuring and improving outcomes

Our school will be built around a culture of continuous improvement and effective assessment of each pupil's progress. We will celebrate a range of outcomes apart from attainment at GCSEs. These include that our school leavers become well-rounded individuals who have a belief in themselves and in their potential to find creative solutions.

The central tool for providing data on pupils' progress and ensuring that pupils are progressing satisfactorily will be Individual Learner Profiles (ILPs). These will be developed using validated Steiner class standards in Years 4, 6 and 9, with reference to the National Curriculum and to GCSE curriculums. Regular assessments will be made, which will be shared with parents and discussed at regular individual meetings with parents.

ILPs will also be used to aid communication on a child's progress between teachers, in particular between a pupil's Class Teacher and subject teachers; at points of handover between teachers when staff are replaced; and where there are specific concerns about aspects of a pupils' progress.

Full details of how we will define and measure success are given in Section D5.

5. Qualifications

Educational outcomes have been historically poor in the area around our preferred site. In the nearest secondary school, City Academy, 41% of pupils achieved 5 or more GCSEs including Maths and English in 2012. We will focus on achieving good results for all pupils in core GCSE subjects, while allowing pupils to stretch their abilities in a broad and balanced Steiner curriculum with many opportunities to excel.

Our school will offer the English Baccalaureate:

- English GCSE
- Maths GCSE
- Science (double award) GCSE – Core Science and Additional Science
- A modern language GCSE
- History or geography GCSE

The GCSE curriculum will run alongside a varied, broad and balanced Steiner curriculum.

Creative Arts subjects (art, music, drama) will be accredited via the **European Portfolio Certificate.** This provides a framework in which students can evidence their own creative work as well as their ability to plan, research, carry out and evaluate creative projects. The

European Portfolio Certificate is accepted and understood by specialist education providers in arts subjects, and we will work with local post-16 education providers to ensure that the nature and value of this accreditation is understood and accepted as a valuable adjunct to GCSE qualifications.

6. Other outcomes

Alongside academic achievement our curriculum will deliver:

- **Personal development**: Our broad and balanced curriculum allows a variety of skills and competencies to be nurtured in each pupil. The qualities and strengths of each child will be recognised and valued, promoting self-esteem and confidence. Creative and imaginative processes will be built into every lesson, encouraging creative problem solving and presenting pupils with age-appropriate tasks and challenges.

  Creative and imaginative thinking skills; motivation and self-direction; and the ability to express ideas through a wide range of media will allow our pupils to play an active role in Bristol's future.

- **Social development**: Social and emotional development will promoted through age-specific, collaborative learning activities, from learning through play in the early years to gardening, building, drama and music performance in the later years. Pupils will learn how to relate to one another constructively. Class teachers will focus on the social cohesion and harmony of the class, supporting the children in resolving their own issues, and promoting mutual support and collaboration amongst the pupils.

  Social cohesion and social skills will be central to the success of our school, which will be part of a complex and diverse local community. A focus on social cohesion in our school will contribute to the development of community cohesion in our area.

- **Physical development**: Physical development is addressed in a number of different ways in the curriculum: regular PE lessons, promoting general health and fitness; eurythmy, a unique programme of movement exercises that encourages self-awareness and spatial perception; handwork and crafts, exercising fine motor skills and becoming increasingly complex as the children develop; and movement activities used in teaching (for counting, lesson warm up etc.).

  Although health and obesity are not specific problems for our expected pupil intake, they remain general problems at a national level. Our school will have a culture around physical activity that is rooted in the pleasure of learning new skills, not just in sports and games but in craft and expressive arts.

- **Spiritual development**: Our school will support the spiritual development of pupils, not teach any specific faith. Weekly RE lessons will teach about the history of faith, the value that it has for many people and the strength and inspiration that it has given many historical figures.

  The ethos of our school will be one of mutual respect and understanding between people of all faiths and none, and of respect and wonder towards both nature and human achievement.

7. Our plans for managing pupil transitions

Our school offers an all-through education from reception class through to year 11, minimizing transition phases; however, there are a number of key transition points for each pupil.

- **Reception Class: the transition from home to school**

Our Kindergarten will provide a nurturing atmosphere that minimises difficulties in the transition from home, with a gently colourful environment, rich in natural materials; a calm atmosphere and a strong emphasis on play. Kindergarten teachers will visit families and attend previous nurseries and Early Years settings. Parents' evenings will focus on helping parents to create a consistent atmosphere between home and school with common expectations of behaviour, learning basic skills through activities, and a stable routine.

- **Y1→Y2: the transition from Kindergarten to Lower School**

  Class teachers will work closely with Kindergarten staff to assess their future pupils. On the first day, all the older classes welcome the children into the lower school in very special assembly. At this stage pupils are able to make progress at their own pace in mixed ability classes. There is an emphasis on social and collaborative education, with teachers able to adapt their teaching to the particular group dynamic of the class.

- **Y6→Y7**

  There is no specific transition between Y6 and Y7. The curriculum follows a progressive path with new themes introduced each year until Y9 (see D2 for details).

- **Y9→Y10: the transition from Lower School to Upper School**

  The transition from 'lower' to 'upper' school is celebrated as a milestone on the journey from childhood into adulthood, a time when pupils' intellect and capacity for independent judgement really flourishes. This celebration is shared with the whole school, with performances and exhibitions of work and achievements.

- **Y11→: the transition from school to further education, employment or training**

  We will work with local post-16 education providers to ensure that there is a good understanding of the nature and benefits of the education that our school will provide, to ensure that pupils are able to access the pathway of their choice after leaving our school. Pupils will be provided with extensive careers advice including visits to businesses and education establishments. Pupils will leave school with appropriate national qualifications and vocational skills. The broad and balanced Steiner curriculum generates strong social skills, independence and motivation, assisting the transition to work or to more independent study. We will work in partnership with City of Bristol College and other post-16 providers to offer pupils information, visits and guest speakers on post16 learning opportunities. We will also work in partnership with City Academy and other local Academy schools to access joint careers advice days working with local employers.

- **School transfers at opening**

  Our initial intake will bring together children who are transferring from many other schools. We recognize the challenges that this will bring and we anticipate that teachers will need to devote additional time at the beginning of the first term to developing the social group of each class, helping children to acclimatize to their new educational environment and building up the daily routines and habits that characterize the school.

- **School transfers – ongoing**

  Pupils can make progress at their own pace up to Y10, which accommodates pupils transferring into the school with skills that are advanced or delayed. Our focus on social skills and social cohesion will include a strong emphasis on welcoming new pupils who transfer into the school, including assigning 'buddies' from older classes to look out for new younger pupils; actions by class teachers to welcome and integrate new pupils into the class group; and promoting a culture among staff and parents of welcoming new families into the school community.

SECTION D2: CURRICULUM AND ORGANISATION OF LEARNING

Contents
Introduction – a broad and balanced curriculum
1. Stages in the curriculum
2. Content of the curriculum: Kindergarten
3. Content of the curriculum: Lower School
4. Content of the curriculum: Upper School
5. The school calendar
6. Pupil organisation

Introduction – a broad and balanced curriculum

Our school will have a broad and balanced curriculum. All pupils, including the most academically gifted, will leave school with competence in a broad spectrum of knowledge-based, manual and life skills.

A broad curriculum:

- From Years 2 to 9 subjects - including the main National Curriculum areas of literacy, numeracy, science, and humanities - are introduced and taught in the multi-disciplinary Main Lesson (discussed further in section D2 3.2 below). For example, geometry is not only taught from the point of view of maths, but aesthetics, architecture, science, its place in history, and how its use has developed over time.

- The curriculum builds on itself year on year following a carefully thought out sequence and encompassing a broad range of disciplines. For example, the sciences begin with the animal kingdom and move to the plant kingdom, then to the mineral kingdom followed by the more abstract areas of astronomy and physics.

- By Year 11 the child's various studies will have covered, for example, astronomy, ancient Persia, geomorphology, history of art and the Renaissance as well as learning the key national curriculum subjects – see D2 3.3 and 4.4 below for a full list.

A balanced curriculum:

- The curriculum is designed to develop academic, artistic and vocational skills.

- A balance is created in lessons, using intellectual activities with imaginative and creative engagement, as well as physical and practical activities to explore the subject.

- The multidisciplinary, integrated approach practiced in the main lessons creates a balanced learning experience for all pupils so that subjects are not isolated but put into a broader context that identifies, creates links and explores relationships.

- The delivery of the curriculum changes through the school, using different aspects of the pupils' learning as they progress through three distinct phases.

- In the kindergarten years (YR-Y1) children are engaged and taught primarily through play, creative activities, songs and recitation. The focus of all teaching is on 'doing' through imitation and play. Focus on these activities enriches imagination, develops physical and cognitive skills, and lays the foundations for future intellectual and more directed artistic engagement.

- In the lower school (Y2-Y9) the focus of learning shifts to using the imagination and the child's feelings through stories and image-based learning. Numeracy, literacy, science, history and languages are more interesting and powerful if approached through stories

and imagination.
- In the upper school (Y10-Y11), focus is on engaging and developing the intellect by approaching subjects through analysis, discussion and problem-solving.

1. Stages in the curriculum

Contents
1.1 The division of the school
1.2 Curriculum model for Kindergarten
1.3 Curriculum model for Lower and Upper School

1.1 The division of the school

The curriculum is divided into three stages:
- Reception Year - Year 1 (Kindergarten)
- Year 2 to Year 9 (Lower School)
- Year 10 - Year 11(Upper School)

1.2 Curriculum model for Kindergarten

YR&Y1	Creative activity	Circle Time	Free Play/ outdoors	Story Time	Eurythmy	Lunch & Snack Time	Rest Time	Hours per cycle
Hrs per week	7.5	2.5	10	2.5	0.5	7.5	2.5	32.5
% per week	23%	8%	29%	8%	2%	22%	8%	100%

Reception class and Year 1 are regarded as one stage - Kindergarten. Our kindergarten class will mix children from both reception and year 1. The interaction of the age groups encourages social learning, since the young children may learn from the older ones while the older children develop patience, empathy and a sense of responsibility from their interaction with the younger ones. It also provides a period of continuity since the children are with the same teacher for two years. Differentiation does take place between the year groups for certain activities, roles and responsibilities - explained below in more detail.

The learning experience of children under the age of seven is integrated and not subject-based. Mathematics, for example, and the use of mathematical language, might take place at the cooking table where food is prepared and concepts such as addition and subtraction, weight, measure, quantity and shape are grasped in a practical manner as part of daily life.

1.3 Curriculum model for Lower and Upper School

(Subject percentages per week, averaged over each year)

	Y2 - 3	Y4-5	Y6-7	Y8-9	Y10-11
Maths	18%	18%	12%	12%	11%
English	18%	18%	12%	11%	11%
Science	8%	8%	8%	9%	18%
Geography	3%	3%	3%	3%	3%/9%
History	3%	3%	6%	6%	3%/9%
Languages	6%	6%	9%	18% (2)	9%/9%
P.E.	10%	10%	8%	6%	6%
Music	10%	10%	8%	6%	6%
Arts	12%	12%	9%	9%	6%
Crafts	6%	6%	6%	6%	6%
Outdoor Learning	15%	12%	6%	3%	0%
Eurythmy	3%	6%	6%	6%	3%
Religion	3%	3%	3%	3%	3%
ICT	0%	0%	0%	0%	3%
Performing Arts	3%	3%	5%	5%	3%

Note that:

- In Y2-Y5 there is an emphasis on the core subjects of Maths and English, building the foundations for later study.
- There is more outdoor learning and PE in the earlier years, allowing younger pupils to release energy in a creative way to help them to settle for more concentrated study periods.
- In Y6-Y9 the curriculum is very evenly weighted across subjects, giving a very broad and balanced approach once pupils are able to engage fully with academic study.
- In Y10-Y11 there is an emphasis on the core EBacc subjects to ensure that all pupils have the best possible support in gaining core qualifications.

The curriculum model for the Lower School

The Main Lesson teaches core subjects (literacy, numeracy, science, history and geography) as a two-hour thematic lesson at the beginning of each morning; one theme lasts between 3-4 weeks. Specific subject lessons fill the remainder of each day.

Main Lessons incorporate many aspects and disciplines of the curriculum. This allows the Class Teacher to develop a wide range of activities around the central theme, using movement, speech, music and practical activities as well as formal academic work.

Main Lesson is the equivalent of three 40-minute lesson periods and represents about 40% of the teaching timetable. The curriculum model above shows the integration of all subjects on offer with the Main Lessons calculated as a weekly equivalent of their yearly percentage (3 week main lesson = 39 lessons = 0.75 weekly hour).

The school will deliver a broad and balanced curriculum in the lower school, with core skills

(numeracy, literacy and science) complimenting arts, drama, languages and craft / outdoor activities. These early years lay strong foundations for later years, particularly emphasising the learning of times-tables, mental arithmetic, grammar and the recitation of poems. These years also focus on positive behaviour (tidiness, politeness, co-operation, respect for the teacher etc), so that pupils can receive learning in the most effective, harmonious way.

While these core subjects continue in years 6-9, it becomes possible for pupils to recognise subjects separately; to understand that science for example, has its own method of exploration and delivery. Children are now ready to observe phenomena and draw their own conclusions. It is at this stage of the curriculum that science, history and geography are introduced formally.

New main lesson themes and subjects are introduced through the lower school years in a carefully thought out sequence, with one year laying the foundation for the next. For example, before reading and writing, hand-eye co-ordination is worked on through sewing, knitting, and finger games; language is worked on through the reciting of songs, poetry and verses and finally form drawing leads up to the moment when writing and reading is formally introduced in year 2.

The curriculum model for the Upper School

Core subjects within the Steiner curriculum continue to be taught in multi-disciplinary main lesson blocks with specialist subject teachers brought in to deliver them over 2 – 3 weeks. Upper school lessons are characterised by a more college-style atmosphere, where the children are encouraged to research, debate, question and explore their given subjects.

In Y11 a four-week main lesson block is set-aside in the Spring for GCSE exam preparation and revision. The number of GCSEs offered is not extensive as they are taught alongside a varied and broad curriculum including drama, crafts and music for all pupils. The school day is longer by one/two periods, to accommodate the extra teaching required by the twin-track approach.

2. Content of the Curriculum: Kindergarten

Contents
2.1 introduction to the Kindergarten curriculum
2.2 Sample timetable for Kindergarten
2.3 Teaching environment and the role of the teacher
2.4 Learning outcomes

2.1 Introduction to the Kindergarten curriculum

The Kindergarten day has a regular pattern of child-led free play and more focused teacher-led activity. Each day (8:30 am to 3.15 pm) will normally include:

- Creative activity - baking, painting, drawing, sewing, modelling, preparing the shared snack.
- Circle time, when the children come together for ring games, songs, movement, rhythmical verses and an opportunity to share their ideas and experiences. These activities reflect the seasons and include material from diverse cultures (0.5 hour).
- Periods of free play in a play-friendly kindergarten environment, including the 'home-corner', house building materials and other equipment to stimulate the children's

imagination.

- Snack and meal times - sharing food that children have prepared with the teacher (1.5 hours);
- Outdoor time - outdoor activities and gardening (2 hours);
- Story time, often brought to life by the teacher using music and puppetry (0.5 hours);
- Rest time, for the children to recover their energies, generally after lunch (0.5 hour).

Points to note:

- In Kindergarten the entire school day including lunch and snack time is considered as learning time, with teaching staff present throughout.
- The hours per day given in brackets after each activity are indicative and include transitional activities - organised toilet breaks, tidying up, arranging the table, putting on outdoor clothing, etc. At times, longer activities such a nature walks may take place.
- These transitional activities are organised to form learning opportunities and build social habits and habits of self-care. Time is set aside for the children to tidy up and return things to their allotted places; to arrange the room for activities; to set table, and wash up after meals; to wash their hands; to put on and button their coats; tie their own shoe-laces, etc.
- Once a routine is established, however, it is adhered to in order to provide children with a regular pattern and clear boundaries for their activities. A typical timetable is as follows:

2.2 Sample timetable for Kindergarten

	9.00 - 10.30	10.30 - 11.00	11.00 - 11.30	11.30 - 12.15	12.15 - 12.45	12.45 - 1.45	1.45 - 2.15	2.15 - 3.30
Monday	Baking	Circle Time	Snack Time	Walk	Story	Lunch	Rest	Free Play
Tuesday	Painting	Circle Time	Snack Time	Outdoor Play	Puppet Show	Lunch	Rest	Free Play
Wednesday	Sewing	Circle Time	Snack Time	Walk	Puppet Show	Lunch	Rest	Free Play
Thursday	Seasonal Craft	Circle Time	Snack Time	Walk	Story	Lunch	Rest	Free Play
Friday	Baking	Circle Time	Snack Time	Outdoor Play	Puppet Show	Lunch	Rest	Free Play

2.3 Teaching environment and the role of the teacher

The curriculum for this age group provides extended opportunities for free imaginative play. This provides a foundation for the development of ingenuity and problem-solving skills, as well the opportunity for children to develop social and collaborative skills essential to their success in later life. Child-led play also promotes good psychological health by allowing children to express themselves in diverse ways using a wide range of materials.

The environment for child-led play is equipped primarily with non-specific materials including wooden blocks and planks, wooden frames and benches, coloured muslin throws, cushions, shapeless soft figures, wooden clothes pegs, and other "found" natural materials such as sea

shells. These non-specific materials allow the children to imprint their imagination on their play. A block of wood can become a telephone or a computer; a frame draped in muslin can be a house. Large objects, as well as small, are provided, permitting the creation of complex play structures requiring care, experimentation and collaboration.

Teachers lead the pupils in their regular activities, teaching by example, through action and imitation, rather than by direct instruction. They also follow them in their play, observing the individual developmental characteristics that children show when engaged in self-directed activity. This observation is the key to the early introduction of a differentiated approach. Issues of socialisation, physical co-ordination and communication skills can be picked up and worked with, with significant benefits for the pupils' future educational progress.

2.4 Learning outcomes

Learning outcomes, including key foundations for later learning, are achieved through the range of activities in the Kindergarten, as follows:

- **Enthusiasm for learning** is engendered through the opportunity for self-directed activity.
- The seeds of **literacy** are sown through participation in songs and rhymes; listening to stories; conversation; and structured talking and listening time. Use of writing instruments is developed by drawing; languages are introduced with simple songs and rhymes from other countries;
- **Numeracy skills** are developed through counting, measuring, weighing and dividing out, when applied to real-life tasks (baking, craft, preparing snack-time).
- **Gross motor skills** are developed through outdoor activities (running, climbing, pushing wheelbarrows, gardening).
- **Fine motor skills** are developed through painting, drawing, and craft activities.
- **Scientific interest and discovery** is stimulated through experience of the natural world, through nature walks, gardening, food preparation and seasonal songs and recipes.
- **Technology** is introduced through learning the safe and effective use of hand tools in craft, cookery and gardening;
- **Art** is introduced through painting, drawing and model-making;
- **Music** is introduced through daily singing, and the playing of simple musical instruments by the teacher to accompany their storytelling;
- **Creativity**, ingenuity and the power of the imagination are developed through free play and the use and combination of simple objects to express form, purpose and intention;
- The ability to **co-operate** and follow a process through it its conclusion is developed through teacher led activities (craft, baking, gardening);
- **Social and emotional skills** are developed through conversation; participation in circle time; collaboration in play and shared activities; preparing and sharing food; and taking responsibility by tidying up, sweeping, mending, helping younger children;
- **Spiritual development** arises in the sense of awe and reverence created when appropriate stories and myths are told (not read) by the teacher in an atmosphere of silence and close attention; and in the celebration of festivals that follow the rhythm of the seasons of the year.

3.0 Content of the curriculum: Lower School

Contents

3.1. Sample Timetables (See overleaf)

3.2 The Main Lesson

The main lesson is taught in thematic blocks of three to four weeks, allowing sustained, multidisciplinary exploration of a topic. Pupils use intellectual, creative, physical and social skills, and the material they explore touches upon a range of curriculum subjects. In Y2-6 the class teacher teaches the main lesson subjects, highlighting interconnections between subjects and giving pupils a feeling for the unity of knowledge.

For example, **a main lesson in numeracy for Year 2** could include mental arithmetic; drawing and painting to enumerate objects; exploring numbers outdoors (counting points on leaves; gathering, counting and dividing up fruit and nuts); singing and movement as an aid to learning times tables; music as an aid to timing and rhythm; writing and reciting of stories or verses concerning numbers; simple written sums; bringing adding, subtracting, multiplying and dividing to life through stories.

A main lesson in astronomy for Year 9 could include the mathematics of vast numbers and distances (including the concept of infinity); practical observation of the stars; the science of the telescope and practical experiments with light; making models of planetary systems; reading, writing about and illustrating Renaissance scientific history or the role of astronomy in early culture and religion; creative writing and art inspired by astronomy.

This thematic, interdisciplinary approach offers two key benefits. It allows sustained concentration on a subject area, allowing breadth and depth of learning so that the material really penetrates the pupils' minds. An important aspect of this is the process of recall (cont..)

Monday	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9

08:45	L1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson
09:25	L2								
10:05	L3								
10:45	**Break**								
11:15	L4	French	Extra Main	German	Extra Main	Music	German	Eurythmy	Art / Ceramics
12:00	L5	Euryth-my	German	Music	French	Maths	French	German	
12:45	**Lunch**								
13:45	L6	PE	Hand-work	Outdoor learning	Art	Wood-work / Outdoor learning	PE	Music	Eurythmy
14:30	L7								Religion
15:15	L8								

Tuesday

08:45	L1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson
09:25	L2								
10:05	L3								
10:45	**Break**								
11:15	L4	German	French	Euryth-my	Maths	French	Music	Maths	German
12:00	L5	Extra Main	Euryth-my	French	Music	German	Religion	French	Maths
12:45	**Lunch**								
13:45	L6	Hand-work	PE	Art	Hand-work / Outdoor learning	PE	Hand-work / Woodwork	Art / Ceramics	Music
14:30	L7								
15:15	L8								

Wednesday

08:45	L1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson
09:25	L2								
10:05	L3								
10:45	**Break**								
11:15	L4	French	Religion	German	Euryth-my	Maths	German	French	Maths
12:00	L5	Extra	German	Religion	German	French	Maths	Religion	German

		Main							
12:45	Lunch								
13:45	L6	Outdoor learning	Outdoor learning	Hand-work	French	Art	Euryth-my	German	Eurythmy
14:30	L7				Religion		Extra Main	Eurythmy	French
15:15	L8								
Thursday									
08:45	L1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson
09:25	L2								
10:05	L3								
10:45	Break								
11:15	L4	German	Euryth-my	French	Maths	German	Extra main	German	French
12:00	L5	Extra Main	French	Extra Main	German	Euryth-my	French	Extra Main	Extra Main
12:45	Lunch								
13:45	L6	Art	Art	PE	Euryth-my	Religion	Maths	Wood-work /	PE
14:30	L7				Extra Main	French	Euryth-my	Hand-work	
15:15	L8								
Friday									
08:45	L1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson
09:25	L2								
10:05	L3								
10:45	Break								
11:15	L4	Religion	Music	Euryth-my	French	German	French	Maths	German
12:00	L5	Music	Extra Main	Extra Main	German	Eurythmy	German	French	French
12:45	Lunch								
13:45	L6	Outdoor learning	Outdoor learning	Outdoor learning	PE	Hand-work	Art	PE	Wood-work / Hand-work
14:30	L7								
15:15	L8								

3.2 The Main Lesson (cont.)

… gathering together each morning what has been learned the previous day. The material is revisited again over the course of the year, and built upon in subsequent years. In this way the learning is reinforced and retained.

Second, the lesson length and the focus on a single theme for a number of weeks permit a wide variety of material and of learning methods. This helps to maintain interest and anticipation; caters for a range of aptitudes; and supports many learning styles, allowing each pupil to find something they love and something they excel at.

Main lesson learning is unhurried but thorough; by maintaining continuity it allows for a highly efficient use of time, ensuring that **core subjects** are delivered every day for a sustained period, but with a variety of approaches that reduces the risks of boredom or burn-out. It challenges the pupils in many ways, promoting simultaneous growth in coordination, writing skills, articulate verbal expression, memory, artistic skills, individual thinking, etc.

Main lessons allow for 'quality teaching time' - an opportunity to work and learn collaboratively, improving pupils **social skills and relationships** amongst themselves and with their teacher.

Pupils explore ideas creatively in written work and in class discussion, working in a supportive and appreciative environment, thus strengthening **personal development**.

Physical exercise is integrated into the main lesson to enhance the pupils experience and understanding of the subject matter, and to develop the pupils' sense of integration between movement, language, numbers, etc. Thus whilst learning, pupils are also **physically engaged** and active, giving the body a change from passivity to activity, a sense of rhythm and balance.

3.3 The curriculum by subject - Subject lessons

Main lesson is followed by morning break, after which there are two subject lesson periods before lunch. After lunch there are two further subject periods. Effort and attention is paid to the order and structure of the lessons in the day. Academic lessons, such as maths, languages, etc, will generally be taught in the morning, whereas music, crafts, PE and drama will be taught in the afternoon. This follows a natural rhythm of energy and concentration.

Subject lessons are taught by specialist subject teachers. All strands of the curriculum at a given age are, in so far as possible, interrelated. For example in Year 4 children will work on fractions; dividing the whole. In music they will divide the beat and learn music notation, while in English they divide the sentence and study parts of speech and grammar.

3.31 Literacy: writing, reading, listening and speaking

In Year 2 letters are introduced imaginatively through stories and pictures, then joined writing is practiced. Reading follows, using a multi-faceted approach that includes phonics. In year 3 short compositions are written and reading develops further, starting with the pupil's own writing before moving on to unfamiliar texts. Traditional stories and verses are also told and recited to engage imagination and strengthen recall. In Years 4 to 6 different forms of writing are practiced and the formal rules of grammar, parts of speech and tense are learnt. Pupils begin to write their own accounts which prepares them for essay writing. More complex stories are read, providing material for recitations and performance.

In Year 7 to 9 pupils write more sophisticated essays and creative compositions using complex sentence structures and applying the skills of drafting, self-correction and use of a dictionary. Eventually pupils are able to write in a diversity of genres and styles (report writing, persuasive writing, note-taking, creative writing, poetry etc.) and from an engaged, personal perspective. Throughout the curriculum English is broadened and deepened through in-depth study of appropriate texts and by class plays.

3.32 Numeracy: arithmetic, geometry, algebra and their practical uses

Mathematics is built on a foundation of practical experience and an emphasis on mental arithmetic. Numeracy teaching is multidisciplinary, involving story, music, movement, cookery, art and outdoor activities. In years 2 to 5 the four arithmetic processes are introduced imaginatively then practiced mentally. Initially, pupils work with simple sums and solve arithmetical problems by handling objects, making pictures, reciting tables, movement and through story. This leads to work with larger numbers, odds and evens, long multiplication and division, fractions and decimals. Learning maths in the lower years is consolidated through regular mental practice and practical methods such as freehand drawing of geometric forms.

In Years 6 and 7 pupils address more complex problems such as factors and denominators. They draw complex geometrical shapes both freehand and using compasses. Precise drawing and observation of forms leads on to the basic laws of geometry, including Pythagoras. Pupils apply maths to business problems. In years 8 and 9 pupils focus on data collection and representation; more complex measurement, including volumes; square roots; ratio; powers; surface areas of different shapes; algebra; graphs; integers; Euler's law; etc. By the end of Year 9 all the core content required to prepare for GCSE courses will have been covered in breadth and depth.

3.33 Science: observing, experiencing and analysing the material world

Science begins informally in the early years with hands-on experience; the nurturing of a sense of wonder towards nature; and observation of natural phenomena. This emphasis on observation and 'doing' lays the groundwork for learning concepts and laws. Science teaching includes the study of biographies; the links between scientific and industrial processes; and study of Bristol's built environment and socio-economic history.

In years 2 and 3 pupils observe nature, describe or draw natural objects, go on walks and are told stories and sing songs that develop a sense of the natural world. This leads to the naming of plants, animals and minerals. Awareness and sensitivity towards nature is encouraged in year 4 through gardening and compost making, woodland work, a residential trip to a working farm and visits to Bristol's urban farms. Food is understood as a process from farm to table. In Year 5 pupils learn about animals and their habitats, including urban wildlife. This leads to a study of the seasons, time and space. Pupils will begin to learn about recycling and will set up a class recycling project. In Year 6 science focuses on botany - the study of plants, keeping a gardening diary and visit Bristol's green spaces to study and appreciate the diversity of flora and fauna.

In Years 7 to 9 science focuses on the natural laws of physics, geology, ecology, human biology and chemistry. In physics pupils are taught causality and the properties of sound, light and heat. Practical lessons using levers and pulleys reveal mechanical laws. In class 9 magnetism, electricity and electromagnetism are studied. In geology pupils study rock types, their uses and their relationship to landscape. Ecological themes are explored through gardening; a garden produce stall (linked to business maths main lesson); and detailed studies of the life-cycles of different organisms. Biology explores the mechanics of human bone and muscle movements, leading on to the physiological systems of the body (circulatory, metabolic and nerve-sense) with relevant emphasis (for older pupils) on nutrition, reproduction, hygiene and the effects of drugs. Astronomy considers the planetary system. In Chemistry industrial processes involving starch, sugar, proteins, fat and metals are explored.

3.34 History: from ancient to modern

The history curriculum gives an overview of historical periods and events, brought to life by

stories and biographies that illuminate local, national, European and world history.

From years 2 to 5 history is presented through stories, starting with myths and folk tales and moving to traditional stories containing moral principles and origin myths in Year 4. Bristol's rich local history features in Year 5, integrated with the study of local geography.

In year 6 there is a transition from myth to documented history, in a vivid narrative that moves from ancient India, through Mesopotamian, African and Persian cultures, to those of Egypt and ancient Greece, the Roman Empire, the rise of Christianity and early British history. The focus is now on organisational aspects of society - government, laws, economy, technology and culture.

In Years 8 and 9 the narrative includes the Middle Ages, the rise of Islam, the Renaissance and the age of 'discovery', through to the nineteenth-century. Pupils will study the effect of historical changes, such as those generated by exploration, colonialism and trade, on Bristol's economic and social development and relationship to the wider world.

Key historical changes and their socio-cultural effects (national and local) will be studied, including the agricultural and industrial revolutions and the slave trade in relation to Bristol. Pupils leave Year 9 with a solid grounding in chronological history and historical method as a basis for GCSE.

3.35 Geography: expanding horizons from the locality outwards

Before geography is taught formally the idea of a world away from home is established in Years 2 and 3 through stories and myths. In Year 4 pupils then explore differing types of construction from around the world as part of a practical building main lesson (see technology curriculum, below).

Geography begins with local geography in class 5, investigating how natural resources and features have determined land-use and shaped local life. Maps are hand-drawn to personalize understanding. Pupils then look further afield to the geography of their home nation (Year 6). Different regions are studied, exploring how the diversity of the natural environment has shaped economic activity and regional culture. Pupils draw more accurate relief maps and learn basic geographical concepts through experience and observation.

Through Years 6 to 9 the geography curriculum spirals outwards to explore different continents, cultures and the earth as a whole. This begins with Europe's physical features, climates, landscapes, economies and cultures, and human resourcefulness in overcoming nature's challenges. The study of other continents follows, exploring natural, cultural and economic conditions including globalization, population, trade, political and ethnic conflicts, the legacy of colonialism etc. Pupils interpret mixed geographical data and learn to read maps and atlases. The geometrical element of geography is developed (precise map drawing, using co-ordinates). In the older years pupils explore world geography including climate, meteorology, natural resources and development issues. By the end of class 9 pupils have a sense of humans living within wider ecological systems, leading to the holistic theme of 'eco-geography' studied in the upper school.

3.36 Religious Education

We will nurture a strong sense of belonging for all children whatever their faith background. The school will provide the required religious education, including a daily act of appreciation and thanks-giving. Religious education will be appropriate to the ethos of the school (see D8 - Ethos for details) and will accommodate pupils' varied religious and cultural backgrounds. This will be achieved through a calendar of seasonal festivals which the whole school

celebrates together. Throughout the school a sense of reverence and an attitude of tolerance and respect will be encouraged and modelled by the teachers, and reinforced by verses said before meals and at the beginning and end of the day. From Y3 pupils will study historic and contemporary religious beliefs, focussing on biographies of people who have been led by strong ethical convictions. Pupils will develop a well-informed understanding of world religions as well as a strong sense of the value of community and wonder towards the natural world.

3.37 Modern Foreign Languages

We aim to offer two languages with all pupils from year 2 to year 9 learning French, and German from class 7 onwards. French and German have been chosen because these two languages illustrate the twin roots of English and provide a basis for the learning of related languages.

In years 2 to 4 language is largely taught orally, with writing introduced only towards the end of Year 4. Learning is primarily through songs, folk tales and movement games taken from French culture. Vocabulary is taken from the immediate surroundings and then extended gradually outwards. Verbs, adverbs and adjectives are then introduced and practised. Writing is added towards the end of Year 4. Reading and translating from printed text and written project work are introduced in classes 6 and 7. Grammar and parts of speech are analysed and vocabulary is strengthened. Pupils learn from a variety of media - poems, short plays, simulated conversations etc. Often these are performed to the school, which boosts confidence. In classes 8 and 9 French culture and literature will be studied.

German will be offered from class 7 onwards with the option of study at GCSE level. Study will be more intensive and will culminate in the study of German geography and culture. German texts with cross-curricula links will be explored (e.g. extracts from Martin Luther to coincide with the history of Reformation; study of epic, narrative and lyrical poetry to coincide with parallel study in English).

3.38 Technology: a cross-curricular approach

(please note - ICT is covered separately, below)

In our curriculum doing, making and constructing take up a significant proportion of curriculum time. The use of both simple and sophisticated tools and equipment form an integral part of the pupils' learning experiences. These are introduced progressively and safely. In Year 4, for example, pupils take part in a real building project, mixing mortar and laying bricks. Further specific technology-based projects form part of later teaching: as part of the Year 8 science curriculum students build and fire a working lime kiln, and in Year 7 construct a short stretch of "Roman road".

3.39 Information and Communication Technology

ICT is introduced in Y9, later than in many schools. The experience of Steiner schools around the world is that IT skills can be quickly acquired, but that there are a range of skills and aptitudes that are best developed at younger ages, and that the development of these skills can be hampered by early use of some technologies. In particular, the development of patience, attention span, listening skills and communication skills can be more strongly supported without the distractions of computers.

Our approach is to focus on literacy, numeracy, critical thinking, communication skills, emotional and behavioural skills and physical and motor skills before introducing computer-based education. This approach has been successful elsewhere, for example in the Waldorf

School of the Peninsula in Los Altos, California, in the Silicon Valley area. This school shares our approach of delaying computer-based learning until Y9 but has an enthusiastic and supportive parent group including the chief technology officer of eBay along with employees of Google, Apple, Yahoo and Hewlett-Packard (http://www.smh.com.au/digital-life/computers/computers-ok-not-in-silicon-valley-20111106-1n1qc.html).

The focus of our ICT teaching will be on understanding how computers work and developing skills in programming, design and simple electronics; commercial software packages will also be studied.

ICT begins in Year 9 by building an understanding of how computers work and an introduction to common applications, supplemented by a study of the historical and social context of information technology. In year 10 pupils will gain a deeper understanding of digital technologies, supported through the study of number bases and the binary system in mathematics. Pupils will build their own simple computers (eg Raspberry Pi-type devices); study the basic ideas behind computer programming including flowcharts, code-writing, website design using HTML, CSS and JavaScript; and study the relationship between hardware and software. At the same time the ethical and health issues connected with ICT will be addressed.

It is recognized that pupils will use computers at home earlier than they are introduced at school. For this reason rigorous guidance on E-safety will be given and in liaison with parents. Our school's e-safety policy will be developed to recognise the specific issues facing our school, in particular our intention to develop extended school activities in partnership with third-sector organisations (see section D2 5.0 below for details) and the likelihood that pupils will use computers at home earlier than in school.

Additionally, computer facilities may be introduced at an earlier age for children who have difficulty processing and presenting information (see Section D4 - 2 below for details).

ICT facilities will be available to staff and pupils to assist them in research and planning, record keeping and assessment. Provision will include a management information system and a high-speed and appropriately filtered broadband internet offering access, where appropriate, both on and off-site to staff, parents and pupils.

3.4 Physical education; Art; Music; Handwork and Craft.

The Steiner curriculum places a strong emphasis on pupils' physical, artistic, imaginative and creative skills, which are integrated into core subject teaching. For example, movement exercises are frequently used at the beginning of the day to help pupils settle for learning; rhythmic movement may be used to aid recitation or repetition, such as times tables, or a foreign language verse; coloured drawing is used to personalize different subject matter; model-making is used to learn about geometrical shapes, and singing and recorder-playing are used to reinforce social bonds. In addition, there are separate subject lessons in all four areas, from Year 2 to Year 9:

3.41 Physical Education

Games lessons begin with simple running and tag games, instilling the principles of rules, appropriate behaviour and working as a team, with more complex tactical elements being gradually introduced. In Year 6 pupils practice athletics which culminates in a competitive "Olympic games" involving all Steiner Schools. Cycling proficiency will be taught in

partnership with SUSTRANS. From Year 7 strategic team sports are established, such as basketball, netball and hockey, and in year 8 circus skills are learnt to develop focus, poise and self-control.

In addition, Eurythmy - a form of expressive movement distinctive to Steiner schools - is used in all years. Eurythmy helps to develop motor skills, increases pupils' concentration, coordination and posture, and improves social and spatial awareness. The forms and gestures of Eurythmy develop in complexity as pupils get older.

3.42 Art

Through art children experience a real sense of beauty whilst learning about colour and form. Themes for art are related to the ongoing main lesson, enhancing and deepening its subject content, and creating a unified and broad learning experience that allows pupils to engage with learning through beauty, aesthetics and the visual expression of emotion.

In Years 1 to 6 pupils are guided through a series of colour exercises, exploring the mood of the colour spectrum. This is followed by the introduction of form, which develops in complexity as the class evolves. Drawing also accompanies all the themes of the main lessons. From Year 7 onwards focussed artistic skills are introduced alongside perspective, portraiture, modelling etc.

3.43 Music

Music forms a strong theme across the curriculum. All pupils will experience singing and instrumental music, to develop an understanding of music as a real living experience. Choral singing is unaccompanied, developing collaborative skills and confidence in self and others. In the earlier years (Years 3 to 5) pupils practice pentatonic songs and flute, rhythmic clapping and aural games. This develops into rounds, choral singing and eventually reading notes. In the older classes pupils learn the recorder, handling degrees of the scale, counting intervals etc. Choral singing develops and ensemble playing is practiced. By class 9 pupils are composing projects - writing rounds, a cadence in 4 parts and studying musical biographies.

3.44 Handwork and craft: textiles and wood (woodwork from year 6)

Craft work provides physical, emotional and intellectual challenges. The younger classes will learn to knit, hand sew and embroider, which all require planning, precision and thought as well as experience of the colour and qualities of different materials. Older classes will work with wood and fabric including the use of power tools and sewing machines, requiring increasing precision, physical engagement and thoughtful design. Handwork and crafts improve children's concentration, coordination and dexterity, and give a real sense of achievement. Many of these practical skills feed into other subjects like maths, enhancing both practical and intellectual agility.

3.5 Drama and performance

Plays and performances are an important feature of our curriculum, calling upon the physical, creative and intellectual qualities of the pupils and encouraging social and emotional development. The emphasis is on participation and pupil progression rather than performance outcome. Plays are not cast by ability but with reference to how pupils will best benefit in terms of powers of expression, self-confidence, self-esteem and social integration. The whole class takes part and the work is done in school time - it is not an optional, after school activity. There are performances from every class in every year, ranging from a short concert for

parents in Year 2 to a fully staged production in Year 9.

3.6 Class trips and local visits

Each class has an annual trip, building up from a single night away in Year 2 to a week or more in Year 9. The activities are linked to the main lesson themes for the year and are intended to be both challenging and confidence-building, encouraging independence and good habits of social interaction. A typical pattern of annual class trips is as follows:

Year 2 – Camping locally in a natural setting – 1 night;

Year 3 – Camping a little further afield – 2 nights;

Year 4 – Farm camp – 3 nights;

Year 5 – Trip to tie in with local geography main lesson;

Year 6 – Trip to "Olympics" competition with other schools;

Year 7 – Extended geology field-trip;

Year 8 – Outward bound trip;

Year 9 – Foreign trip (usually Europe).

In addition, classes make day or afternoon trips in collaboration with Bristol's City Farms, community agriculture projects, nature reserves and organisations such as Imayla (Urban Rural Creative Connections) to enrich and strengthen the children's connection with their environment.

3.7 Citizenship in the curriculum

Children growing up in Bristol are living in the midst of a highly diverse community in terms of ethnicity, language and culture. The study of citizenship in our curriculum will therefore embrace a whole range of cultural, religious and ethnic backgrounds, celebrating the richness of the area. Citizenship permeates the main lesson programme throughout the school. Pupils learn about the world of work and serving others as well as other cultures and religions. They are taught about the origins of democracy and how it works in society today. In geography and history they are taught about colonialism and, in the modern context, globalisation. In addition, pupils will be encouraged and supported in giving voice to their opinions and practicing discussion and debating skills.

4. Content of the curriculum: Upper School

Contents
4.1 Principles of learning in the Upper School
4.2 Sample timetables
4.3 Main lesson subjects
4.4 GCSE subjects
4.5 Other weekly lessons
4.6 Upper School Subject Lessons
4.7 Careers advice
4.8 Trips

4.1 Principles of learning in the Upper School

The key principles of integrated learning do not change in the upper school, but the focus of learning is increasingly intellectual - presenting theories, concepts and principles for analysis and debate. We will equip pupils with powers of discernment and a critical but open mind; and to develop their initiative and ability to make decisions independently and creatively.

4.2 Sample timetables

Monday		Year 10	Year 11
8:45 AM	lesson 1	Main Lesson	Main Lesson
9:25 AM	lesson 2		
10:05 AM	lesson 3		
10:45 AM	BREAK		
11:15 AM	lesson 4	Languages	History / Geography
12:00 PM	lesson 5	History / Geography	Languages
12:45 PM	LUNCH		
1:45 PM	lesson 6	English	Maths
2:30 PM	lesson 7	PE	Woodwork/
3:15 PM	lesson 8		Craft
Tuesday			
8:45 AM	lesson 1	Main lesson	Main lesson
9:25 AM	lesson 2		
10:05 AM	lesson 3		
10:45 AM	BREAK		
11:15 AM	lesson 4	Languages	PE
12:00 PM	lesson 5	Maths	
12:45 PM	LUNCH		
1:45 PM	lesson 6	Science	Lang 1
2:30 PM	lesson 7	English	Science
3:15 PM	lesson 8	History / Geography	
Wednesday			
8:45 AM	lesson 1	Choir	Choir
9:25 AM	lesson 2	Main Lesson	Main Lesson
10:05 AM	lesson 3		
10:45 AM	BREAK		
11:15 AM	lesson 4	Science	Maths
12:00 PM	lesson 5	Art / Languages 2	Science

12:45 PM	LUNCH		
1:45 PM	lesson 6	Art / Languages 2	English
2:30 PM	lesson 7		Drama / Music
3:15 PM	lesson 8	History / Geography	
Thursday			
8:45 AM	lesson 1	Main Lesson	Main Lesson
9:25 AM	lesson 2		
10:05 AM	lesson 3		
10:45 AM	BREAK		
11:15 AM	lesson 4	Languages	Maths
12:00 PM	lesson 5	Maths	Languages
12:45 PM	LUNCH		
1:45 PM	lesson 6	English	Art / Lang 2
2:30 PM	lesson 7	Woodwork/	
3:15 PM	lesson 8	Craft	
Friday			
8:45 AM	lesson 1	Main Lesson	Main Lesson
9:25 AM	lesson 2		
10:05 AM	lesson 3		
10:45 AM	BREAK		
11:15 AM	lesson 4	English	English
12:00 PM	lesson 5	Science	English
12:45 PM	LUNCH		
1:45 PM	lesson 6	Maths	Science
2:30 PM	lesson 7	Drama/	History / Geography
3:15 PM	lesson 8	Music	

4.3 Main lesson subjects

Contents
4.31 Main lesson subjects for Class 9
4.32 Main lesson subjects for Class 10

4.31 Main lesson subjects for Class 9

- Literature and drama, including their historical development and different genres
- Maths: two and three dimensional geometry

- Physics: electricity and communications
- Organic Chemistry:
- Human-centred biology: lungs and heart/blood circulation; the senses (with focus on the skin); recreational drugs and effects on their physiological effects
- 20th and 21st century history: forms of government, major political and social changes; challenges to democracy
- Geography/geology/geomorphology: the physical earth – plate tectonics, rock types and different landscapes; minerals as a resource; detailed map reading; orienteering; extensive field studies
- Art History: from ancient civilisations to the Renaissance

4.32 Main lesson subjects for Class 10
- Literature: storytelling, discussion, essays, poetry writing and reciting, creative writing; classical literature
- Maths: trigonometry and surveying (including a project on school grounds).
- Physics: Dynamics and gravitation
- Chemistry of metals
- Biology: human physiology, anatomy, embryology and sexuality
- History: anthropology; culture and the evolution of civilisation
- Geography: climatology and oceanography; the world's biomes and modern ecological challenges; globalization; geo-politics; sustainable development
- Art History: From the Renaissance to modern art

4.4 GCSE subjects
Our school will focus on the core GCSE subjects within the **English Baccalaureate:**
- English
- Mathematics
- Science – Core Science and Additional Science
- History or geography
- Modern foreign language – French or German

4.5 Other weekly lessons
- Drama, leading to a fully staged production.
- Crafts (including: ceramics, printing, woodwork, sculpture, metalwork, basket weaving etc.
- Music
- PE

'Academic' or core subjects and 'enrichment activities' are integrated into a broad and balanced curriculum, contributing to a well-rounded and complete education. In addition, there is considerable crossover between the knowledge areas of main lessons and GCSEs, adding breadth and depth to these subjects that equips pupils for post-16 study.

4.6 Upper School Subject Lessons

Contents

Non-GCSE subjects will be taught by specialist teachers and external experts, to provide excellent and inspiring content. Using people who work in the field beyond their teaching creates a link to the outside world, enabling pupils to see the relevance of the curriculum to the real world. Music, craft and drama will be accredited via **European Portfolio Certificates**, giving a clear structure in which pupils research, plan, carry out and evaluate their own work and providing evidence of broader project management skills, motivation, self-direction and creativity as well as specific skills within subject areas.

4.61 Music & Choir

Pupils will gain real experience of musical performance as well as knowledge of theory. Years 10 and 11 will be work in instrumental groups of different styles and genres (strings, rock, drumming, a cappella singing, etc.). There is a further weekly combined choir session.

4.62 Craft

In the upper school crafts are explored in new breadth, bringing them in contact with professional craftspeople; enhancing their aesthetic judgement, coordination and precision skills; and giving inspiration and direction to pupils' choice of vocation in life.

During years 10 and 11 pupils experience a range of artistic and craft activities including; basketwork, ceramics (hand building and working on the wheel), woodwork (joinery and carving), metal work (forging and copper-beating), photography (digital and traditional dark room techniques), printing, stained glass, stone carving and printmaking. The emphasis is on co-ordination, observation and perseverance, as well imagination and creativity.

4.63 Drama

Pupils become comfortable and familiar with performing on stage, both for school events and for parents. Drama is an important educational tool both in the Lower and Upper School.

In the Upper School, drama courses include History of Drama Main Lesson in Y10 and a drama production in Y11. Through exploring a wide variety of dramatic situations and contexts, pupils can come to terms with their own emotions and develop perspective and inner objectivity. Drama fosters a variety of social skills and responsibilities; promotes self-confidence and self-control; encourages imagination and aesthetic sensitivity.

4.64 PE

Years 10 and 11 come together for sports and activities including basketball, badminton, softball, volleyball, tennis, hockey, athletics, archery, gymnastics and circuit training.

After school sports clubs will be offered as an extra-curricular activity for pupils interested in further sports involvement.

4.65 Religious Education

A core aim in upper school teaching is the attempt to connect students to the most important ideals of all: their own. Cultivating a sense of idealism can be approached in a variety of ways but the religion lesson has a key role to play in furthering this aim. Lessons will typically be based on the study of inspiring biographies of both historical and contemporary figures. Nelson Mandela and apartheid, Jacques Luuyseran and the Second World War, Charles Darwin and evolution, Henry Ford and the industrial age, Mohamed Bouazizi and the Arab Spring are all examples of where a biographical approach to issues of social, ethical and moral import can inspire class discussion and self-reflection along with an appetite for context and meaning.

4.7 Careers advice

At the beginning of Year 11 pupils will receive careers advice and support to assist them in making further education and training choices. The school will seek close relationships with post-16 education providers in the city and will work to ensure that the distinctive nature of our school and the particular qualities that their students bring to the next stage of their education are appreciated and valued.

Our school will also work in partnership with other Academies locally to provide careers advice including opportunities to meet local employers and education providers.

Pupils will do a work experience placement in Y9 (rural setting) and in Y10 (urban setting) both in Bristol and nationally as per their choice, giving them a taste of the world of work and helping them to get a clearer direction for their futures.

4.8 Trips

Trips are an important aspect of upper school. Day trips in the upper school connect with specific main lesson. For example art gallery trips both in Bristol and London; Geology trip to Dartmoor, theatre trips to see relevant productions and more.

There will be a class trip at the end of each year as an extension of the curriculum. These could be sport based, craft based or nature and environment based.

The school will have in place a robust policy to ensure that school trips are well organised and safe.

5.0 School Timetable and Calendar

All pupils from YR-Y9 will access the whole curriculum in order to receive the broad, balanced and nourishing education our school will offer. From Y10-Y11 pupils will still access the entire main lesson curriculum and core GCSE subjects, with choice given in regards to additional GCSEs.

The school day - The school day runs from 8:30 am to 3.15 pm up to Year 9, and from 8:30 to 4 pm for Years 10 and 11. There is break of 30 minutes at 11 am, and a lunch break of one hour at 1 pm**.**

The school week - The school opens 5 days per week

The school year - Terms will follow the pattern set by the local authority for maintained schools, i.e. 39 weeks of term time, with five staff training days distributed through the year.
Festivals

Celebrating seasonal and traditional festival plays an important part of the school year, both as part of the curriculum and in terms of community building and reaching out. The school festivals will always appear on the school calendar as part of the yearly cycle for the whole school community. See Section D8 'Ethos' for more information on festivals.

Extended hours

We will offer a breakfast club from 8.00am which will be free for pupils receiving free school meals and will have a small charge for others. The school will offer enrichment activities until 6pm every afternoon. These activities will not be compulsory for pupils and we will offer a broad range of clubs and groups including homework club, crafts, art, sports, and choir. There will be a charge for all activities except the homework club, which will be free for all pupils. A healthy snack will be provided as part of all enrichment activities.

We will develop a menu of enrichment activities offer in partnership with third sector organisations and community groups, so that some activities will be run entirely in-house; some will be run in partnership with external organisations but wholly or partly funded by our school; and some will be run by partner organisations with their own funding. This could include community sports clubs and groups; third sector organisations with a focus on traditional skills from within a particular community (e.g. Silai for Skills Asian women's sewing organisation); or third sector cultural or arts organisations (eg the Basement Studio youth music project)

6.0 Pupil organisation

> **Contents**
> **6.1 Y1 and Y2 (Kindergarten)**
> **6.2 Y2 to Y9 (Lower School)**
> **6.3 Y10 to Y11 (Upper School)**

6.1 YR and Y1 (Kindergarten)

In Kindergarten children will be taught in 3 mixed age teaching groups. The 52 children from both years will be divided into three Kindergarten groups – 17 children in two groups, 18 in another. Each group has a teacher and a teaching assistant.

The interaction of the age groups encourages social learning, since the young children may learn from the older ones while the older children develop patience, empathy and a sense of responsibility from their interaction with the younger ones. It also provides a period of continuity since the children are with the same teacher for two years. The Kindergarten teacher is responsible for the pupils' moral, personal, spiritual and social welfare, including contact with parents, assessment and other management tasks associated with the class.

6.2 Y2 to Y9 (Lower School)

> **Contents**
> **6.21 The class group**
> **6.22 The class teacher**
> **6.23 Pupil organisation in lessons**

6.21 The class group

Pupils will be taught in teaching groups known as Class 1, Class 2 etc. Membership of any particular class is determined by date of birth. Each class of children stays together throughout Lower School. There will be two teaching groups / classes for each Year group, each with an Admission Limit of 26 pupils. There will initially be one class group for each form of entry in each year (growing to two at Reception in 2016). Pupils remain with their class group for most lessons; all learning takes place in these mixed-ability teaching groups.

Our curriculum is intended to engage with creative, social, emotional, intellectual and physical aspects of learning, so all pupils can engage fully in one or more area. The deep social bonds that are formed within the stable class group means that pupils are aware of and value each others' strengths and gifts while learning to accommodate and work with their limitations. This creates a sense of safety, confidence and empathy, building habits of mutual trust and collaborative working.

6.22 The class teacher

Each class group from Years 2 to 9 has its own class teacher, who stays with the class for 4-8 years. The class teacher has pastoral responsibility for the pupils in their class and will be available for pupils outside of lesson times to discuss problems with learning or personal issues. They will liaise closely with parents on issues of curriculum, learning and behaviour via direct contact and regular parents' evenings.

6.23 Pupil organisation in lessons

Example 1: Y7

Lesson	Pupil organisation	Teacher
Main lesson	Whole class	Class teacher
Languages	Whole class	Subject teachers
Maths	2-3 ability groups	Subject teacher
Handwork	½ class	Subject teacher
Woodwork	½ class	Subject teacher
PE	Whole year group divided into 2/3 rotating sport groups	Subject teacher per group
RE	Whole class	Class teacher or other designated teacher
Art	Whole class	Subject teacher
Music	Whole class	Subject teacher

The class teacher is responsible for core subject teaching through the primary age range with subject teacher support according to their skills profile. From Y7 onwards, maths, science, art, crafts, languages and English are taught by specialist teachers. Class/teaching groups continue as one group for main lessons and most subject lessons; the class will be divided into smaller working groups for some crafts and where streaming is required in subjects such as maths.

The class teacher is responsible for the welfare of the pupils in the class, and is the first point of contact for their parents, with whom the teacher will seek to establish and maintain good

contact.

Because the class teacher is able to spend so much time with the class/teaching group, they are well placed to get to know their social and family circumstances, to identify their educational needs, to spot difficulties as they arise and to tailor their teaching accordingly. They are also able to carry out a programme of continuous formative assessment.

Because the class/teaching group and their class teacher form a stable unit, the parents of the class are able to come together into a cohesive and supportive adult community. The class teacher hosts parent meetings at least once a term to discuss child development and parenting issues, as well as to engage the parents in the curriculum and monitor progress. Class teachers also meet individually with parents to discuss specific issues or to review the progress of their child.

This stability and mutual support is of particular value to pupils coming from a background of material and / or emotional deprivation.

6.3 Y10 to Y11 (Upper School)

From Year 10 pupils remain with their class/teaching group for almost all lessons but teaching is now delivered entirely by specialist subject teachers. Responsibility for the pupils' moral, spiritual and social welfare, including contact with parents, assessment and other management tasks associated with the class, is passed on from the class teacher to an Upper School class guardian, who is likely to be one of the teachers whom the pupils will see regularly for classes.

Pupils remain in class/teaching groups for the main lesson, and are thereafter divided into groups of ability for core subjects; maths, English and science, groups formed by GCSE offer, and mixed rotating groups for the craft curriculum.

While enjoying continued stability and rhythm, pupils in the upper school also appreciate the change from a single class teacher to many different subject teachers who are experts in their fields. There is a growing need for in-depth experience of the subjects that demands a teacher to respond in knowledgeable and confident ways. The pupils' growing need to expand their social group and social interactions is catered for when the whole year group is mixed up for lessons and subdivided into mixed smaller working groups (for example in PE and crafts).

Example 1: Y10

lesson	Pupil organisation	Teacher
Main lesson	Whole class	subject teachers
languages	1-2 ability groups	Subject teacher per group
maths	2-3 ability groups	Subject teacher per group
Science	Whole class	Subject teacher
Crafts	Whole year group divided into 3/4 groups.	Subject teacher per group some with assistant
History/ geography	Year group divided by choice of GCSEs	Subject teacher per subject
PE	Whole year group divided into 2/3 groups.	Subject teacher per group

RE	Whole class	Class guardian or subject teacher
Art	½ class	Subject teacher with assistant
Music	½ class	Subject teacher
Drama	½ class	Subject teacher

SECTION D3: STAFF STRUCTURE, ROLES, PHASING & AFFORDABILITY

Contents
Introduction
1. Staff build-up
2. Our staff structure

Introduction

Our staff structure will:

- Deliver against our education vision and plan, providing both leadership and sufficient teaching and non-teaching resources, in an affordable and appropriate way;

- Be appropriate, with a phased build-up of staff, in line with planned pupil numbers and financial resources;

- Have clarity in role and responsibilities, with a core senior leadership team, a teaching and non-teaching staff body that will build proportionately over time.

Our school will grow to full capacity over 7 years, starting with 156 pupils (2014/15) and reaching its capacity of 624 pupils by 2022/23 (see table below). The staffing structure will grow proportionately with pupil numbers over the same time period, reaching its full staff of approximately 75.7 Full Time Equivalent (FTE) staff (covering 89 roles), building from a baseline in 2014/15 of 14.6FTE (covering 19 roles).

Staffing will be phased in proportionally to pupil numbers, with an average 'pupil to teacher' ratio (PTR) of 10.8. This is well below the Bristol average (16.5).

We will offer competitive salaries for all staff so that we can attract the best skills and expertise to run our school and deliver the educational outcomes we aim for (see section F on recruitment and salaries).

Our proposed staffing structure is affordable within the expected school income throughout the build-up period and once the school reaches steady state, and is designed to allow us to deliver our curriculum and manage the organisation of the school at all stages. For full information on affordability, pay scales etc. see Section G and the Financial Plan.

1. Staff to Pupil Build-up and Phasing

Pupil Nos	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020 2021	2021-2022	2022-2023
Primary	52	130	182	234	260	286	312	338	364
Secondary	26	52	78	104	156	182	208	234	260
Total Pupils	**78**	**182**	**260**	**338**	**416**	**468**	**520**	**572**	**624**
Pupil Growth	**78**	**104**	**78**	**78**	**78**	**52**	**52**	**52**	**52**
Staffing Build-up (FTE)									
Leadership	2	2	3	4	4	4	4	4	4
Teaching	5	11	16	23	33	38	43	47	51
Education support	5	10	13	18	21	23	25	27	28
Admin Support	6	9	10	11	13	13	14	14	14
Total	**18**	**32**	**42**	**56**	**71**	**78**	**86**	**92**	**97**
Pupil Ratios									
PTR	**8.8**	**10.2**	**10.5**	**9.7**	**8.9**	**8.9**	**8.8**	**8.9**	**9.1**

2. Our Staff Structure

Contents
2.1. Summary and schematic
2.2. The senior leadership team
2.3. The management team
2.4. The teaching staff
2.5. The business support team
2.6. Staff structure - transition

2.1. Summary and schematic

We will ensure that each member of staff has a clearly defined role and line management and that they are part of a team which can support them in their work.

A summary of the staff structure at full capacity is shown in the schematic below.

Schematic of Proposed Staff Structure (full capacity)

```
Principal
  └── Executive Assistant
  ├── Vice-Principal
  │     ├── Head of Upper School
  │     │     ├── Class Sponsors
  │     │     └── Subject Teachers
  │     ├── Head of Lower School
  │     │     ├── Class Teachers
  │     │     └── Teaching Assistants
  │     ├── Head of Kindergarten
  │     │     ├── Kindergarten Teachers
  │     │     └── Kindergarten Assistants
  │     └── SENCO
  │           └── SEN Assistants
  └── School Business Manager
        ├── Finance Manager
        │     └── Finance Assistant
        └── Office Manager
              ├── Reception
              ├── Curriculum Clerk
              ├── Caretaker / Cleaner
              ├── Lunchtime Supervisors
              └── Technical Assistant
```

KEY — Senior Leadership / Management Team / Staff Body

2.2. The Senior Leadership Team

The Principal, supported by the leadership team, will be responsible for managing and running the school across all of its different functions, including teaching, administration, community relations, and finance. They will ensure that the school runs well, that the pupils are safe and learning well and that the school is meeting its statutory obligations. The Principal will be accountable to the Board of Governors.

The Senior Leadership team will consist of –

- **Principal** - Overall leadership responsibility and accountable to the Board of Governors. All members of the senior leadership team will report to the Principal.
- **Vice-Principal:** Responsible for all aspects of teaching and learning, including curriculum, timetable, teaching facilities and resources, teacher assessments, professional development, and mentoring.
- **School Business Manager (SBM):** Responsible for the running of the schools systems and assets, including overall responsibility the budget and statutory returns, as well as office administration, premises and facilities, ICT, human resources, health and safety and governance. The SBM will manage Office Manager and Finance Manager, who will support this role.

2.3. The Management Team

The Senior Leadership Team will be supported by a middle management team, consisting of

- **Heads of Schools (Kindergarten, Lower and Upper)**: These three posts will be teaching staff with additional responsibilities for management in their respective

schools. They will have less contact time with pupils to allow them to carry out their additional responsibilities. The role will include chairing staff meetings, cascading key information through the school, helping co-ordinate yearly reviews, and ensuring that the senior leadership team, and in particular the relevant Vice-Principal, is aware of any challenges or issues arising.

- **Special Educational Needs Coordinator:** This post will be a trained SENCO and will be responsible for special educational needs, including identification, progress and pupil assessments for SEN, EAL and Gifted and Talented pupil groups.
- **Office Manager** – Responsible for the management of all back-office resources, including maintaining IT and paper based systems, process administration and enquiries. Will line manager the office staff, and support the work of the SBM.
- **Finance Manager**: Responsible for the sound financial management of all aspects of the school, responsible for the budget, income and expenditure. Will be responsible for administering financial systems, statutory returns, and audit processes. This person will be a qualified accountant.

2.4. The Teaching Staff

Contents
2.4.1 Kindergarten
2.4.2 Lower and Upper School
2.4.3 Teaching assistants

The school is organised into Kindergarten (YR and Y1), Lower School (Y2 – Y9) and Upper School (Y10 – Y11).

2.4.1 Kindergarten

Kindergarten is the foundation of the school, comprising six mixed age teaching groups, taken from Reception and Year 1.

Each teaching group is led by a fully trained Kindergarten Teacher and supported by a Kindergarten Assistant. Kindergarten Teachers are trained in Steiner teaching methods, with a particular emphasis on the early years (ages 3-6). It is preferable, but not essential, that Assistants are Steiner trained, and where they are not this will form part of their on-going professional development. Kindergarten Assistants are line managed by their Kindergarten Teacher.

The school will open with three Kindergarten classes, which will then double to six (full capacity) in the second year.

At full capacity the Kindergarten will require:

- 6 teachers
- 6 assistants

2.4.2 Lower and Upper School

All pupils who are rising 7 enter Y2, which is the first teaching group in the Lower School. Each teaching group from Years 2 to 8 has its own class teacher who stays with their class as they rise through the school. The role of Class teacher is critical in Steiner education, with responsibility for the learning and pastoral care of their pupils. Class Teachers teach

their class for approximately 40-50% of their timetable, principally through the Main lesson in the morning.

As well as Class Teachers, the Lower School have specialist Subject Teachers. Subject Teachers supplement the teaching of Class Teachers, teaching progressively more lessons as the children get older.

From Year 10, teaching is delivered entirely by specialists in their subject. Responsibility for the pupils' moral, spiritual and social welfare, contact with parents, assessment and other management tasks are passed on from the class teacher to an Upper School class guardian, generally one of the teachers whom the pupils will see regularly for classes.

To ensure the teaching body in the Lower School is kept compact, as well as ensuring efficiency in recruitment, we will seek to recruit full-time teaching posts with teachers fulfilling more than one teaching role. For example, we will recruit Class Teachers which can also teach subject lessons, or Subject Teachers who can teach multiple subjects areas.

At full capacity the Lower and Upper Schools will require:

- 16 Class Teachers
- 4 Upper School Guardians
- 17.8 FTE Subject Teachers

2.4.3 Teaching Assistants

Both Lower and Upper School teachers will be supported by teaching assistants, including classroom assistants, SEN assistants and a technical assistant. Teaching assistants will help either the teacher with application of the lesson plan and will assist pupils in their learning, focussing on the individual learning needs of pupils and ensuring that either gifted pupils or those with special educational needs are given extra attention. Each assistant will be line managed by the Class Teacher, and periodically all assistants will meet with the Senior Leadership Team to address any common issues, concerns or development needs.

At full capacity there will be

- 9.7 FTE classroom assistants
- 12 SEN assistants (4.8 FTE)
- 1 technical assistant

2.5. Business Support Team

This team will be led by the SBM and will be responsible for providing all the support services required to run the school.

They will provide the sound business management principles needed to run our school and as such will seek to appoint professionals in their field, ensuring these roles and responsibilities are clearly separated from the teaching body. The team will grow proportionally with pupil numbers and teaching staff. See 6. Staff Structure – Transition (below) for the phasing of this team.

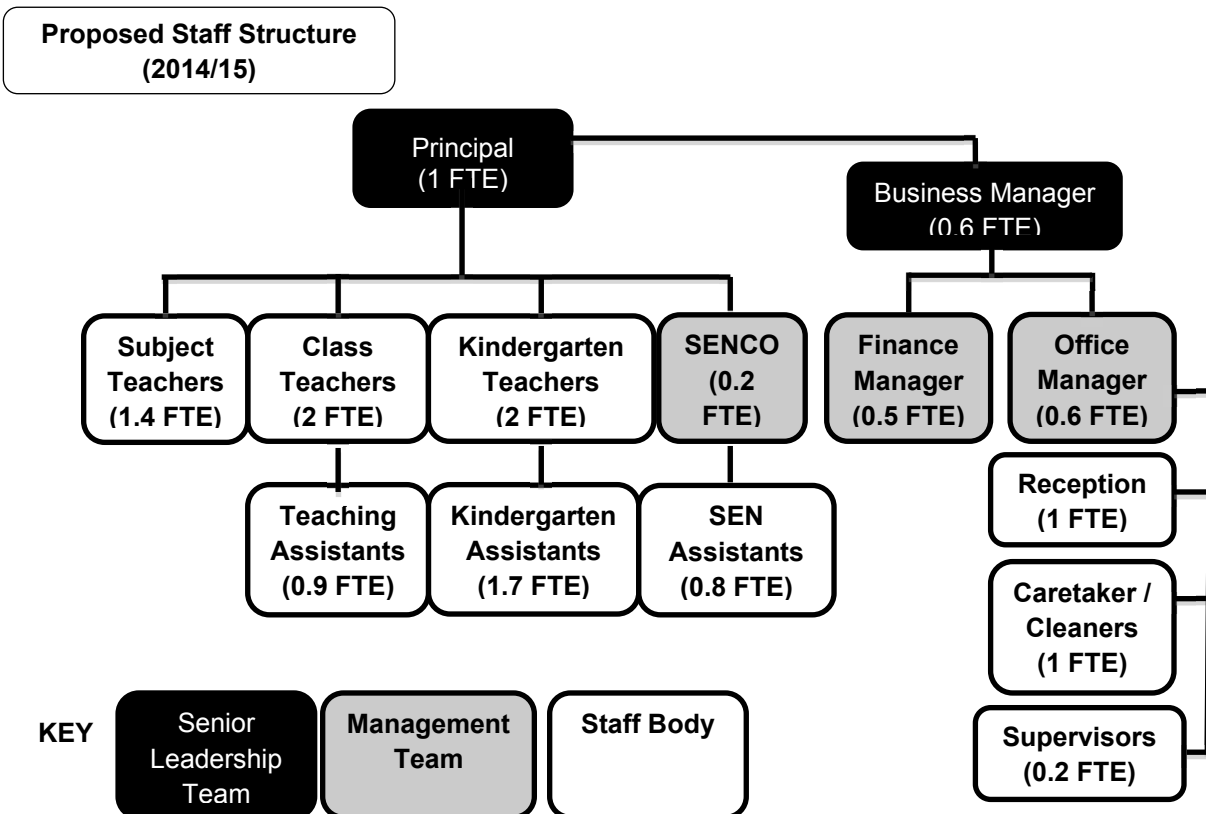The Business Support Team will comprise of the following posts –

- **Finance Assistant (part-time)** – To support the work of the Finance Manager (managed by the Finance Manager).
- **Office Manager** – Responsible for the management of all back-office resources, including maintaining IT and paper based systems, process administration and

enquiries. Will line manager the office staff, and support the work of the SBM.
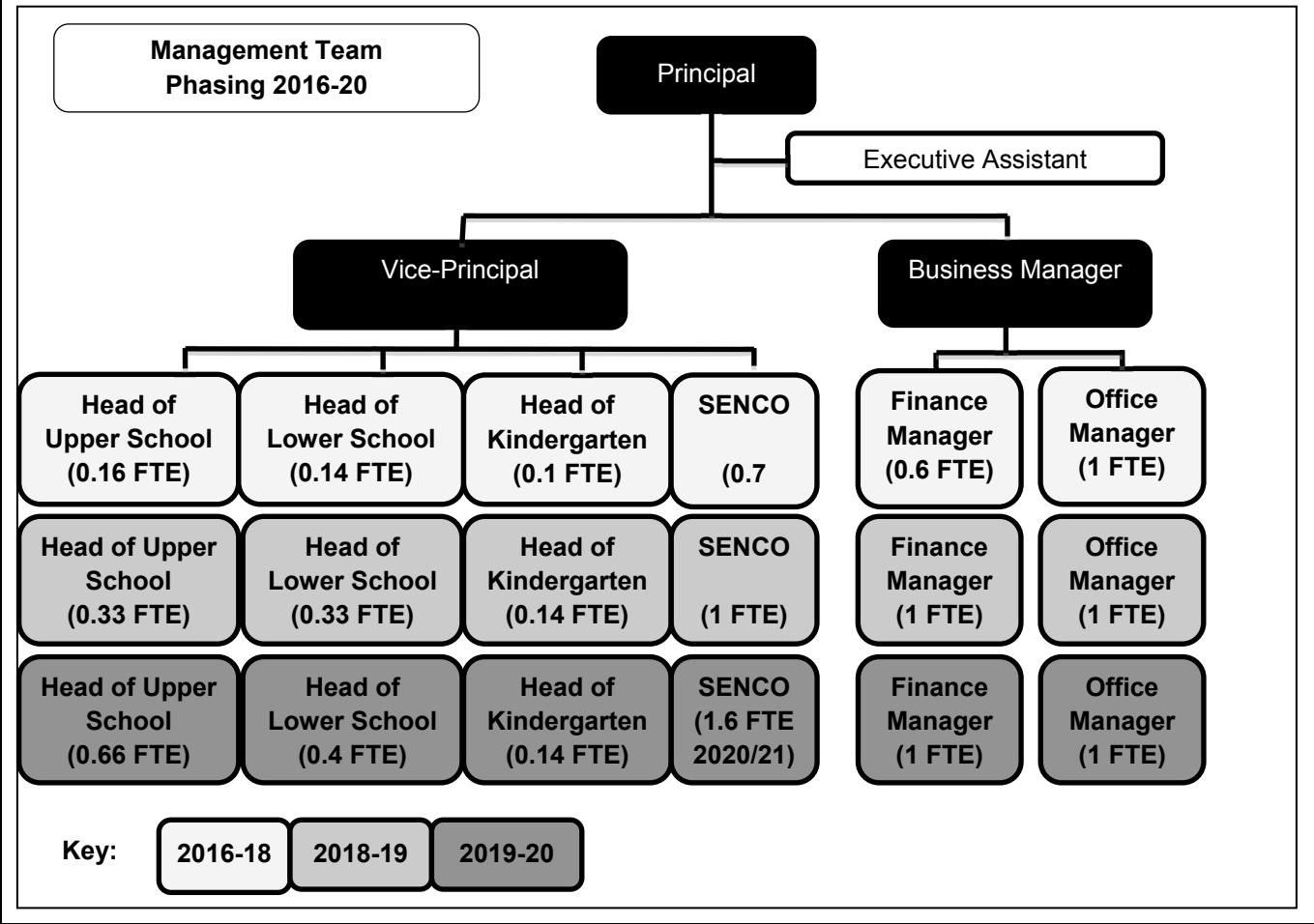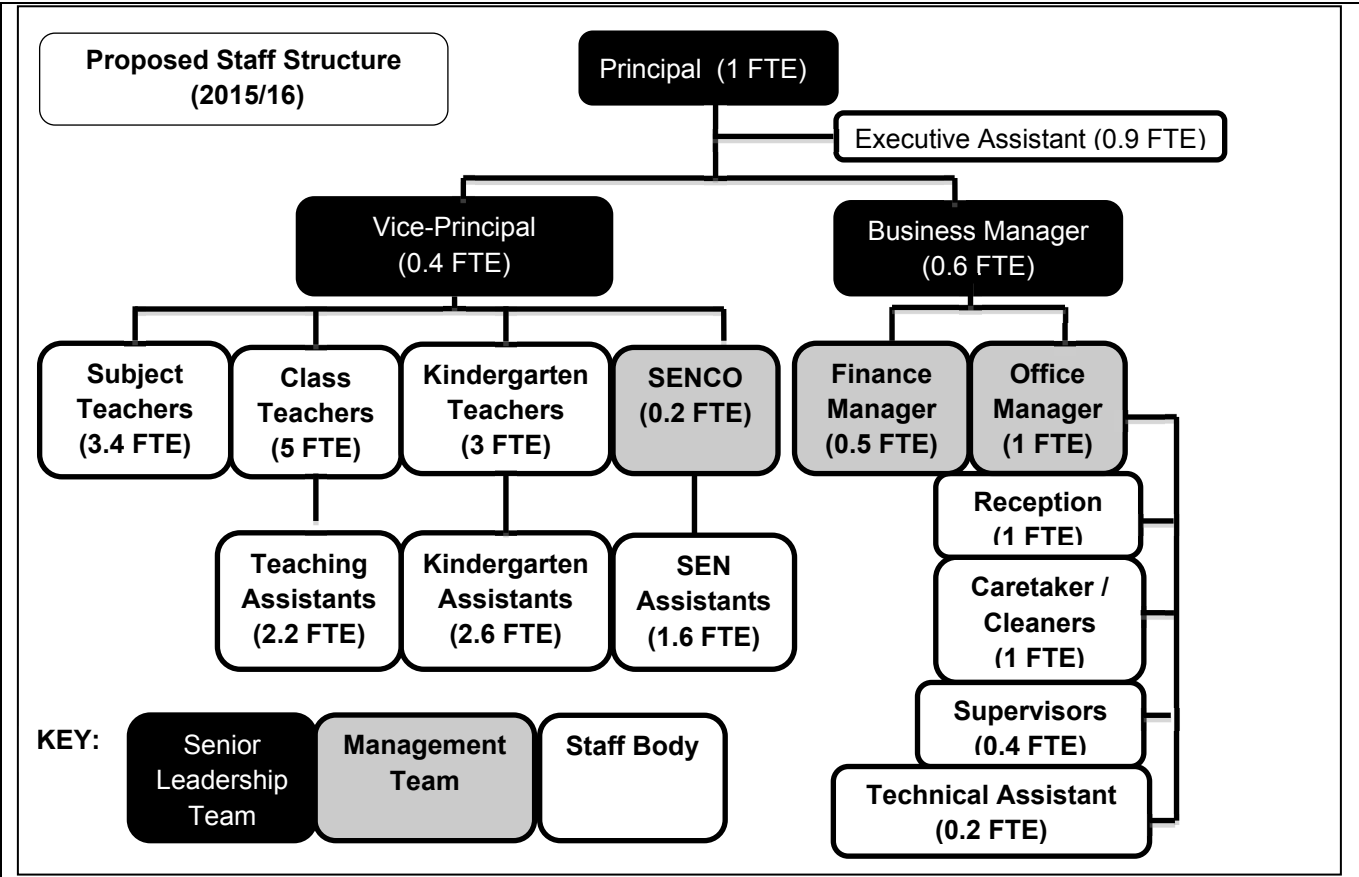
- **Executive Assistant** – to support the Principal and Senior Leadership Team, organising their time and resources, as well as acting as Clerk to the Board of Governors and Clerk to the Community Forum. Managed by the Principal.
- **Curriculum Clerk** (term time only) – to support the needs of teachers, including helping with organising teaching resources, supporting timetable issues, ordering supplies, arranging staff and pupil travel, sickness cover and absence. Also act as the Clerk to the College of Teachers.
- **Receptionist / Office Assistants** – To ensure that all visitors or enquirers are given excellent front of house customer service, with timely, polite and efficient service. Also responsible for maintaining the class registers, contacting parents in case of absence or sickness and to provide additional office and secretarial support as required.
- **Caretaker** – responsibility for the maintenance and upkeep of the indoor and outdoor premises, including security, supervision and evening and weekend access. Also responsible for 2 **cleaners** and/or cleaning contract (as appropriate).
- **Lunchtime supervisors** – 3 part time posts. To monitor and supervise lunchtimes

2.6. Staff Structure – Transition

The following structure charts shows the staff structure at different phases of development:

Proposed Staff Structure (2014/15)

Proposed Staff Structure (2015/16)

Principal (1 FTE)
Executive Assistant (0.9 FTE)
Vice-Principal (0.4 FTE)
Business Manager (0.6 FTE)

Subject Teachers (3.4 FTE)
Class Teachers (5 FTE)
Kindergarten Teachers (3 FTE)
SENCO (0.2 FTE)
Finance Manager (0.5 FTE)
Office Manager (1 FTE)

Teaching Assistants (2.2 FTE)
Kindergarten Assistants (2.6 FTE)
SEN Assistants (1.6 FTE)

Reception (1 FTE)
Caretaker / Cleaners (1 FTE)
Supervisors (0.4 FTE)
Technical Assistant (0.2 FTE)

KEY:
Senior Leadership Team
Management Team
Staff Body

Management Team Phasing 2016-20

Principal
Executive Assistant
Vice-Principal
Business Manager

	Head of Upper School	Head of Lower School	Head of Kindergarten	SENCO	Finance Manager	Office Manager
2016-18	(0.16 FTE)	(0.14 FTE)	(0.1 FTE)	(0.7	(0.6 FTE)	(1 FTE)
2018-19	(0.33 FTE)	(0.33 FTE)	(0.14 FTE)	(1 FTE)	(1 FTE)	(1 FTE)
2019-20	(0.66 FTE)	(0.4 FTE)	(0.14 FTE)	(1.6 FTE 2020/21)	(1 FTE)	(1 FTE)

Key: 2016-18   2018-19   2019-20

SECTION D4 – MEETING THE NEEDS OF ALL OUR PUPILS

Contents

1. Principles of differentiation

Our Ethos (see Section D8) is to give attention to physical, emotional, social and creative intelligence as well as cognitive intelligence. We recognise that pupils learn in different ways and that this depends on the stage of their development; and that different children prioritise different aspects of their intelligence in their approach to learning.

The curriculum is designed to provide a range of routes into learning (see Section D2). The priority of the each teacher is to identify and continually re-assess the most effective routes for each pupil, whether or not they have specific educational needs.

The Class Teacher system (see Section D3) allows teachers to work closely with the same group of pupils over a period of years, teaching them for at least 2 hours every day, engaging with their families and taking responsibility for their pastoral care. Class teachers can build a deep understanding of their pupils, enabling them to respond effectively to specific issues as they arise as well as to adjust their approach as the needs and circumstances of the children change. Class teachers have regular meetings with colleagues who also teach the class to exchange information, monitor progress and ensure that the specific learning needs of individual pupils are fully recognised.

The central principle of our approach to differentiation is to make greater demands of pupils in areas of strength while continuing to challenging them in achievable ways in other areas. This acknowledges that a pupil is not simply strong or weak in a subject, but is stronger or weaker in the different ways in which learning can be approached.

2. Management of differentiation

- Teachers are responsible for tracking pupil progress using Individual Progress Sheets and for using this assessment data in their lesson planning on a day to day basis. As part of this they have responsibility for initial identification of specific educational needs. In this first instance this may take the form of 'flagging up' potential issues to other teachers and to the SENCO, pending a more rigorous process to identify precise needs which will be led by the SENCO.

- If teaching staff judge that a pupil has specific educational needs that are not being met, they will refer pupils to the SENCO, who will work with teachers and the pupil to generate an Individual Learning Plan containing learning objectives and strategies for meeting the pupil's needs. This will be used to plan learning and track progress for that pupil, rather than the standard Individual Progress Sheets.

- As part of the Individual Learning Plan, the SENCO may arrange individual support for a pupil from Teaching Assistants or SEN Assistants, either in one or more specific lesson or across all lessons.

- The Individual Learning Plan may also include specific IT provision. Although IT is not introduced into the curriculum until Y9 (see Section D2 3.39 for details), IT support for

specific educational needs will be introduced at any point when the SENCO judges it to be needed. This could include screen reading software such as JAWS; touchscreen tablet computers with applications developed for pupils on the autism spectrum; and reading systems to assist pupils who find it easier to take in information by listening than by reading.

- The SENCO may also refer pupils to external professionals including educational psychologists, GPs etc. In some cases the SENCO may arrange additional support for a pupil from a specialist agency such as Kids Company Bristol, a charity working with young people from backgrounds of deprivation, abuse or neglect. The SENCO will be alert to safeguarding and Child Protection issues and could involve social services if signs of neglect or abuse are observed or if disclosures are made.

- The SENCO will maintain records of pupils' specific needs and will liaise with each pupil's teachers to ensure that their specific needs are being addressed via the Individual Learning Plan, and that adequate records are kept of each pupil's progress and of the success or otherwise of approaches to meeting their needs.

3. Approach to specific groups in our expected intake

This section sets out the specific educational issues that we expect in our intake, and how we will approach each group.

Contents
3.1 Pupils with special education needs
3.2 Pupils who are learning English as an additional language (EAL)
3.3 Pupils with social, emotional and behavioural difficulties
3.4 Looked-after pupils
3.5 Pupils from backgrounds of economic deprivation
3.6 Pupils with physical disabilities
3.7 Gifted and talented pupils

3.1 Pupils with special educational needs (SEN)

Contents
3.11 Key principles
3.12 Graduated response
3.13 Identification
3.14 Stage 1 response
3.15 Stage 2 response
3.16 Stage 3 response
3.17 Stage 4 response
3.18 ICT

3.11 Key principles

Pupils have special educational needs either because they have significantly greater difficulty in learning or because they have a disability that restricts their capacity to participate in the activities and make use of the educational facilities available to their peers.

The school will work to the principles and requirement of the SEN Code of Practice of January 2002, and revisions thereto arising from the 2011 Green Paper, *Support and aspiration: A new approach to special educational needs and disability*.

Bristol school statistics show that, on average, 3.1% of pupils have Statements of Special Educational Needs, while another 15.6% of pupils have recognised Special Educational Needs but are not statemented (source: DfE). This represents a wide spectrum of differing needs originating in a range of different causes and requiring a graduated and varied response.

The school's approach to pupils with special educational needs is derived from the Steiner ethos of seeking to educate the whole child, working with them to draw out their full potential as human beings and treating their differences as gifts to work with rather than as problems or weaknesses.

- All pupils who come to the school are integrated into the class group for their age irrespective of their academic or other abilities. They participate in the work and social dynamic of the class and are supported in doing so both by the class teacher and their fellow pupils.
- Pupils are not rated against one another as a measure of achievement, but are encouraged to perform to the best of their personal ability and to compete within the context of their own personal targets. This provides a framework within which pupils with differing educational needs can experience success and progress;
- The class teacher liaises closely with parents / carers to maintain dialogue and ensure that their picture of their child's needs is fully taken into account in the planning of school-based provision.

3.12 Graduated response

The key tool for the teacher is observation, seeking to identify not only the nature of learning difficulties but also, where appropriate, their likely cause. The temptation to "treat the symptoms" is resisted; in certain cases attempting to overcome learning difficulties directly may only exacerbate the problem if the cause is not identified. In particular:

- Learning difficulties having social origins require social solutions. There has been a marked increase in the number of pupils with social, emotional and behavioural difficulties, and for this group the approaches identified earlier in 3.3 below will be taken initially.
- Developmental variations among children, including those arising from age variations within school year groups that have seen higher diagnoses of SEN for summer-born pupils, are not treated as learning difficulties unless there is corroborative evidence to support this.

The Steiner educational approach is highly tolerant of developmental difference, particularly in the area of speech, language and communication where SEN diagnoses nationally have risen steeply. Assessments are made on a range of routes to learning that are contained within the Steiner curriculum, so a pupil encountering difficulties may initially be directed to an alternative route. For example, a pupil who does not write legibly may, nonetheless, be skilled in drawing. To focus on writing practice could be counter-productive since the required hand-eye skill is present. However, to focus on drawing as a method of conveying ideas could develop communication skills and enthusiasm for writing to better express those ideas.

It is essential that school-based interventions and approaches are connected with the circumstances of a pupil's family life. In all cases the school will seek to apply a joined-up approach, working alongside the family and with both health and social care services to

provide an appropriate response.

Subject to national changes arising from the Green Paper, the school will work with the following staged approach:

3.13 Identification

Close observation by Kindergarten staff and screening in Year 1 ensure that learning difficulties capable of early identification are noted prior to the start of formal education in Year 2. Further screening is carried out in Year 3 with spelling, reading and numeracy assessments from Year 4. Class teachers and sponsors monitor pupil progress routinely and maintain contact with parents / carers (see *Principles of differentiation*, above).

3.14 Stage 1 response

Where concerns have been identified relating to learning progress and / or behaviour, the class teacher assesses their own observations with those of colleagues and parents / carers to build a rounded picture. The initial focus is to identify and emphasise the positive, and encourage what is going well; assess whether the problem is ingrained or likely to be resolved through development; assess environmental or social aspects, and other underlying causes; and differentiate teaching, seeking indirect routes to improvement in learning.

3.15 Stage 2 response

If concerns are persistent, a further discussion with parents / carers takes place and a formal SEN assessment is carried out. If necessary, the pupil is entered on the school's SEN register and an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP) is drawn up. The scope of such plans may vary considerably, from a simple intervention to address a specific need (for example, computer sessions designed to assist with dyslexia) to a   differentiated daily rhythm designed to assist with focus and concentration. Resources available at this stage are school-based and include one-to-one or small group teaching sessions and counselling. In each case the SEN assessment will be expected to demonstrate that the pupil will benefit from being taken out of the class environment. The timing of interventions requiring pupils to be taken out of class will be considered carefully. There would need to be very persuasive reasons for taking a pupil out of a class activity that they enjoy and where they are making good progress.

3.16 Stage 3 response

Where more complex support needs are present, or where a pupil is consistently unresponsive to intervention at Stage 2, further discussion with parents / carers takes place with a view to the involvement of outside specialists including, as appropriate, physical and mental health care; educational psychology team; speech and language therapists This stage makes use of the Common Assessment Framework (CAF) and involves (with parental agreement) a Team Around the Child meeting, where the CAF assessment can be used linking all the school observations and interventions through the IEP with other possible community health and social care services. It is also at this point that additional resources can be negotiated regarding specific support in school through the Learning and Development Partnership and Integrated Children's Services. The plan could support additional therapy or social care needs linking to the SEN Action Plus status for the pupil.

3.17 Stage 4 response

If the CAF plan linked to the Action Plus IEP and intervention plan is still not supporting the pupil's progress the school works with the parents following the SEN Code of Practice and requests a Statutory Assessment SEN. They will work with the Educational Psychologist and CYPS. If the outcome of the statutory education part of the Single Assessment is that additional support is identified, a plan would be agreed with the parents, the Local Authority and the school with clear outcomes and review times to ensure that the pupil benefits from the additional programme. The Steiner approach supports the idea of a single education, health and social care review as part of person-centred planning, keeping the focus on support that is mutually agreed and designed to meet stated outcomes. If the CAF plan is still appropriate it will be tied in with the Statutory Assessment to avoid duplication of meetings and plans.

3.18 ICT

For reasons explained in Section D2 3.19, ICT is introduced in Year 9. The curriculum is, however, responsive to individuality and distinctive needs, and appropriate software or hardware can be introduced at an earlier age to support some pupils who have difficulty processing and presenting information in other ways, as set out in D4 - 2 above. Care is taken, however, to ensure that this does not have an isolating effect; the educational benefits of effective social inclusiveness are overwhelmingly strong, and advice will be taken from special needs ICT specialists in order to assess the relative benefits of any such intervention.

3.2 Pupils who are learning English as an additional language (EAL)

Local context

The number of EAL students the school draws will depend on its final location. Published data for Bristol schools shows the average number of EAL pupils as 13.5%. Within small pockets of the East Central area some schools have 95% BME, with a large proportion EAL, whereas in the south of the city that number can drop to 2%. The following is based on the assumption that the number of EAL pupils in each class is unlikely to exceed five, and that in any case the social context of the class will remain predominantly English speaking.

Introduction

EAL pupils have an ability to participate in the curriculum which may well be in advance of their current ability to communicate in English. Our approach to working with EAL pupils will depend upon the age at which a pupil joins the school.

Year R to Year 1

The later introduction of formal classroom learning means that EAL pupils who join the school before Year 2 benefit from a play and activity based learning environment with extended opportunities for social language learning through listening and conversation. Within this play and activity based environment, individual pupils can be given additional support by teachers and learning assistants. Pupils in Kindergarten are free to develop at their own pace. The absence of expectation to "perform" in learning tasks takes pressure off those new to English and allows them to encounter the language in a natural way. Where possible pupils' home languages will also be introduced through songs and verses, to provide an element of familiarity and to aid integration between pupils of different home languages. Kindergarten teachers observe closely the children in their care and progress in language is carefully monitored, giving the class teacher a complete picture when the pupils enter Year 2.

Years 2 to 7

Our curriculum contains a balance of language-based and creative and physical learning, with most lessons having significant learning elements that are readily accessible to pupils with limited English language skills. Teachers will set achievable writing and reading tasks which build up gradually. Meanwhile, drawing and illustration, movement, games, art, crafts, handwork and even mathematics all provide routes to achievement and social integration. Pupils often work in groups, helping to ensure that the teacher's instructions are understood while providing opportunities to develop oral skills through listening and talking. The stable class group and the mentoring role of the class teacher also contributes to providing a safe environment in which EAL pupils can build confidence in expressing themselves.

Pupils joining the school from Year 2 with limited English language skills may also benefit from additional English teaching in a class context. This might be in the form of support from a designated peer group; or from the classroom assistant; or in other creative ways that the SECNO judges to be appropriate for the needs and learning styles of the individual student.

Years 8 to 11

The opportunities available to EAL pupils that are present within the younger classes continue into the older years, including a high proportion of learning opportunities that are not language-based.

From Year 10 a choice of modern foreign languages is introduced and students can take two languages through to GCSE. This provides the possibility for EAL pupils to take a GCSE in their first language.

3.3 Pupils with social, emotional and behavioural difficulties

Social and emotional intelligence are key learning outcomes within our curriculum. The first prerequisite for achieving these outcomes within our school will be to create an appropriate social and emotional environment.

Key factors that will contribute to this task are:

- The stable social space of the Kindergarten or class group
- The constructive relationships that pupils build both with teachers and fellow pupils
- The wide range of daily activities, engaging equally the mental, physical, creative and social capacities of pupils
- The individualisation of learning targets and the focus upon drawing out the particular talents and capacities of each pupil.

Identification

The main responsibility for identification lies with the Kindergarten teacher and subsequently the class teacher. Their observations and assessments take into account the experience of colleagues and input from learning support staff and a range of external support organisations (see Other Agencies and Partners, below) to identify vulnerable children.

The task of the teacher is to identify the learning needs of pupils and to use these observations to inform their teaching. Our school will provide an uncluttered, consistent environment, minimising moves between teaching areas and changes in the class group. This creates a calm environment with clear expectations from both teacher and class peers to support a pupil in managing their own behaviour.

Provision

Provision for children with behavioural or social difficulties is rooted firmly within the social space of the class. Where specialist Learning Support staff are introduced they work inclusively (within the class) if at all possible.

The curriculum uses games, music and rhythmic exercises to reinforce good classroom behaviour. Classroom activities will have a balance between the expansive and active on the one hand and the quiet and reflective on the other.

Shared experience through observation, activity and experimentation is at the heart of each main lesson, which supports cohesion within the class prior to individualised work.

Appropriate lesson planning based on agreed schemes of work and supported by formative assessment provides structure and reassurance, with a strong emphasis on certainty and regularity. (*"On Tuesday afternoon we always..."*; *"In the week before Easter we always..."*).

Other aspects of the curriculum designed to support socialisation and good behaviour:

- Seating plans are developed to support good classroom management and to create a learning environment free of disruption
- Circle-time in the younger classes (when pupils share news and experiences) lead to discussion and debate in the older classes, allowing for engagement with sensitive social issues
- Regular school assemblies are aimed at strengthening ethos, reinforcing success and setting goals
- Active engagement with and investment in vibrant play-ground culture to support the development of social and emotional skills through play
- A "buddy" system to engage older pupils with their younger counter-parts, developing empathy and interest in one another.
- Robust behaviour, no-bullying, PHSE and safeguarding policies based on current best practice in the maintained sector and within Steiner schools
- Regular CPD for staff aimed at supporting pupil involvement in and ownership of class and school behaviour principles and procedures.

The 2007 Ofsted report *20 'Outstanding School's* describes how a group of schools in very challenging areas provide an outstanding education for their children. The description of practice within these schools correlates closely with our ethos and curriculum. According to the report, outstanding schools:

- Provide affection, stability and a purposeful and structured experience;
- Build – and often rebuild – children's self-belief;
- Teach children the things they really need to know and show them how to learn for themselves and with others;
- Give them opportunities, responsibility and trust in an environment which is both stimulating and humanizing;
- Listen to their pupils, value their views and reflect and act on what they say;
- Build bridges with parents, families and communities, working in partnership with other professionals.

3.4 Pupils from backgrounds of economic deprivation

Eligibility for free school meals provides statistical evidence of deprivation and there is some evidence of a strong correlation with below-average outcomes. However, it is important to distinguish between the economic and emotional aspects of social deprivation. The insecurity and anxiety that may flow from poverty does not necessarily imply emotional deprivation. Kindergarten and class teachers will seek to meet with parents and carers regularly, including home visits when possible, in order to develop as full an understanding as possible of a pupil's sometimes complex needs and circumstances.

3.5 Looked-after children

Looked-after children may exhibit a range of vulnerabilities, and advice will be taken from Bristol Children and Young People Services, liaising with the child's social worker, foster carer or residential support worker, depending on the child's placement. Personal Education Plans are co-ordinated between the school and the social care team and, where appropriate, the educational psychologist for children in care.

3.6 Pupils with physical disabilities

The school will be Direct Disability Allowance (DDA) compliant in relation to its premises, and will seek to ensure that pupils with physical and sensory disabilities are able to access the learning and activity spaces available to their class.

Movement activities in the Steiner curriculum are intended to integrate mental and physical processes and are therefore highly relevant to pupils whose physical abilities are restricted. Among the many physical activities undertaken are craft and artistic activities that develop fine motor skills. There is a wide spectrum of complexity to these, offering (for example) greater challenges to pupils with lower limb impairment but whose fine motor skills may be highly developed, and simpler, achievable tasks to those whose disability impacts upon their dexterity.

The movement curriculum includes eurythmy, a movement discipline distinctive to Steiner schools that integrates physical with imaginative and creative processes. There is no absolute physical threshold to participation; the specific movements may be tailored for a pupil whose movement is restricted to (for example) either the upper or the lower limbs.

Within the games curriculum there is a strong emphasis on socialisation and team-work. Subject to the wishes of both the pupil and their parents / carers there is an expectation that pupils with physical and sensory disabilities will attend games lessons to participate in discussions around rules, tactics, appropriate behaviour and working as a team, as well as in the activity itself. Some activities, such as archery, are more readily adapted to the mobility-impaired; for circus skills in Year 8 there is scope to incorporate elements that are less movement-dependent, such as clowning and conjuring tricks that have the same capacity to instil poise, focus and self-control.

3.7 Gifted and Talented children
Identification

A gifted pupil is one capable of excelling in a range of areas and likely to be ahead of their class group in academic and subject-based learning; a talented pupil has a specific ability in one or more areas. Our school will aim to find the special talents in every pupil, to develop them in their own right; these talents may also be the route to more effective learning in other areas. Talent can be physical (hand-eye co-ordination, ball skills, sense of balance, dexterity,

fine motor skills); social (social adaptability, empathy, mediation and leadership skills); inventiveness and mechanical ingenuity; creative and imaginative thinking; performance, artistic or visual skills.

Responsibility for identifying gifted and talented pupils lies with the class teacher, on the basis of assessment (formative and / or summative, as appropriate); observation and engagement with the pupils; and input from specialist subject teachers and parents and carers.

Provision

The integrated Steiner curriculum contains many opportunities for extension and enrichment, including:

- Main Lesson work-tasks and projects that are open-ended in scope and extent;
- Differentiated task-setting, with graduated difficulty and additional tasks / questions;
- Additional / continuation tasks in handwork and craft activities, music or drama performance roles;
- Pupils self-challenging through choice of projects;
- Where appropriate, access to higher tier assessment papers;
- Leadership and team-building roles, and supporting other pupils in class activities;
- Opportunities to participate in out of school eg. national activities / competitions / festivals.

4.0 Other Agencies and Partners

For children with additional needs within Bristol we would work with Children and Young People's Services (CYPS) who can provide a range of additional services including: public health nursing (health visitors and school nurses providing public health functions); specialist therapy services including speech and language, occupational therapy and physiotherapy; child and adolescent mental health services including primary mental health workers working closely with schools and social care workers for children with disabilities.

We will also liaise with other schools and third sector providers to develop effective partnerships for meeting the needs of our pupils. This may include the procurement of alternative education provision for some pupils, for example those at risk of exclusion or with specific emotional and behavioural issues. Short-term programmes such as Creative Youth Network's 'Arts for Life' can provide valuable interventions for pupils who are struggling to engage with education. We would also seek to work with Kids Company Bristol (previously Safe Place) and others to provide additional support for pupils from backgrounds of abuse, neglect or homelessness. We may also build partnerships with informal education providers such as The Basement Studio to develop additional opportunities for specific groups of pupils including gifted and talented.

SECTION D5 – DEFINITIONS AND MEASUREMENTS OF SUCCESS

Our vision is for a school that provides a safe and caring environment for children to learn and grow - valuing childhood, inspiring young people and building foundations for life.

Contents
1. Our four aspirations: defining, measuring, monitoring and reporting success
2. Storing, analysing and evaluating monitoring data
3. Creating continuous improvement

1. Our four aspirations

Our Vision (Section C) and Ethos (D8) are built on four aspirations which will provide the themes for defining and measuring success. We will consider our school a successful school if we can demonstrate that we are fulfilling these aspirations.

Theme A: The child as an individual

We will create a school in which every child can thrive.

Our aspiration is for every child to feel engaged and happy in their learning; to develop to their full potential, academically, socially and emotionally; to receive high-quality teaching and pastoral care; and to feel safe, loved, understood and nurtured at school.

A1 Definitions of success

- Pupils are happy to come to school where they feel safe, valued and nurtured.
- Pupils achieve their own full potential in terms of academic, social and emotional development.
- Pupils behave well in and around school and develop positive social attitudes towards peers and adults.

A2 Key performance indicators
A2.1 GCSE results
Target: 60% of pupils achieving 5 or more GCSEs including maths and English.

At 16 pupils will sit, as a minimum, 5 GCSEs in the English Baccalaureate subjects (maths, English, science, modern foreign languages, history or geography, plus others), as well as demonstrating ICT literacy to level 2.

A2.2 OFSTED ratings
Targets: at least 'good' OFSTED rating in all categories.

100% of teaching will be rated as Good or Outstanding.

A2.3 GL Assessment CAT scores
Target: 80% of pupils will show improvements in GL Assessment CAT scores between Y7 and Y9.

UK Steiner schools have demonstrated a consistent ability to generate improvements in cognitive abilities as measured by the GL Assessment CAT tests, an unusual and highly valuable outcome. We will use these tests to measure and demonstrate the effectiveness of our educational ethos.

A2.3 Pupil progress judged against Steiner Class Standards

Pupil progress will be tracked by formative and summative assessments carried out by teachers. Teachers will keep Individual Progress Sheets for every student, listing progress towards assessment objectives for their subject or for each Main Lesson block, which will be held on a school-wide database. These assessment objectives will be benchmarked against Steiner Class Standards for Years 4, 6 and 9 to ensure an effective, transparent and coherent common system of assessment across the emerging partnership of Steiner Academies, and will be reviewed annually by the Heads of Kindergarten, Lower School and Upper School. For years 8-9, assessment standards for GCSE subjects will be reviewed with reference to National Curriculum benchmarks to ensure appropriate progress towards GCSE curriculums.

Students with special educational needs will have their progress tracked against Individual Learning Plans rather than the standard Individual Progress Sheet objectives – see Section D4 for details.

A2.4 Y7 Teacher assessments (KS2).

The Y7 teacher assessments will be done on the basis of a scheme developed by the Steiner Academy Hereford, which will enable our school to produce accurate data against Key stage 2 criteria for Levels -3 to +5 in English and Mathematics without compromise to the Academy's educational principles.

A2.5 Records of interventions made on attendance issues – see Section D7 for details.

A2.6 Data on the use of Individual Behaviour Plans – see Section D7 for details.

A2.7 Reporting on the use of the Intervention Ladder – see Section D7 for details.

A3 Monitoring - systems for tracking pupil progress

We will operate a system to track pupil progress throughout their school careers, with data stored on a secure database to allow both individual tracking and overall statistical analysis. This tracking system will build **Individual Pupil Profiles** for all pupils, as well as allowing broader statistical analysis of school performance. Tracking will include:

- **Personal/Family details** – will be collected on entry into the school and updated according to circumstances and will be entered onto a secure database by administrative staff. This will include medical information (Ref: D7 Medication) Access to the database will be restricted to the administrator and Senior Management.

- **Vulnerable children,** as defined by FSM, LAC, children of Service Families who qualify for PP funding

- **Early screening** - Pupils will be screened in the final year of Kindergarten (Year 1), prior to the start of formal learning, to identify any learning support needs. This screening will be repeated at the end of Year 3 and at further intervals if judged necessary by the teacher, in consultation with SEN colleagues (Ref: D4).

- **Individual Progress Sheets** for each subject or Main Lesson block will be held to give detailed records of pupil progress. Pupils with specific educational needs will be tracked against Individual Learner Plans. See A2.3 above and Section D4.

- **Summative testing** - Years 2 and 3 pupils will undertake teacher based summative tests based on what the children have learnt and material covered and this will include the Phonics Screening Check.

- **Attendance data** – will be collected twice daily by class teacher (Ref: D7)

- **Teacher assessments in English and Maths at 11 and 14**, as described in A2.4 above.

- **Steiner Class Standard profiles** at Years 4, 6 and 9 will be used to benchmark pupil

progress in core skills and subjects as well as social, emotional and physical development – see A2.3 above for more details.

- **Year 4-11 Assessment will also include:**

	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
KS2 SATs			*					
Reading: GL Assessment Suffolk	*	*	*	*	*			
Reading: Hodder Access						*		
Spelling: GL Assessment SWST	*	*	*	*	*			
Spelling: Hodder Vernon						*		
Maths: Hodder Basic Number		*	*					
Maths: Hodder Competency				*	*	*		
Maths: WRAT 4			*					
GL Assessment CAT				*		*		
5 GCSE incl Eng + maths								*

- **Participation in extended school activities** – will be logged by teachers or other staff responsible for maintaining records of attendance at extended school sessions, whether run by the school or in partnership with external organisations.
- **Incidents of Bullying** – records of incidents of bullying will be kept and monitored by the Principal.
- **Incidents of behaviour management** – teachers will report incidents in which the Intervention Ladder system is utilised (see D7 for full details).
- **Suspensions and exclusions** - records of suspensions/exclusions will be kept by Principal and reported to the statutory authority.
- **Standardised performance indicators**

We will collate and refer to standardised performance indicators as part of pupil tracking but these will not be considered as measures of success in themselves.

The pattern of pupil progress in Steiner schools differs from the expectations of progress that the standardised performance indicators are designed to measure against. Formal teaching of literacy and numeracy does not commence until Year 2; EYFS goals for literacy and numeracy and Key Stage 1 assessments in core subjects therefore have limited relevance in this context.

A4 Reporting

A4.1 The school will meet external requirements for reporting. It will report assessments in English and maths to relevant bodies and will provide information in a format as required by the Secretary of State in respect of all Key Stages, except KS1 (KS2 SATs, teacher assessments in English and maths at 11 and 14, 5 GCSEs including English and maths).

A4.2 Parents will receive a termly report on pupil progress. All pupils will receive a

detailed written report, to which each of their teachers contributes. This provides an account of all aspects of their school development. Pupils from Year 7 will also receive a report on each main lesson - the three to four week block of integrated learning that occupies the first two hours of each school day. These reports contain pupil test scores, assessments of content, completeness, effort put in and the contribution of the pupil to the lessons themselves. Parents are requested to review the work folder along with the report, and to add their own comments and observations.

A4.3 Kindergarten and Class Teachers, and Upper School Sponsors, will hold Parents Evenings every term. An outline of the curriculum work for the term is given, and the progress of the class discussed. There will be opportunities for individual parents to meet with teachers to discuss their child's progress and any issues that may have arisen.

A4.4 The Heads of Kindergarten, Lower School and Upper School will prepare termly reports on pupil progress in their age group for the Vice Principal and Principal. These reports will collate data from Individual Pupil Profiles (see A3 above) and other relevant information to give a clear picture of pupil progress and teaching standards.

A4.5 The Principal will prepare a termly report to governors. This report will contain data on performance towards the school's Definitions of Success, using the measurements set out in this section; evaluation of data; and actions planned or taken for improvement.

The report will also be presented to the Community Forum (see Section F).

In addition to these targets, the Principal will carry out a *resources health check* at least once a term for report to governors (and more often if the health check gives cause for concern). The purpose of the check is to monitor the key inputs that ensure the school's viability – financial income and expenditure against target; admissions enquiries from prospective parents and carers; enquiries for up-coming staff vacancies; levels of sickness and staff absence.

A4.6 The school will have a clear communications policy setting out the means for parents to obtain information, discuss pupil progress or other issues or make suggestions. Parents will have rapid, easy access to their children's teachers; to the Heads of Kindergarten, Lower School or Upper School; and to the Senior Leadership Team.

Theme B: The school as a community
Our school will be a supportive, engaged community.

Children, parents, teachers, staff and governors will feel involved, respected and able to contribute.

B1 Definitions of success
- Pupils feel that they are valued, respected and trusted members of the school community, who are listened to and whose views are respected.
- Parents and carers feel involved at all stages of their child's education and are encouraged to participate in the life of the school. They feel that their views and concerns are heard and taken seriously and that they are part of a supportive and friendly parent group.
- Staff feel supported by each other, by parents, and by an effective management team. They have a manageable work-load and have a positive outlook concerning the effectiveness of their work. Their career paths are understood and supported by the school with an effective programme of personal and professional development.
- Governors feel that they are integral members of the School Community, who are

welcomed into the life of the school to formally observe, monitor and report, and to enjoy celebrations of school festivals.

B2 Key performance indicators

B2.1 Behaviour of pupils including bullying as rated in Ofsted reporting.

Target: Behaviour and Safety of Pupils will be rated as Outstanding.

This is an ambitious but important target, indicating our success in developing a culture of engagement with learning and mutual respect.

B2.2 Attendance data

Target: 94% attendance rate for the school as a whole.

This is another key measure of pupil engagement. We will track authorised and unauthorised absence as part of our behaviour management policy – see Section D7 for details.

B2.2 Parents' and carers' responses to annual questionnaires

We will use an annual questionnaire to assess parents' and carers' engagement and participation in the life of the school. We will ask for feedback on our communications, on children's learning and attitudes to school, on the level of involvement in education that we offer to parents and on other aspects of parents' involvement in the school community.

B2.3 Parents' and carers' attendance at festivals and school events

Parents and carers are invited to attend school festivals and events, and the level of attendance will be recorded as an indication of the degree to which parents feel engaged in the school community.

B2.4 Attendance at Parents' Evenings

Target: 100% of parents attend at least one parents' evening per year.

Regular parents' evenings are a key component of the engagement of parents and carers with their children's education. We will record attendance as well as and issues and concerns that are raised.

B2.5 Parents' participation in Ofsted Parent View surveys

Target: 50% of parents will participate in Ofsted Parent View surveys

B2.6 Annual teacher appraisals

All staff will undergo an annual appraisal to maintain performance and to identify Personal and Professional Development needs and opportunities.

B2.7 Teachers' termly one-to-one mentoring and supervision sessions

B2.8 Training records and evaluation feedback from training days

Six in service training days will be scheduled per year, to include 1 Annual Whole Staff feedback day.

B2.9 Records of minuted Governors meetings

B3 Monitoring

B3.1 Teachers will have a responsibility to be aware of pupils' level of engagement with learning and with the school community. This will be recorded across a number of mechanisms including:

- Formative and summative assessments of progress towards Steiner Class Standards (see A2.3 above), which include personal and social development.
- Records of weekly Quality Circle Time sessions. Teachers will facilitate regular whole class

and small group activities that are specifically designed to give children opportunities to input into their own learning, to:

- discuss aspects of their study that they particularly enjoy or where they feel more work is needed;

- make suggestions for projects or activities;

- collectively evaluate their own work as a class;

- discuss concerns and class issues and be part of their resolution;

- build strong relationships and learn empathy.

Teachers will keep records of these sessions which will include an assessment of pupils' individual and collective confidence to contribute ideas and speak them out; level of engagement with their own learning; ability and willingness to collaborate successfully.

- Reporting on incidents in which the Intervention Ladder is used (see D7 for full details).

- Involvement with out-of-school clubs and activities.

- Records of the production of a School Newspaper, written, designed and produced by pupils.

- As part of the regular programme of classroom visits for peer assessment, teachers will assess the capacity of pupils to engage constructively in classroom teaching. During these visits, the assessing teacher will record individual and collective levels of active, positive participation – speaking out in class, contributing ideas, asking questions, working collaboratively and supporting their peers.

B3.2 The Business Manager will be responsible for managing the annual survey of parents and carers.

B3.3 Teachers will be responsible for recording parents' and carers' attendance at events, festivals and Parents' Evenings. This information will be collated and stored by the Vice Principal as part of their responsibility for monitoring parents' and carers' engagement with the school.

B3.4 The Vice Principal will have overall responsibility for managing the supervision and Personal and Professional Development of teachers. Supervision will generally be delegated to the Heads of Kindergarten, Lower School and Upper School.

B3.5 The Chair of Governors will have responsibility for managing the recording of governors' involvement in the school community.

B4 Reporting

B4.1 All pupils will receive a detailed written report as detailed in A4.1 above. This will include assessment of pupil participation and engagement in the school community.

B4.2 Teachers will discuss pupil involvement and engagement with parents and carers at Parents' Evenings as detailed in A4.2 above.

B4.3 The Principal's termly report to governors as detailed in A4.4 above will contain information on the school as a community including:

- Feedback from surveys of parents and carers

- Participation in festivals and events by pupils, parents and carers and governors

B4.4 Records of teachers' supervision and annual assessments will be passed to the Vice Principal who will have a responsibility to collate individual staff records as part of a system of performance management and Personal and Professional Development.

B4.5 Governors will report to the governing body on their own visits to the school as

detailed in B2.10 above.

Theme C The school as part of the local community

Our school will be a valued part of the community.

It will be popular with parents and carers; accessible and welcoming to all; its resources and facilities available to the wider community; and connected to Bristol's business community and further and higher education sectors.

C1 Definitions of success

- The school is popular with parents and carers, and is over-subscribed with all year groups having waiting lists.

- The school is accessible to and accessed by children of all abilities and a diversity of social and cultural backgrounds.

- The school is seen as part of the local community and is open and welcoming.

- The school is mindful of the environmental aspirations of the city and has links to, and is supported by, other organisations in Bristol, in its use of innovative environmental technology.

C2 Key performance indicators

C2.1 Applications and admissions

We will ensure that our applications and admissions process is fair, transparent and fully accessible to all. See Section F for full details.

C2.2 Annual surveys of parents and carers

Full details are given in B2.4 above.

C2.3 Engagement with other organisations and projects

Targets: 80 people per week attending adult education and activities on our site

16 Community Forum members attending each quarterly meeting

Our school will work in partnership with other organisations to improve the offer to our pupils and deepen our involvement in the local community. These partnerships will take the form of:

- Partnerships with youth work organisations to provide out-of-school activities on our premises, open to our pupils and to other young people.

- Partnerships with local businesses and industries to provide work experience placements for our pupils; to enrich learning in our school by bringing in speakers and guests from business; to offer class visits to workplaces; to connect our curriculum to new technologies or local growth industries.

- Arrangements with community groups to use our facilities, generating income and providing additional capacity within the community.

- Participation in local events and festivals.

- Membership of our Community Forum (see Section F) for representatives of partner organisations.

C2.4 Environmentally-friendly premises management

Our school will strive to reduce its energy consumption, carbon footprint and wastage, by:

- Using natural, recycled and recyclable materials where possible

- Monitoring energy consumption and have an active programme of energy efficiency
- Installing renewable energy technologies as appropriate, eg PV roof panels

C3 Monitoring

C3.1 Our applications and admissions process will include gathering information on language, ethnicity, nationality / country of birth etc. Where appropriate, elements of this information will be held anonymously to allow overall monitoring of sensitive data.

C3.2 Information drawn from surveys of parents and carers will be managed as detailed in B3.2 above.

C3.3 Monitoring data for services and activities run in partnership with youth work organisations and community groups will be held and shared with partner organisations as appropriate. This data will include records of sessions, attendance, staffing etc and evaluation records relating to incidents, issues raised, child protection issues etc.

C3.4 School administrative staff will hold records of all external facilities hires and use by external organisations as part of partnership projects.

C3.5 Staff will record involvement in external events and festivals including attendance, staffing, health and safety information, risk assessments etc.

C3.6 The Business Manager will hold and collate information on environmentally-friendly premises management including projects, activities, procedures and policies.

C4 Reporting

C4.1 Information on applications and admissions will be collated by administrative staff and passed to the Principal. The Principal will include this information in the termly report to governors (see A4.4 for full details). The information will also be made available to statutory bodies as may be required.

C4.2 Information gathered as part of the annual survey of parents and carers will be managed by the Business Manager and passed to the Principal, who will include extracts and summaries in the termly report to governors.

C4.3 Administrative staff will prepare a termly report to the Business Manager on external hire of facilities and on shared use of facilities by partner groups.

C4.4 The Business Manager will prepare an annual Environmental Audit to be presented to the Principal and governors, giving details of actions, policies and procedures around environmentally-friendly premises management.

Theme D: The individual as an active citizen and entrepreneur

Our school will help children to grow into adults who are able on their own initiative to impart purpose and direction to their lives and to contribute to the wider community.

In their time at our school, children will develop the independence to engage positively with others; the capacity to express their talents to the fullest extent; and the power to direct and develop those talents in the most constructive and fulfilling way.

D1 Definitions of success

- Pupils will develop their **Capacity** - the intellectual, emotional, physical, practical and creative skills to enable them to develop and express their particular talents to the widest extent.

- Pupils will develop their **Intention** – the power of self-direction in developing those talents in the most constructive and fulfilling way.
- Pupils will develop their **Independence** – the freedom and self-will to engage positively, considerately and truthfully with others.

D2 Key performance indicators

D2.1 Pupils' achievements in school

As detailed in section A above.

D2.2 Pupils' engagement in their own learning

As detailed in B2.1 above.

D2.3 Pupils' participation in enhancement activities

Targets: 100% of pupils take part in enhancement activities during their school career

30% of pupils act as volunteers and peer mentors in enhancement activities

Our school will offer a range of extended school activities including projects developed in partnership with youth and community organisations. Pupils' participation and achievements in these activities will form indicators of their capacity, intention and independence.

D2.4 Pupils' achievements away from school

Strong, lasting relationships between pupils and teachers are central to the ethos of our school. The Class Teacher system (see D2 for full details) allows teachers to get to know their pupils over a long period. Teachers will encourage pupils to share news of their own lives away from school, including achievements in activities such as sports, creative arts, participation in Bristol's Youth Forum and other youth forums, etc. Pupils will be able to report their own achievements through the School Newspaper and elsewhere.

D2.5 Pupils' post-16 employment, education or training

Target: 100% of ex-pupils in employment, education or training six months after leaving school.

We will track pupils' progress after leaving our school, forming strong partnerships with post-16 education providers in our area so as to be able to meet their needs in our curriculum and so as to obtain ongoing feedback about the progress of ex-pupils. We will seek qualitative as well as quantitative evidence of their capacity, intention and independence in their post-16 careers. We will conduct telephone interviews with all ex-pupils six months after they leave school, to gather evidence of longer-term pupil outcomes.

D3 Monitoring

D3.1 Individual Pupil Profiles (see A3 above) will include information on pupil achievement in school as well as on participation in extended school activities.

D3.2 The Business Manager will be responsible for liaising with post-16 education providers, employers and training agencies to develop systems for reporting pupil progress post-16.

D4 Reporting

D4.1 Kindergarten teachers, Class Teachers and Upper School Sponsors will be responsible for maintaining Individual Pupil Profiles for pupils in their care and for reporting pupil progress to parents via reports and Parents' Evenings (see A4.2 above) and to Heads of Kindergarten, Lower School and Upper School (see A4.3 above).

D4.2 The Heads of Kindergarten, Lower School and Upper School will be expected to collate

teacher reporting and produce termly reports to the Vice Principal and Principal (see A4.3 above).

D4.3 The Principal will produce a termly report to the governors (see A4.4 above).

D4.4 The Business Manager will produce an annual report to the Vice Principal and Principal on pupil progress post-16.

2. Storing, analysing and evaluating monitoring data

2.1 Responsibility for monitoring and evaluating the progress of pupils will lie primarily with Kindergarten teachers, Class Teachers and Upper School Sponsors. Each pupil has the same teacher for successive periods of two, eight and two years (Years R and 1; Years 2 to 9 and Years 10 and 11). These teachers are exceptionally well placed to monitor, evaluate and report progress of each pupil.

2.2 Lesson plans will highlight where and how the pupil progress data has informed the teaching. The progress data will also inform curriculum review discussions, timetable planning and the need for screening tests in certain cases.

2.3 Monthly teachers' meetings (see Section F) will provide a forum for sharing experiences across class groups, while reviewing progress and highlighting any concerns about individual pupils. Class Teachers will also meet regularly with colleagues who also teach their class, to insure commonality of approach and to share observations and concerns.

2.4 The Heads of Kindergarten, Lower School and Upper School will be responsible for storing, monitoring and evaluating data on pupil progress within their areas of responsibility. They will report regularly to the Vice Principal and take appropriate actions to ensure that all pupils within their area of responsibility receive appropriate and effective teaching; this could include the triggering of performance management systems relating to a particular teacher's work; making changes to staff rotas or responsibilities; or making changes to practical procedures.

2.5 The Vice Principal will have responsibility for storing, monitoring and evaluating data on the effectiveness of teaching within the school as a whole. They will evaluate data on pupil progress across the whole school and report on educational outcomes to the Principal.

3. Continuous Improvement

3.1 The governing body will be responsible for the success of the school. The governors will delegate responsibility to the Principal and the school leadership team and will monitor performance and success through a regular reporting structure, including annual reviews of teaching, learning and pastoral care.

3.2 The Principal will be responsible for maintaining close contact with the emerging partnership of Steiner Academies, supported by the Steiner Waldorf Schools Fellowship. This contact will include the development and review of common benchmarks; sharing of best practice in addressing common issues; and joint development of effective practice in monitoring, evaluation and reporting of outcomes.

3.3 The Principal will hold the staff and teaching body to account by allocating responsibilities for pupil progress, achievement and attainment to easily identifiable reporting lines that are set out in job descriptions. The management structure will be based upon clear lines of accountability, which allow for appropriate and effective distribution of leadership and responsibility. The Principal will be responsible for actions that are required across the whole school in order to improve pupil progress and well-being.

3.4 The Vice Principal will be responsible for ensuring effective co-ordination across classes

and will chair weekly meetings for all teachers working within a given age group. These meetings will be the forums for discussing pupil progress and well-being both as individuals and across classes or age groups.

3.5 The Vice Principal will have responsibility for evaluating the effectiveness of teaching within the school as a whole through an annual teacher appraisal cycle and making available appropriate Personal and Professional Development opportunities. In addition, all teachers will be encouraged to self-evaluate the quality of their teaching.

3.6 The Vice Principal will be responsible for ensuring a programme of regular classroom visits for peer review; one-to-one supervision for individual teachers with the Head of Kindergarten, Lower School or Upper School as appropriate; and formal teacher assessments. Any concerns will be reported to the Principal, who will have access to a range of possible interventions, from staff development measures, including mentoring (either internally, or by outside advisers) to a formal, multi-stage disciplinary and competence policy requiring specific improvements within a set time.

SECTION D6 – ADMISSIONS

Contents
Introduction
1. Admissions arrangements
2. Consideration of applications
3. Waiting lists
4. In-year admissions
5. Special educational needs
6. Admissions appeals

Introduction

The Steiner Academy Bristol will put in place Admission Arrangements that conform to the current Admissions and Appeals Codes. The oversubscription criteria set out below have been chosen as part of the ethos and vision of our school as a community in itself and as part of the local community. Priority for siblings and for children of staff, and a 'nearest first' tiebreaker, are intended to support a school that is connected to its local area and that has a strong internal community.

1. Admissions arrangements

The Steiner Academy Bristol will have a published admission number for each year group of 26 pupils initially, rising to 52 pupils over the period in which the Academy builds to full numbers. As an all-through school there will be one point of entry only at Year R. However, while the school is building to full capacity in 2022 there will be two admission points, at Year R and Year 7, with additional points of entry at Y2 in 2014, and Y2 and Y4 in 2015.

Parents and carers will have opportunities to find out about the education that is offered at the Academy through events for prospective parent, details of which will be published on the school website and posted in local community venues such as libraries.

The Academy will be its own Admission Authority after the school has opened. It will participate in the LA co-ordinated admission arrangements for YR pupils and the LA in-year fair access protocol.

During the pre-opening phase we will apply to DfE for derogation of the admissions policy to

allow admissions for founder/directors' children. We understand that this is at the discretion of DfE.

2. Consideration of applications

The Admissions Committee will consider all applications for places.

When fewer than the published admission number or Admission Limit for any Year Group are received, the Academy will offer places to all those who have applied.

When the number of applications is greater than the published admissions number, applications will be prioritised according to the following over-subscription criteria in the order given:

- Children in care or who were in care but ceased to be in care because they were adopted, made the subject of a residence order or a special guardianship order;
- Children of staff in the following circumstances (and in the following order):
    - The member of staff is recruited to fill a vacant post for which there is a demonstrable need, even where this exceeds the PAN;
    - The member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made with exemption for the initial staff recruit in the first 2 years of school opening.
- Children with a sibling on roll at the Academy at the time of application. A sibling is a full, adopted half or step brother or sister, including a full, adopted half or step brother or sister living at a different address. Foster children will count as a brother or sister to those living within the foster household or, where appropriate, the natural parental home address. In addition:
    - Where applications are received from families with multiple birth siblings (twins, triplets, etc.) and a place can be offered to one of the siblings, places will be offered to the other siblings wherever possible, including offering place(s) above the published admission number;
    - Where simultaneous applications are made for two or more children who are not multiple birth siblings, the application will not be considered under the sibling criteria.
- Children who are entitled to Free School Meals at the time of application
- Children not satisfying a higher criterion.

2.1 Tie Breaker

Where the Published Admission Number is reached part way through any criterion, places will be allocated in priority order up to the published admission number to those children living nearest to the school by straight line measurement between the main gate of the school and the door of the child's permanent home as plotted on a Geographical Information System (GIS). Where two or more children are assessed as exactly equal and it cannot otherwise be determined which child has the higher priority for a school place or a position on a waiting list, the order of priority will be determined by the drawing of lots for these children. This will be undertaken on the school premises by a person entirely independent of the Admissions Committee and with no current connection to the school. The Chair of Governors or nominated governor will observe this process.

3. Waiting lists

Waiting lists will be kept where there are more applications than places available. It is open to any parent or carer to ask for his or her child's name to be placed on a waiting list, following an unsuccessful application. A child's name on the list is ranked according to the above over-subscription criteria, and will be kept so long as there is at least one name on a list. When places become vacant they are allocated to children on the waiting list in accordance with the over-subscription criteria.

4. In-year admissions

The Academy will consider all such applications and admit the child if the year group applied for has a place available. If more applications are received than there are places available, the over-subscription criteria above shall apply.

5. Special education needs

All pupils with statements of Special Educational Needs where Steiner Academy Bristol is named on the statement will be admitted.

6. Admission Appeals

If a place is refused, parents will be notified that they have a statutory right of appeal to an Independent Appeal Panel. Information about the admission appeal process will be available from the school website.

SECTION D7 : PUPIL BEHAVIOUR, ATTENDANCE AND WELL-BEING

Contents
Introduction
1. Principles for encouraging good behaviour
2. The Intervention Ladder
3. Attendance
4. Well-being including safeguarding, child protection and bullying

Introduction

We believe that good behaviour is a central educational outcome in its own right rather than simply a condition for effective learning to take place.

Our ethos (see D8 for details) is reflected in our pupil behaviour policies which are based around the primary importance of mutually respectful and supportive relationships between pupils and between pupils and their teachers.

1. Principles for encouraging positive behaviour

Contents
1.1 Creating a sense of belonging, community and shared endeavour
1.2 Encouraging positive behaviour
1.3 Effective partnerships between teachers, pupils, parents and carers
1.4 Clear expectations and shared understanding
1.5 Targeted support for individual pupils

1.1 Creating a sense of belonging, community and shared endeavour

The way in which pupils view their school and how much they feel a part of it impacts on how they conduct themselves both at school and in its locality. A sense of community and ownership will be fostered through regular school assemblies, seasonal celebrations, the sharing of achievements, a regular school newspaper produced by pupils, and the cultivation of pride in the school environment. Enhancement activities will have a strongly youth-led ethos and will give young people a genuine voice in planning projects and activities. Section C1 sets out our Vision for a thriving and inclusive school community.

1.2 Encouraging positive behaviour

Our Vision is of a school in which pupils are effectively engaged in their learning and have a sense of feeling valued in the school and wider community, generating a culture of positive behaviour. This will be delivered through:

- **An age-appropriate curriculum**. This allows pupils to develop self-responsible and self-direction by introducing material, processes and ideas at an age and in a manner that allows them to participate and engage fully in the learning process.

- **Giving teachers the freedom to creatively shape the curriculum to meet pupils' needs.** When pupils feel that their needs are understood and taken into account they respond positively; a flexible approach to curriculum minimises the stigma of streaming.

- **An approach to teaching and learning that appeals to all types of learners**, including those for whom movement and creativity (kinaesthetic, aesthetic, musical) are as effective as word and number (literacy and numeracy) in promoting engagement.

- **The rhythm of teaching and learning**, which will allow time for quiet reflection as well as for active learning. In the early years children play outdoors whatever the weather, particularly helpful for children who need to express themselves in a physical way. When children have time out in the elements, they are ready to use indoor time in more focused and thoughtful ways.

- **A shared responsibility for the classroom environment**. Emphasis will be placed on the contribution each individual can make, promoting self-esteem, mutual respect and an appreciation for the space and the resources provided. Pupils will share daily tasks including tidying classrooms or the dining room; Quality Circle Time will provide a forum where ideas can be shared and considered; other circle time activities will promote a sense of justice and allow children to begin to solve their own conflicts

- **Healthy meals will be provided**, including a breakfast club. Diet and nutrition have direct connections to pupils' abilities to concentrate and perform well, reducing behavioural issues. Children are involved in making their own mid-morning snacks – bread, soup, or honey rye cake, creating a sense of contributing to the common good.

1.3 Effective partnerships between teachers, pupils, parents and carers

We recognise the importance of establishing trusting, strong and respectful relationships between pupils, teachers and parents / carers to support pupils' good behaviour. "*When parents, teachers, students and others view one another as partners in education, a caring community forms around students and begins to work*' (Epstein, J, 1995).

The behaviour policy will be given to every member of staff, older pupil and parent in the school. The school will have a "Behaviour Contract" between school, parent and - when age appropriate - pupil, which may be renewed at transition from Kindergarten to Year 2 and from Year 9 to Upper School. The school will use "Home-School Diaries" as a way of encouraging positive, regular communication between teachers and parents. The school will recognise and

value the contribution parents and families make and listen to their views.

Positive behaviour in the Early Years is modelled. When children arrive in the morning their teacher will already be engaged in meaningful activity and children can join in without fuss or delay. There will be a new activity as well as a continuation of one already begun, promoting an ethos of finishing projects in an unhurried, stress-free way, and encouraging the endeavour and perseverance required to finish something.

A consistent pattern of activities through the day will provide a gentle rhythm and framework which children recognise, giving security and clear expectations. Strategies of "creative discipline" are used by staff and shared with parents to promote consistency for the child at school and at home.

From Year 2 to Year 11 a long term relationship of respect and mutual trust with their Class Teacher / Upper School Sponsor is established. This provides a backbone of support as pupils take increasing responsibility for their own behaviour and its impact upon others and as they develop an awareness of a wider social responsibility. Teachers will maintain the open and respectful communication they have developed with parents, developing a shared understanding of each pupil's behaviour and ensuring that the same message is being given at school and at home. When pupils feel a connection and communication between two of the most significant areas of their life, they feel a stability that can have a strengthening and positive impact on their behaviour and their educational outcomes.

1.4 Clear expectations and shared understanding

A simple, accessible and easily referenced "ground note" to an effective behaviour policy will be provided by a basic "SSS" approach which is intended to improve both behaviour and pupil outcomes:

Safety: Pupils and staff need to feel safe and secure in their school environment.

School: Above all else school is an environment devoted to teaching and learning and this will be at the forefront in any communication.

Social: For pupils to feel safe and for learning to take place effectively there must be a maintained ethos of mutual respect underpinning all social interaction.

The Behaviour Policy will make clear reference to these three basic requirements. When managing pupil behaviour or applying sanctions the pupil's behavioural actions will be referenced back to these three "SSS" essentials.

We will build a strong culture of positive behaviour based on these values:

- We will promote and teach strategies to deal with conflict without resorting to aggression, including peer mediation.
- Responsibility for speaking against unfair or unjust treatment is shared by all.
- We value every individual and their place in the school community.
- Fairness, equality and mutual respect are both shown and expected.

1.5 Targeted support for individual pupils

Our behaviour policy is part of the school's Ethos of respect and awareness of the needs of others, setting clear boundaries of acceptable behaviour and establishing clear sanctions.
The behaviour policy will recognise the benefits of giving responsibility and meaningful tasks

to pupils with challenging behaviour as an alternative to marginalising or excluding them, re-enforcing their strengths and focussing on the person they have the potential to become.

The Senior Management Team will produce Individual Behaviour Plans (IBP) for those pupils who are particularly challenging. An IBP will aim to involve all teaching staff working with the pupil and, wherever possible, parents and peer mentors. The pupil will be at the heart of this process and will be given time and support to understand and express their own needs and difficulties. When a student realises that they are valued and appreciated for the person they are and that it is only their behaviour that is being criticised and rejected, a space opens up within which there is room for negotiation and change.

The main responsibility for identification of potential behavioural issues lies with the Kindergarten teacher, and subsequently the Class Teacher. Their observations and assessments will also take into account the experience of teaching colleagues, the BGG, input from learning support staff and a range of external support organisations (see Other Agencies and Partners, Section D3, above).

There are a wide range of other circumstances that can lead to challenging behaviour - witnessing violence in the home, financial hardship, bereavement, children who are caring for a sick parent (considered a hidden but major issue in Bristol) and others. Specialist support will be sought for students whose behaviour is beyond the expertise of staff.

2. The Intervention ladder

Teachers will draw on the following guidelines:

- Genuine acknowledgement of positive behaviour as a regular classroom practice.

- Inappropriate behaviour (for example, rudeness towards other pupils in class) - teacher has quiet word with pupil

- Continual, unacceptable behaviour (for example, persistent rudeness towards teacher and unwillingness to engage in lessons), teacher has serious talks with pupil and initiates discussion at staff meetings to focus on the pupil involved and their needs.

- If no improvement, serious talks with parent/s and Principal. Behaviour is monitored via an individual Behaviour Plan. The pupil is involved in the creation of the IDP and all staff who teach the pupil are involved in the implementation of the IDP.

- No improvement leads to further sanctions. Detention is not used as a sanction as it runs counter to our culture of positive engagement and enjoyment of learning – we cannot present school as a good place to be yet punish pupils by making them spend more time there. Where possible, positive methods will be used including mentoring; programmes of temporary alternative provision such as Creative Youth Network's Arts 4 Life; or similar in-house provision. However, long-term disruptive behaviour will lead ultimately to suspension and in the very extreme, exclusion

3. Attendance

Contents
3.1 Principles of attendance management
3.2 Attendance registers
3.3 Parental engagement
3.4 Interventions
3.5 Unavoidable absences

3.1 Principles of attendance management

The school will promote a culture of regular attendance, emphasising the benefits of full participation in all lessons. The Attendance Policy will be displayed in the school, on our website and in the Parents' Handbook. The aim of the attendance policy will be to ensure that:

- The importance which the school attaches to good attendance is effectively communicated to pupils, parents / carers and staff.
- Pupils, parents/carers, and staff know what is expected and what their responsibilities are in relation to attendance.
- Attendance of all pupils is accurately monitored.
- Teachers know where all pupils are at all times during schools hours.
- Parents know where the children are during school times.
- A pupil's education is not interrupted by unnecessarily missing school.
- Pupils who are persistently absent or are reluctant to go to school are supported by their Class teacher and the Principal.
- Strategies, such as "walking buses" and new initiatives e.g. cycling buses, are implemented where possible in local catchment areas, to support all families' efforts to achieve high attendance.

3.2 Attendance Registers

Will be taken twice daily in accordance with statutory requirements. Reception / register staff will review the registers immediately and enter the data on the school information system, and unreported absences will be followed up.

3.3 Parental Engagement

Responsibility of parents for their child's attendance will be stated in the Parents' Handbook. We aim to promote parental engagement and involvement (See D5 B for full details). Staff will work closely with families who are experiencing difficulties with their child's attendance.

3.4 Interventions

The school will expect parents to notify the office whenever their child is absent.

They will be asked to do this on or before the morning of the absence.

Where this doesn't happen:

- A phone call will be made to parents or carers by the admin team.
- If a pupil's attendance falls below 95%, the kindergarten teacher, class teacher or Upper School guardian will contact parents to discuss the issue. Creative solutions will be sought, depending on the nature of the problem and the age of the pupil.
- Solutions could include attention to transport arrangements, friendships, specific projects, or special jobs and responsibilities to do on arrival.
- If non-attendance remains below 80% for two months the school will notify and seek support from EWO and the local authority

3.5 Unavoidable Absences

In the event of a pupil being absent for an extended period of time, the Class Teacher will be responsible for ensuring that the pupil is provided with resources at home to enable them, if possible, to keep abreast of the class Main Lesson content and subject lessons, with

particular reference to Literacy and Numeracy.

4. Well-being including safeguarding, child protection and bullying

Contents
1. Pastoral care
2. Safeguarding and child protection
3. Bullying
4. Physical and mental health
5. PSHE curriculum
6. Online safety
7. Medication

1. Pastoral care

Pastoral care will be the responsibility of Kindergarten Teachers, Class Teachers and Upper School Sponsors, who develop a deep understanding of individual student's needs, interests, characteristics and tendencies.

The staffing structure and size of teaching groups ensures that pupils will know a high proportion of teaching staff and feel able to approach and trust them. The Class Teacher system means that each year group has a clear management and caring focus.

Other strategies will be implemented, such as:

- **Peer support** involves children and young people in creating a supportive environment in which all children can feel safe and feel they have someone to whom they can talk;

- **Peer mediation** requires young people to develop the skills of mediation and conflict resolution, establishing an ethos of active listening and non-judgemental discussion of issues between two or more individuals.

- **Quality Circle Time** (as developed by Jenny Moseley, consultant on the SEAL programme) will be used as a way of encouraging pupils to reflect on their relationships with one another, along with their individual thoughts and feelings; and as a democratic framework, within which children can explore class issues and solve problems as a team.

2. Safeguarding and Child Protection

The Principal is responsible for creating and maintaining an environment in school within which pupils both are safe and feel safe. In particular, s/he will ensure that:

- Rigorous safeguarding policies and procedures are in place, that their use and effectiveness is monitored and regularly reviewed as circumstances change.

- Designated staff receive specialist training in child protection and safeguarding, and that this expertise is shared effectively with colleagues and renewed regularly.

- Child protection policies are clear and unambiguous, so pupils, adults and staff know to whom to turn if they have concerns and what to do

- The principles of safer recruitment are strictly adhered to.

3. Bullying

Contents
3.1 Our approach to policymaking
3.2 The whole school approach
3.3 The class level approach
3.4 The individual approach
3.5 Shared responsibility

3.1 Our approach to policymaking

The Principal will ultimately be responsible for promoting anti-bullying work in the school but it will be everyone's responsibility to ensure that nobody is discriminated against on any basis. Anti- bullying will be more effective when owned by the whole school community, rather than seen as a single person's role. Steiner schools have been shown to have a very low incidence of bullying (Rivers and Souter, 1996) and our ethos builds on that educational tradition.

The school will:

- Work with pupils, parents and carers to draft an anti-bullying policy and review it regularly.
- Ensure the policy begins with a clear definition of bullying which has definition been discussed and agreed
- Ensure the policy includes all forms of bullying, including specific reference to bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully. As well as inter pupil bullying, the policy will equally address staff bullying of pupils or of each other.
- Ensure the policy includes the preventative strategies that the school will use;
- Ensure the policy gives a clear outline of how the school with respond to bullying incidents (including the recording procedure and possible sanctions);
- Ensure the policy includes clear procedures for pupils or parents and carers who wish to report a bullying incident;
- Ensure the policy references occasions where there may be police involvement
- Ensure the policy is shared with all members of the school community

The Principal will collect and analyse data relating to bullying using the Anti-Bullying Alliance School Assessment Tool. The Principal will apply proven strategies to prevent and respond to bullying behaviour, and will take advice from LA, local schools and organisations such as "Anti-Bullying Alliance" and NSPCC.

3.2 The whole school approach

We will work to create a culture of mutual respect and of awareness of bullying, through:

- Pupil perception surveys
- School conference days/workshops on bullying
- Awareness that play times can provide opportunities for bullying and find creative ways to address this that ensure a sense of shared responsibility
- Care of the school environment / playground;
- Contact telephone
- Opportunity for parents and staff to meet informally as well as in more traditional way

- Parent circles.
- A zero tolerance school culture
- School peer mediation projects

3.3 The class level approach

- Class rules, generated and agreed by the class and to which everyone can sign up.
- Regular class meetings using Quality Circle Time as a general format
- Role playing, literature, arts – diversity within curriculum
- Cooperative Learning
- Common positive class activities
- Class meeting teacher – parents/children

3.4 The individual level

It is important to empower the children who find themselves victims of bullying. Supporting a child to speak up for themselves and within the safety of that support to confront the bully will be sought. Creative methods will be explored eg restorative justice and strategies for a child to use independently will be developed eg an action ladder that helps a child understand what they need to do next. In addition the following interventions may also be used

- Serious talks with all children involved
- Serious talks with all parents involved
- Teacher and parent use of imagination
- Help from 'neutral' students
- Help and support for parents
- Discussion groups for parents of all children involved
- Change of class

3.5 Pupils' responsibilities

We will work towards an ethos that actively involves pupils in tackling bullying. Pupils will understand their personal responsibility and also develop skills that enable them to contribute at both class and school level. They will work sensitively and collaboratively and be part of and feel ownership for the solutions that the school implements. Children will be part of the reviewing process and help monitor the degree of bullying and the effectiveness of existing strategies. They will also be encouraged and supported to develop:

- Anti-bullying forums
- Peer support and buddying systems.
- Peer mediation

4. Physical and Mental Health

Physical and Mental Health are addressed by providing:

- A balanced curriculum, which promotes academic, artistic and practical activities in equal measure and that, is delivered in a stress-free learning environment.
- Quiet reflection and focused time built into the pattern and rhythm of the day

- Quality circle time when children listen to others and then are themselves heard and in which they can explore feelings and concerns
- Opportunities to contribute that promote their own wellbeing and the wellbeing of others
- A wealth of rich stories that give children the language to express themselves accurately and with insight
- Healthy, organic, (locally sourced, where possible) food for school meals
- Regular exercise, both indoor and outside in the natural environment, in planned lessons (PE) and as part of every Main Lesson. Outdoor, practical activities are integral to our curriculum and take place whatever the weather. Children will have warm and wet weather clothing in school available at all times so that they can play, explore, get muddy and enjoy the rain and snow, addressing what researchers have called "Nature Deficit Disorder".
- When pupils show signs of emotional or mental stress, class teachers are the first to pick it up. As with behaviour concerns (see procedures above) parents will be involved and where necessary outside agencies

5. PSHE Curriculum

Our curriculum and style of teaching are intended to provide personal, social and health education as part of the everyday life of the school. The Heads of Kindergarten, Lower School and Upper School will have responsibility for ensuring that the teachers who they line manage are including the necessary elements of our PSHE curriculum within lessons, and for ensuring that teachers include reference to these elements in lesson plans so that progress can be tracked.

For example, nutrition is introduced in kindergarten with children making their own healthy snacks such as bread and soup and this simple element of the curriculum addresses the personal – children contribute ingredients (either brought from home or harvested from the school garden; the social - children work in groups to prepare food and take turns to lay tables and serve one another; and health - children experience simple, homemade food made from natural raw ingredients. Nutrition continues through the class teacher years and includes main lessons that cover physiology, biology, health and hygiene (see D3). Understanding the cause and effects of substance abuse and exploring attitudes to sexual behaviour are part of the curriculum for year 7 and 8 students

One of our key aspirations (see Section C, Vision and Section D8, Ethos) is for our school to be a thriving community. We will foster a sense of belonging, a willingness to contribute, a feeling for partnership and cooperation and an idea of the rights and responsibilities of citizenship in the broader sense. As well as being part of a community students are encouraged to follow their own ideas and interests and to find their own authentic self; difference is celebrated and a genuine self-belief and confidence fostered.

6. Online Safety

We will develop an e-safety policy that will be given to parents and carers as part of the School Handbook, and which will be covered in Main Lesson at an appropriate age. Details are given in Section D2 3.39. All computers accessed by pupils will have appropriate restrictions and safeguards in place.

7. Medication

Where possible the child will self-administer eg diabetic children are often able to monitor their

glucose levels and treat themselves accordingly but the school will have appointed staff members who are suitably trained. In the event of a pupil needing to take medication, or to have medication administered, e.g. for epilepsy or allergic reactions, an approved staff member will administer the medicine under agreed procedures and record-keeping arrangements.

The school will keep records of all children with any known medical conditions which are likely to require medication. Permission forms will need to be signed by parent and the procedure for each individual child agreed.

SECTION D8 ETHOS

Contents
Introduction
1. Our Ethos
2. Our aspirations
3. A community school
4. Religion, faith and spirituality
5. The roots of our ethos

Introduction

As a Steiner Academy, our ethos will be rooted in an educational movement that has grown and developed over 90 years, and which now includes over 1000 schools in more than 60 countries around the world. Our school will be supported by the Steiner Waldorf Schools Fellowship and the emerging partnership of Steiner Academies and with a distinctive ethos of its own.

1. Our Ethos

The ethos of our school is built on the following principles of Steiner education:

- **Children learn differently at different stage of their development.** Our school will create a structured progression from play, outdoor learning and practical activities in the early years; through collaborative, creative learning across a broad and engaging curriculum in the middle years; to consistently high achievement in core GCSE subjects balanced by rich and expressive creative and practical learning.

- **There are many skills and capabilities that children need time to develop** in order to engage fully and effectively with education and in order to become active and successful citizens. Our school will provide an environment and curriculum in the early years in which children can develop language and communication skills; motivation and engagement with learning; appropriate behaviour and positive relationships with teachers and peers; emotional and social intelligence; and a sense of collaborative learning with teachers and peers. This will lay the foundations for later achievement.

- **People learn in many different ways, and children need to learn how to learn** – to understand their own personal learning style and to build learning techniques that work for them. Our curriculum will provide many different routes into learning with pupils able to engage in a wide range of ways: scientific and analytical; expressive through language; artistic and visual; practical and skilled; mathematical and geometrical.

- **Children are affected by every part of their learning environment.** We will create a school in which colour, natural materials, outdoor spaces, lighting and design combine to

produce a calm, focussed, stimulating learning environment.

- **Stability, structure, consistency, clear boundaries and clear direction are of great importance for children.** Our school will use the Class Teacher system developed in Steiner schools whereby a single teacher stays with a class from Y2 to Y8, teaching a main lesson every day which is thematic, multi-disciplinary and project-based, allowing pupils to research, explore and present subject material in a range of ways to suit their learning styles and aptitudes.
- **Our school will be an all through school,** removing the Y7 transition and ensuring that as pupils move into increasingly academic study, they do so in a consistent and familiar learning environment with a stable peer group.

2. Our aspirations

We have four key aspirations for our school. These aspirations inform the Vision for our school (Section C), and our Definitions and Measures of Success (Section D5) will measure progress towards these aspirations.

A: The child as individual
We will create a school in which every child can thrive

- Our aspiration is for every child to feel engaged and happy in their learning and to feel safe, loved, understood and nurtured at school.
- Our curriculum will build not just intellectual skills but also practical, emotional, physical and creative skills – learning with head, hands and heart.
- School is a major part of every child's life. Our school will have space for children's play, friendships and social relations, to allow them to learn the personal and social skills they need to thrive.
- Health and wellbeing will be at the heart of our school life, with a strong culture of emotional and social intelligence; healthy food; and physical activity of all kinds.

B: The school as community
Our school will be a supportive, engaged community

- Pupils, staff, parents and governors will form a strong, mutually supportive community.
- Pupils will feel individual understood and valued. The class teacher system allows staff to develop long-term friendships with their pupils, collaborating to create individual learning strategies that meet pupils' needs and allow them to fully engage with learning.
- Staff will feel valued. We will have a strong staff support structure including high quality supervision and personal and professional development. Because our curriculum allows teachers more freedom in how subjects are taught, teachers will know that their individual skills are valued.
- Our school will come together to celebrate a calendar of festivals and events in which pupils, staff, parents and governors can all play a role. This will include seasonal celebrations that reflect the cultural and religious diversity of our community as well as fairs, concerts and other events.

C: The school as part of the community
Our school will be a valued part of the wider community

- We will embrace cultural, religious and ethnic diversity, celebrating the richness and complexity of our community.
- We will not promote any single faith, but we will not belittle the importance and value that faith, religion and spirituality have for many people.
- Our school will open its resources up to the wider community, building partnerships with third sector and community groups as well as businesses. These partnerships will enhance the opportunities on offer to pupils and build strong links with the wider community.

D: The individual as an active citizen and entrepreneur
Our school will help children to grow into adults who can play their own role in the wider community

- Our broad and balanced curriculum gives emphasis to personal, emotional and social skills alongside academic achievement.
- We will build links with businesses to provide pupils with meaningful and supportive work experience placements.
- We will build partnerships with community groups to provide extended school services that provide children and young people with a chance to further develop social skills, motivation and self-esteem.

3. A community school

We want to build a school that is an integral part of the local community. Our admissions policy (see section D6) is non-selective and includes a simple 'nearest first' tiebreaker, to ensure that our pupils are drawn from our local area. This area is highly diverse in terms of ethnicity, language and culture and we will embrace this diversity, working to make our school accessible to all.

- Our Community Forum (see Section F1 5.2) will ensure that our school is connected to the broader community, not just parents of children at the school. We will pro-actively recruit members of the community forum to ensure full and balanced representation for our local area.
- We will work with community groups and our Community Forum to celebrate festivals from a range of cultures in our school calendar.
- We will have an active campaign of information and marketing to ensure that we engage with local families who are not familiar with our educational philosophy, providing clear and accurate information and ensuring that we are accessible and welcoming to all.
- We will use our website to provide detailed information about our school in appropriate languages and with careful attention given to accessibility.
- We will ensure that all marketing material is available in appropriate translations including Somali, Urdu and Polish.
- The Heads of Kindergarten, Lower School and Upper School (see Section D3 for details) will have a specific duty to be accessible to parents of prospective pupils, providing relevant information, answering questions and welcoming new parents to the school.
- We will run regular open days for parents to find out more about what will be on offer at our school and to discuss the values that underpin our ethos. We want to ensure that parents have access to good information and materials so that they can make an informed

choice before applying for a place.

- We will build partnerships with community organisations to provide evening and weekend education and activities for all ages, so that our school is open and welcoming to all.

4. Religion, Faith and Spirituality

Our school will emphasise the value of faith and ritual without promoting any specific religious tradition. Our curriculum will not include the teaching of faith-based ideas except as historical examples or as comparative religious study in Religious Education lessons.

The calendar of our school will include the celebration of traditional festivals from a range of cultures. These festivals will include traditional Northern European festivals such as St John's Day - Christian festivals which are linked to the pre-Christian calendar and to the equinoxes and solstices, marking the turning of the year and drawing on the roots of national culture. Our calendar will also include festivals that draw on the traditions of the local Muslim community such as Eid al-Adha, building community cohesion and emphasising the common Abrahamic roots of our shared culture. Alongside this we will draw on broader global traditions to further enrich our school life.

In our Religious Education teaching we will focus on human stories and on the value and inspiration that religion and faith can provide, to promote an understanding of faith and religion as positive forces in people's lives rather than as divisive differences. We will explore ethics and morality as they have been reflected in both religious and secular thought.

Teaching will include detailed study of historical religious figures such as Buddha, Jesus and Mohammed, alongside examples from modern history of people who have been inspired by their faith and by strong ethical and moral beliefs, such as Martin Luther King, Gandhi and others.

5. The roots of our ethos

Steiner education began in 1919, when Dr Rudolf Steiner was asked by industrialist Emil Molt to open a school for the children of workers at the Waldorf-Astoria cigarette factory in Stuttgart, which became known as the Waldorf School.

Steiner was a hugely prolific writer, philosopher and lecturer whose collected works span 40 volumes. Steiner himself viewed his work as forming a coherent philosophy which he called Anthroposophy – literally 'human wisdom', or 'knowledge of the human being'. Since his death, elements of his work (including his writing on organic agriculture) have been widely promoted, while other parts of his work have been discredited or have fallen by the wayside. However, the educational principles that Steiner developed have grown into a coherent system of education. It is this system of education that the ethos of our school is based on, not the wider philosophy of Anthroposophy, which our school will not teach or promote.

Nearly 90 years after the first Waldorf School opened, Steiner education now provides a mature, well-proven educational model with an excellent track record for delivering a rounded and balanced education that can enable pupils to achieve their fullest potential, fostering creativity, self-expression and self-determination without sacrificing academic achievement.

Section E: Evidence of demand – part 1

	2014				2015			
	A	B	C	D	A	B	C	D
Reception	26	127		488%	26	132		508%
Year 1					26	127		488%
Year 2	26	100		385%	26	137		527%
Year 3					26	100		385%
Year 4					26	86		331%
Year 5								
Year 6								
Year 7	26	44		169%	26	46		177%
Year 8					26	44		169%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals	78	271		521%	182	672		369%

Section E: Evidence of demand – part 2

SECTION E1: EVIDENCE OF DEMAND FROM PARENTS AND CHILDREN

(Please note: maps showing demand are included as Annexe 1 of this application).

Contents
Introduction
1. Survey methodology
2. Marketing

Introduction

The Rationale for our school is based in part on the need for additional choice for parents and additional school places within the central area of Bristol, defined as a three-mile radius from the city centre. This central area contains huge diversity in terms of economic, ethnic and cultural characteristics, from the relatively wealthy and predominantly White British areas of Redland and Clifton to the highly diverse but economically deprived areas of Easton and Lawrence Hill.

We chose to focus our marketing on the economically deprived and ethnically diverse areas of the city, roughly covering an arc from Southville through Bedminster, east through Lawrence Hill and Easton and into St Werburghs and St Pauls in the north.

This approach was highly successful in terms of generating awareness, interest and demand in the most deprived areas of the city.

The highest concentration of demand for our school (see **Annexe 1, Maps of Demand**) is in the Ashley, Easton and Lawrence Hill Neighbourhood Partnership area (see 2.4 below), the most ethnically diverse and economically deprived area within central Bristol. As a result of that strong demand we have chosen a preferred site for our school within this area (see Section H, Premises for full details).

1. Survey methodology

Contents
Introduction
1.1 Overview of the survey
1.2 The survey form

Introduction

The primary tool for gathering evidence of demand was an online survey, developed as part of our website. The website launched in April 2012, supported by press releases which were reported in the Bristol Evening Post and on a number of news websites.

Our website included extensive information across pages including a short film on Steiner education; FAQ about Steiner education and about our plans; our vision for a new school; the background of the Steiner education movement; short films about Steiner education around the world; a contact page with a specific offer to answer questions; and the survey. The website links to our Facebook page which we have used extensively to answer questions about the project, share relevant news items and films and publicise meetings and events.

In total the website contains over 4000 words of relevant information, three short films and links to other relevant websites, giving a clear picture of Steiner education and of our plans for a new school, and covering vision, ethos, admissions, curriculum, site, partnerships and the history of Steiner education.

All of our printed material gave only basic information about the school and directed parents to our website, to ensure that all those expressing support had come through a channel that gave clear, consistent information about the project, allowing an informed choice to be made.

Demand from parents is focussed on several primary areas with the biggest concentration of support being around our preferred site in Easton (see Section G for details); however, many parents have stated their willingness to travel across the city to get a Steiner education for their children. 610 parents who have expressed their support for our project live within 3.5 miles of our preferred site, and of these 563 have stated that they would be prepared to travel over three miles to the school. Our marketing will become more localised once a site is finalised, including door to door distribution of flyers.

1.1 Overview of the survey

Our successful recruitment process has been based on two factors. Firstly, the appeal of a non-fee-paying Steiner school for those with an interest or commitment to Steiner education; secondly, the appeal of more diversity and choice within Bristol's education system. Parents have commented on the appeal of our proposal:

Prospective parents have demonstrated a high level of commitment to our project: 77% of those who signed up also offered their time and skills as volunteers. The active and committed network that we have established is a testimony to the nature of the demand for our school, and the commitment that parents have already demonstrated shows the potential for a strong, committed school community.

1.2 The survey form

Our website provided extensive information about our plans and about Steiner education, and offered a survey form centred on the question:

'Do you think you would choose Steiner Academy Bristol as first choice of school for your children?'

The Survey Form – formatting on the website is somewhat different but the text presented here is exactly as used for the survey.

A Steiner Free School for Bristol

We are a group of parents, teachers, youth workers and other professionals who are seeking to create a new Free School in Bristol, based on the educational principles and philosophies of the first school established by Rudolf Steiner which came to be known as The Waldolf School.

After discussions with the Steiner Schools Fellowship, we can now reveal that the name of our school will be the **Steiner Academy Bristol.** This will bring us into line with the other state funded Steiner schools, Steiner Academy Hereford, Steiner Academy Frome and the soon to be opening Steiner Academy Exeter.

Our school will provide an excellent, modern, Steiner education that is free and open to all.

If you think that Bristol needs a school like this, <u>click here to register your support!</u>

Keep up to date with regular updates from our ▮▮▮▮▮▮

What you can do to help

We need your support to make this happen! Please fill in the form below to help us to make our vision for a new school into a reality.

If you have children and you would like the option of a Steiner school that is free and open to all, please fill in the **Prospective Parents** section. We need to ask for their dates of birth so that we can prove that there is demand for all ages.

We would also love to hear from you if you would like to help us as a volunteer or if you are interested in joining our steering group.

We will store your details in strict confidence in accordance with the Data Protection Act.				
Name*				
Address* (incl postcode)				
Join our mailing list*	**Yes**		**No**	
Prospective Parents Do you think you would choose Steiner Academy Bristol as first choice of school for your children?	**Yes, definitely**		**No, I'm happy with my current provider**	
Does your child/ children currently attend a Steiner School?	**Yes**		**No**	
Remember we need the date of birth of prospective children to prove the demand exists				
Child 1 - Date of Birth - dd/mm/yyyy				
Child 2- Date of Birth - dd/mm/yyyy				
Child 3 - Date of Birth - dd/mm/yyyy				
How far would you travel to attend the Steiner Academy Bristol?	**0-1 mile**	**1-3 miles**	**3-6 miles**	**6 miles or more**
We will need some practical support, such as making and distributing leaflets, contacting supporters, organise a team of volunteers etc...Are you interested in helping as a volunteer?	**Yes**		**No thanks**	

2. Marketing

Contents
Introduction
2.1 Community Engagement (Table 1)
2.2 The role of 'Steiner Academy Champions'
2.3 Marketing to pupils from all backgrounds and abilities
2.4 Deprived areas in Bristol
2.5 Black and ethnic minority groups
2.6 Consultation with Bristol Steiner School
2.7 Consultation with employers
2.8 Consultation with other education providers

Introduction

At the heart of our marketing plan is Steiner Academy Bristol's vision as an exciting new

choice to provide accessible and creative education, and a school which celebrates the city's diversity, creativity and environmental aspirations. We have worked hard to engage and inform parents about Steiner education and about our school, providing information on our website alongside the survey to allow parents to make an informed decision on whether to support our project, and running a series of outreach events at which parents were given presentations about our plans alongside displays setting out details of our curriculum, ethos and vision. At all consultation events we ran question and answer sessions then provided time for parents to speak with individual members of our team to ask any specific questions about Steiner education and our plans for Steiner Academy Bristol.

The press coverage of our project was managed to provide additional information to parents including details of proposed admissions arrangements and the ethos and vision of our school.

2.1 Community engagement (Table 1)

The following table gives a summary of how we engaged directly with the community while researching evidence of demand.

Action / event	Overview
Steiner Academy Bristol Website	We have a web presence which is updated with information on a regular basis. www.steineracademybristol.org.uk
Facebook	Steiner Academy Bristol has its own active Facebook page, currently with 420 members receiving regular posts.
Press Release	Issued to 40+ contacts in local, regional and national media, including TV and radio, newspapers and feature magazines.
Press coverage	Coverage in: Bristol Evening Post: April 2012; September 18th Education supplement Half page story. The Spark magazine (summer 2012), Local bloggers and community sites, including city farms, Bishopston Mum.
Local newsletters and magazines	Pigeon Post-Bedminster (October 2012 edition) Bishopston Matters (November 2012) Up Your Street-Easton
Local radio	BCFM Community Radio – Dec 10th 2012

Canvassing door to door and distributing fliers	To be done once a site is finalised.
Family destinations	The group has had a regular presence at: City farms, parks and the Ashton Court model railway, more listed below.
Environmental groups	Information about the project has been circulated through email lists by Soil Association, Transition Bristol and the Bristol Permaculture group.
Local advertising	Flyers have been displayed in high street shops, cafes and community noticeboards. See table below
Visiting Children's Centres around Bristol:	We have visited centres, including those in St Werburghs and St Pauls, informing staff of the project and requesting that fliers are available in groups with parents and children. We will continue to attend these groups.
Flier Distribution	In total we have printed and distributed 10,000 flyers and 2500 posters at various outlets (please see details in Table 3)
Steiner Academy Bristol Newsletter	A Newsletter is sent regularly to over 800 Steiner Academy Bristol Supporters, keeping them up to date with the progress of the application.
Public Consultation meetings Windmill Hill city farm St Werburghs city farm Easton Community cafe	We publicised and hosted three public meetings, well attended by main stream and Bristol Steiner school teachers, parents, grandparents, and other interested parties. We informed them of our plans, shared information about the educational philosophy and curriculum, and engaged in Q&A and discussion.
Presentation at 'Up Our Street' Public consultation event at the Phoenix centre, Easton.	This events was hosted by Bristol City Council to give parents information on forthcoming changes in school provision for the Easton area.

Table 2: Poster and Flyer distribution

Distribution of flyers at one-off events	The Big Green Week Organic Food Fair Bristol Festival of Nature Harbourside Festival WOMAD music festival Bristol city council play day on College Green

	Brisfest
	Southmead Community festival
	Victoria Park festival
	Play in the Park Horfield
	Hamilton House and Picton Street Winter Fayre
Distribution of flyers at regular locations and children's events	**City Parks:** St Andrews, St George's Park, Blaise Castle and Ashton Court, regularly over the summer Bristol Museum Millennium Square near @ Bristol Local Second Hand Children's Sales Hamilton House Stokes Croft. Stokes Croft Monthly Market: September to December The Folk House, education centre St. Werburghs Farm out door parent and child group Stay and Play at Boiling Wells (Ashley) **Barnardo's** Groups in Avonmouth, Shirehampton, Lawrence Weston, Bishopsworth, Withywood, Knowle West, Hartcliffe Flyers also on table at all Rhymetime and Le Petite Zou Zou sessions (pre-school Music sessions, Bedminster) HE-LP Home Education Learning Place Main Home Ed meet up in Bristol
City Farms	St Werburghs Lawrence Weston Windmill Hill
Community venues and noticeboards	Easton and Totterdown Mosques Lam Rim Buddhist Centre Churches – St Werburghs, St Michael, Bishopston, St Annes, Long Ashton
Community centres	Shirehampton, Avonmouth, Hartcliffe, Southmead, Windmill Hill, Trinity Centre St Pauls, Symes Community Centre, Long Ashton, Barton Hill Settlement (Lawrence Hill)
Post Offices	Westbury- on- Trym, Bedminster and Southville, Henleaze, Long Ashton St Werburghs
Learning and Children's Centres	Filwood Hope Centre, Restore Filwood, Rework Filwood. Gatehouse Centre (Hartcliffe) Hartcliffe, Bishopsworth, Withywood Centre, 4 Acres (Withywood), and St Pauls children's centre
Libraries	Central Bristol, Bishopsworth

	Hartcliffe, Henleaze, Southmead, and Eastville, Bedminster.
Sports and leisure facilities	Kingswood and Horfield Leisure centre. Hawkes Gym, Easton Tobacco Factory Southville Yogawest (Gloucester Road), Yogasara (Ashley) and Bristol City Yoga.
Health Centres	Southville Practise, Wellspring (Lawrence Hill), Fishponds Family practice, Seymour centre and Centre for Whole Health
Independent cafes	At least 30 across the city including: Porto Lounge Fishponds, Thali cafes in Easton and centre, Grounded Cafes in St George, Bedminster and Horfield.
Independent shops and supermarkets	At least 30, including Tesco, Horfield, Sainsbury Brislington, St Werburghs (Ashley), Easton, St George, Fishponds.
Major local employers	Several departments at University of Bristol Several departments at University of West of England Several departments in North Bristol NHS Trust Several departments in University Hospital Trust

2.2 The role of 'Steiner Academy Champions'

- We have recruited 18 'Steiner Academy Champions', with one assigned to every ward in the city. These Champions have agreed to act as a local focus for marketing, flyer distribution and community liaison.

- The Steiner Champions include people from a wide range of backgrounds and educational experience. The Champions include teachers in both Steiner and mainstream teachers and parents who are new to the Steiner ethos as well as those with prior experience.

- We have strong representation from black and ethnic minority volunteers who have provided a broad range of professional and personal skills and informed our marketing strategy and our proposal, helping us to meet the needs of a diverse city.

- The involvement of volunteers with little prior experience of Steiner education has helped us to refining our marketing, making us aware of the questions that we will need to answer.

- The 18 'Steiner Academy Champions' have worked with teams of volunteers to fundraise to meet costs of the application, including running clothes swap events etc. This has increased the range of people that we have been able to engage in the consultation process.

2.3 Marketing to pupils from all backgrounds and abilities

We have worked hard to ensure that our marketing work is effective in reaching families from all backgrounds and abilities, as evidenced by the pattern of demand for our school (see Annexe 1, Maps of Demand).

- We have targeted our marketing and consultation events towards the most deprived wards and those with high percentages of black and ethnic minority residents.

- At time of application we have recruited supporters in every ward except for Hartcliffe, which is at the far south of the city and is not a realistic journey from our preferred site.

2.4 Deprivation

Bristol has 32 LSOAs in the most deprived 10% in England for multiple deprivation, with 'hotspots' of extreme deprivation.   In 2008, Bristol introduced Neighbourhood Partnership Areas as a new form of neighbourhood governance across the city. Each Partnership is made up of two or three electoral wards, and there are fourteen Neighbourhood Partnerships in total.

Table 3 – The most deprived Neighbourhood Partnership areas in Bristol

Ashley, Easton & Lawrence Hill	Most of Lawrence Hill and Ashley experience deprivation that falls within the most deprived 10% of all England LSOAs. Easton is also more deprived than the England average.
Filwood, Knowle & Windmill Hill	Most of Windmill Hill and Filwood experience above average deprivation.
Greater Bedminster Community Partnership	Above average levels of deprivation in east Southville in the 'Bedminster' LSOA.
Greater Fishponds	Most of the neighbourhood is more deprived than the England average.
Henbury and Southmead	Most of the area experiences above average deprivation.
Horfield & Lockleaze	Deprivation in Horfield is average. Lockleaze has two pockets of deprivation

(Bristol City Council 2012 figures)

- The marketing over the summer of 2012 generated increased support for a Steiner Academy in the areas with the highest levels of deprivation. These sites were therefore chosen for our consultation events in the autumn.
- We ran two consultation events in the Ashley, Easton and Lawrence Hill NP area (the most deprived NP area) and one the Filwood, Knowle & Windmill Hill NP area.
- The highest concentration of our support is now in the Ashley, Easton and Lawrence Hill Neighbourhood Partnership area, and our preferred site is located in this NP area.

2.5 Black and minority ethnic groups (BME).

- The Census update of 2011 estimates that people from BME backgrounds account for approximately 13.5% of Bristol's population, including African, Caribbean, Bangladeshi and Somali communities. BME groups represent about 25% of school pupils. It is estimated that 72% of the Somali population live in households with children.
- The Steiner Academy Bristol consultation is being guided by parent volunteers from these communities alongside professional advice on equality and diversity issues. We answered several questions regarding diversity at the consultation events and subsequently a group of BME volunteers formed a 'Diversity group' to work on issues around engagement of BME families and have promoted the project via community groups.
- We are having key information translated into appropriate languages. Urdu, Somali and Polish translations of our posters and flyers have been distributed in appropriate local locations; key sections of the website have been translated into Polish with further translations to follow.

- Early acquisition of literacy and numeracy skills can be particularly highly valued in some communities, in particular Asian communities. Questions raised by parents at the consultation events allowed us to explain the Steiner approach to literacy and numeracy and will inform future community consultation materials.
- The proposers are aware of Bristol City Council's policy to support gypsy/traveller families to access education and have sought advice from BCC. The needs of the gypsy/traveller community have been considered, including discussion with a representative of the traveller community, and at least one family has registered their intention to put Steiner Academy Bristol as their first choice school.

2.6 Consultation with Bristol Steiner School

Steiner Academy Bristol has good links with Bristol Steiner School, led by Steiner Academy Bristol's Governance Lead, ███████, who is also a trustee of Bristol Steiner School.

It is clear from consultation that while there is a very high demand for a 'free school', Bristol Steiner School will remain as a viable alternative within Bristol's strong independent school sector.

Steiner education has been a feature of Bristol since 1945 and current provision includes St Christopher's special school for students with complex learning difficulties; the independent Bristol Steiner School; the Rowan Tree Kindergarten and the Willow Tree Kindergarten. We have also had discussions with Ruskin Mill college in Gloucestershire, which offers education to people with special needs and who have offered their support and a site for the Year 4 residential trip to a working farm.

Our approach will be to develop a 'Bristol Steiner Education Partnership', sharing education practice, training opportunities for teachers, and other opportunities for raising standards. We are aware that in other areas, the establishment of a Steiner Academy has been seen as causing problems for existing independent Steiner schools. Within the Bristol context we do not expect this to be an issue, as the demand for Steiner education far exceeds the ability of our school to meet it; our school will focus on providing excellent education within a deprived area with our preferred site being located in the most deprived Neighbourhood Partnership Area of Bristol; our 'nearest first' admissions policy will ensure that demand for the existing independent Bristol Steiner School will not be greatly affected. Indeed, a positive approach to marketing and publicity could increase demand for the existing school.

2.7 Consultation with employers

- A recent report by the CBI, 'Ambition for All in Schools' (November 2012), states the need for 'rounded and grounded' school leavers, and urges a whole systems approach including greater community engagement. Steiner Academy Bristol is building relationships with local employers and will provide students with the skills to meet their needs.
- Bristol's 'Local Economic Assessment 2011' identified the city's highly skilled workforce as a key strength, while the document 'Growth and opportunity in Bristol: Bristol's Economic Development 2012 -2025', developed targets including 'provision of specific support to the creative industries sector, establishing strong links with the city's vibrant cultural life'. Our school intends to work to meet this opportunity.
- The city has significant strengths in some key sectors including the 'green' and digital economy, creative industries and ICT alongside Bristol's more traditional strength in academia, finance, insurance and professional services. Bristol's economy supports a 'cluster' of firms in the environmental technology services sector.

- We are building relationships with employers in Bristol and have letters of support from high-profile organisations including the Soil Association, Aardman Animation (excerpt below) and 'Jamie's' restaurant (Jamie Oliver).

  "Running a creative business like Aardman, we experience the positive benefits of this broader based education in the skills and attitudes of a number of people we employ who have had the benefits of a Steiner education"

  "The possibility of state funded Steiner schools is very encouraging and the vision and ethos of the Steiner Academy Bristol would be an asset to Bristol."

  "[We] would be open to discussions about ways we might be able to support the Academy in the future.

  Yours sincerely, ▇▇▇▇▇, ▇▇▇▇▇."

2.8 Consultation with other education providers

- The following letter was sent to all schools within two miles of our preferred site:

  'Dear Colleague

  As part of our consultation process we are writing to tell you of our intention to submit an application to open a Free Steiner School in Bristol. As yet we are unsure of the location of the school but if the application is successful it will open in September 2014 and be in Central Bristol.

  We are very happy either to respond to any questions you may have via e-mail or to meet with you. We understand there is a degree of anxiety around the Free School initiative and as it is to be run as a Steiner School, based on the philosophy and following the curriculum of Steiner education, we anticipate there could be other questions too. It is important to us that you understand our motivation and commitment to this process as, in the long term, we hope to be a valued part of Bristol's educational provision, working alongside colleagues to share expertise and to develop professionally.

- We have had discussions about our project with head teachers at Cotham and Whitehall Primary schools – Whitehall Primary School is the nearest school to our preferred site.
- There is strong home education community based in several areas of Bristol, and Steiner Academy Bristol has been in discussion with these groups over several months. The school will act as a resource for the whole/ home education community and will continue to engage actively with other providers of education to promote learning opportunities for the wider community.
- We have met with 'Amana', a Somali Supplementary school, to find ways of working together and we will start contacting other organisations in the New Year.

SECTION E2 MARKETING THE SCHOOL

Contents
Introduction
1, Developing public awareness
2. Maintaining commitment
3. Reaching new communities
4. Building new partnerships

Introduction

Our marketing plan covers the period from the submission of this application (December 2012) through to the start of the second year of operation of the school (September 2015). This period contains three distinct phases:

- **Pre-opening, before a site has been agreed.** The focus is on maintaining the engagement of existing supporters and reaching out to parents across the whole of the central area of the city, especially those in areas of economic deprivation. We will focus marketing on parents of children of ages that are less heavily subscribed – currently year 7. Alongside this we will generate city-wide public awareness of our project through press and media.

- **Pre-opening, once a site has been agreed.** We continue to work to maintain the engagement of existing supporters, but we expect that once a site has agreed those supporters who live some distance away will be less likely to remain committed, given our 'nearest first' admissions policy. Our work to reach new supporters will focus on the area around the site, including door-to-door canvassing, consultation events, leaflet drops etc.

- **Post-opening.** As a new school we will work hard to build partnerships across the city with employers and education providers including pre-school groups. We will work to embed ourselves into our local community, building links with community groups. We aim to be over-subscribed with waiting lists for all classes.

We have a strong network of volunteers available including marketing professionals, IT workers, graphic designers and translators. We also have volunteers who are active in their own communities in various ways, who can link us to specific communities across the city.

1. Developing public awareness

Contents
1.1 Website and online presence
1.2 Press and media strategy
1.3 Presence at events
1.4 Posters and flyers

Throughout the plan period we will work to develop public awareness of our school – simple awareness of our project and deeper understanding of the vision and ethos of our school, and the practical details of location, admissions policy, opening classes etc.

1.1 Website and online presence

- We will maintain our website, either at its current address

www.steineracademybristol.org.uk or at an alternative address if appropriate. The website will be regularly updated with news and information.

- We will add web pages giving more information on our ethos, vision, curriculum, and admissions policy once these are confirmed.
- We will create parallel sites in other languages appropriate to the community around our preferred site (and final site once confirmed) – eg Urdu, Polish, Somali etc. Our homepage will allow language selection.
- We will continue to build our Facebook following (currently at 420), posting regular news and items of interest.

1.2 Press and media strategy

- All major project news will be press-released to local newspapers, radio, TV, online news sites etc. Major stories (eg acceptance of our bid) will be translated into languages appropriate to the local community and released via community news websites and newsletters.
- We will be proactive in seeking opportunities to raise our profile and increase public understanding of our project, eg radio and television interviews, building relationships with reporters, writers and bloggers.
- We will work carefully to generate a positive perception of our project and to counter negative reporting. Our strategy will be to present a strongly positive view of our project in all of our press releases and material, without dwelling on controversies or criticism. However, we will act quickly in response to any negative coverage of our project by answering all criticism honestly, openly and respectfully and by being available and helpful for all media and maintaining a strong, positive, visible presence.

1.3 Presence at events

- We will be present at all major community events across the city during the period before our site is confirmed; thereafter we will focus our efforts on the area local to our school.
- This presence will take the form of a visible, well-staffed and professional-looking stall with printed information available; where practical a laptop with films giving information about our school and about Steiner education. All volunteers working on the stall will be appropriately prepared to answer questions and to present a positive image for the school.

1.4 Posters and flyers

- We will continue to distribute posters and flyers across the city using our network of volunteers.
- We will print and distribute posters in a range of languages appropriate to each local area.
- The posters will follow our existing branding and content, giving brief information about the project and signposting our website.
- Once a site is confirmed we will use posters and flyers to build a neighbourhood presence, giving information on our site and project.

2. Maintaining commitment

A large number of families have already signed up to show their commitment – sufficient to fill our opening places many times over. A key task over the pre-opening period will be to

maintain the engagement of those families so that their expressions of commitment translate into actual applications.

- We will continue our regular email newsletter to supporters, giving news of progress with the project.
- We will post regularly on our Facebook page, including news of other interesting educational ideas or projects as well as our own news.
- We will run regular events aimed at existing supporters, including presentations on the curriculum; site visits to our premises (once that becomes practical); children's events such as craft workshops, puppet shows and other performances, etc.
- Fundraising social events such as clothes swaps, 'meet the team' sessions, gigs and picnics.
- Celebration events at key points in the project, eg if our application is successful; confirmation of a site; etc.
- Once our school has an opening date we will meet families who have expressed their intention to join the school and start to plan how we will help their children's transition into our school. Experience at the South Devon Steiner school shows that younger children adapt quickly, whilst older children may take a bit longer, but are usually relieved by the lack of pressure and delighted with the curriculum.

3. Reaching new communities

One of our key aspirations for our school is that it should be part of its community (see Sections C, D5 and D8 for more details). We have a strong commitment to reaching out to the whole of our community so as to draw in pupils with a wide range of backgrounds and abilities. We recognise that we need to engage actively with parents to inform them about Steiner education in order to reach all parts of our community.

Our marketing so far has been very successful in reaching diverse and deprived communities. Our preferred site is located in Easton, one of the most ethnically and linguistically diverse areas of the city, and our strongest concentration of support is in that area. We have a strong group of volunteers representing BME communities who have organised the Steiner Champions Diversity Group and who are informing our marketing work as well as our plans for our school.

- We will further develop our multi-lingual information including website, posters and flyers. This will focus on providing information about the ethos, vision and curriculum of the school via the website, with printed material intended to draw people to the website. The website will also use short films.
- We will build strong partnerships with community groups – see E2 - 4 below for details.
- We will run further consultation events in deprived areas. These will give information on our school using presentations, displays and printed materials and will provide open question and answer sessions as well as opportunities for longer discussions with individual team members.
- We will run 'taster play sessions' at pre-school groups around our preferred site including St Werburghs pre-school group, to provide prospective parents with an experience of our approach to early years provision.
- We will use Bristol's community radio stations (Ujima and BCFM) to reach parents. BCFM in particular has shows run by and for specific communities including 'Bollywood Spice'; 'The Somali Show' and 'Somali Women's Voice'; Radiowski (Polish language show with

English edition); the 'Afro-Tropical Show' (Afro-Caribbean) and others.

- We will present plans for our school at information events run by Bristol City Council, who have an ongoing programme of information events for parents around the lack of school places in the city and their work to address that problem.

- We will have a strong presence at events across the city, planning our calendar of events carefully so as to reach all communities.

4. Building new partnerships

We will build strong links between our school and relevant organisations, including community groups; other education providers; employers; and charities and third sector organisation, in particular those working with children and young people.

- Having initiated relationships with local schools we will now start building these into positive plans of action. We will meet with local head teachers and members of education teams.

- We will continue to liaise with Bristol City Council. Through the development process for this application we have been in touch with BCC's strategic education team and Executive Member around issues of demographic pressure, need, provision of new school places, sites and locations etc (see Section C, Rationale, for details). We will use this relationship to facilitate the development of partnerships with other education providers. We have also attended BCC neighbourhood information events ('Up Our Street') to present information to parents, and we will continue to attend similar events to reach new parent groups.

- We have made contact with the development team for the new University Technical College, due to open in 2013, which aims to develop young people with the aspirations to be successful in a career in engineering and environmental technologies.

- We will build relationships with post-16 education providers across the city including City of Bristol College, St Brendan's Sixth Form College and others.

- We will maintain and develop our relationships with community groups including Amana Education Trust, The Silai Centre, St Pauls Unlimited and others. We will build on these relationships to provide evening and weekend activities for adults and young people including education, sports, creative activities etc. These will be run in partnership with organisations by offering discounted facilities hire rates to organisations that will help us to meet our aspirations as a part of our local community.

- We will build relationships with youth organisations. ███████, the lead proposed for the project, is ████████ and has already made contact with Creative Youth Network, Kids Company (Bristol), New Trinity Centre and others. We will draw on these relationships to strengthen our offer in terms of enrichment activities and to provide additional support for pupils with complex needs.

- We will build relationships with local employers, both to inform plans for our school and to lay the ground work for future partnership working (eg work experience placements, visits, guest speakers etc). We have strong support from Aardman Animation, a local employer with a worldwide reputation which is perhaps the largest employer of model-makers and animators in the country.

SECTION F1: GOVERNANCE

Contents
1.1 Governance structure (including diagram overleaf)
1.2 The Community Forum
1.3 Independent challenge
1.4 Conflicts of interest

1.1 Governance structure

Our governance and management structure is summarised in the diagram overleaf and comprises five tiers:

Tier 1 – Company Members
Tier 2 – Board of Governors
Tier 3 – Principal & Senior Leadership Team
Tier 4 – School Executive
Tier 5 – Staff Body

We are also proposing an additional, advisory group – the **Community Forum** – which is not part of the formal governance but is discussed in **1.2** below.
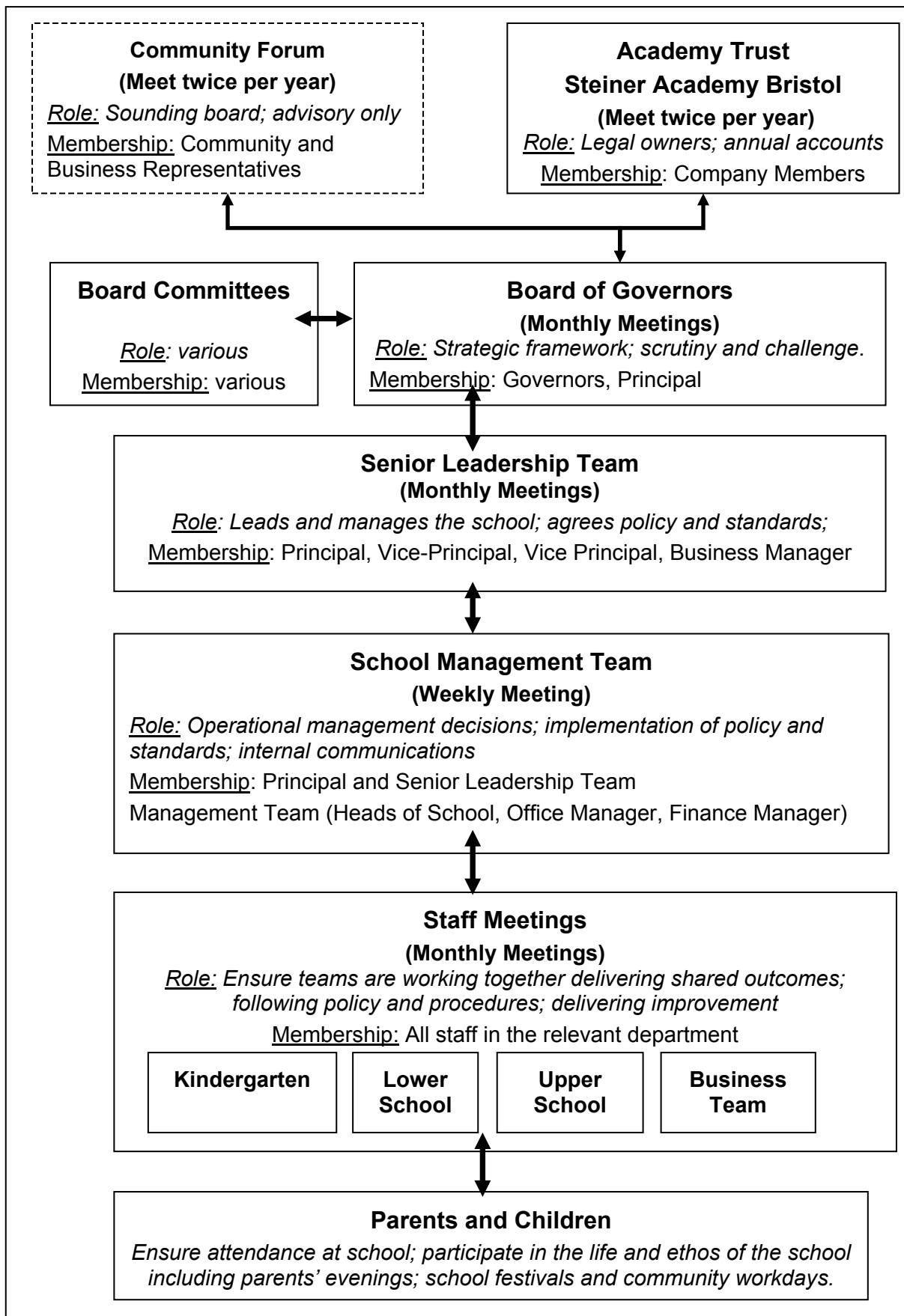
Tier 1 – Company members

Members are the legal owners of a company and have similar rights as shareholders of a listed company but without equity interest. The Board of Governors is directly accountable to the Members, who hold the final responsibility for ensuring that the school stays true to its vision and ethos.

Members' legal powers include the right to attend the annual general meeting and general meetings and speak on the matters considered at these meetings. Each member has one vote, and can vote on important business matters, including:

- The Annual Report and Accounts

- The remuneration report in the Annual Report and Accounts

- The appointment or reappointment of Governors

- The appointment or reappointment of the auditors

- Changes to the constitution

Members will meet at least twice a year, every 6 months, once at the Annual General Meeting (AGM) and at a General Meeting. Currently, Steiner Academy Bristol Ltd has 3 members (see A19 above). This will continue into the pre-opening phase but will then grow to 8 members at post-opening, as current Directors stand down to enable the full Board of Governors to be established. Transitional arrangements for company members and governors are covered in section F5.

Governance Structure

Community Forum
(Meet twice per year)
Role: Sounding board; advisory only
Membership: Community and Business Representatives

Academy Trust
Steiner Academy Bristol
(Meet twice per year)
Role: Legal owners; annual accounts
Membership: Company Members

Board Committees

Role: various
Membership: various

Board of Governors
(Monthly Meetings)
Role: Strategic framework; scrutiny and challenge.
Membership: Governors, Principal

Senior Leadership Team
(Monthly Meetings)
Role: Leads and manages the school; agrees policy and standards;
Membership: Principal, Vice-Principal, Vice Principal, Business Manager

School Management Team
(Weekly Meeting)
Role: Operational management decisions; implementation of policy and standards; internal communications
Membership: Principal and Senior Leadership Team
Management Team (Heads of School, Office Manager, Finance Manager)

Staff Meetings
(Monthly Meetings)
Role: Ensure teams are working together delivering shared outcomes; following policy and procedures; delivering improvement
Membership: All staff in the relevant department

| **Kindergarten** | **Lower School** | **Upper School** | **Business Team** |

Parents and Children
Ensure attendance at school; participate in the life and ethos of the school including parents' evenings; school festivals and community workdays.

107

Tier 2 – Board of Governors

The Board of Governors is the key governance forum for the on-going operation of the school. The Governors will appoint the Principal, and hold them to account for the successful leadership and management of the school.

Initially, the Board of Governors will be formed from our existing company limited by guarantee – Steiner Academy Bristol Ltd. Our company currently has 6 Directors, representing the steering group which has led the development of our application. On signing our funding agreement with DfE our company will become an Academy Trust and the Directors will become Trustees under Charity Law as well as Governors of the new school. They will form a '**shadow' Board of Governors** which will become the Board of Governors once the school opens. Details of the transitional arrangements are covered in more detail in section F5 (Recruiting Governors). Governors **roles and responsibilities** are set out below -

To set the strategic direction of the school by:
- Setting the values, aims and objectives for the school
- Agreeing the policy framework for achieving those aims and objectives
- Setting statutory targets
- Approving the budgets
- Creating a School Development Plan

To challenge and support the school by monitoring, reviewing and evaluating:
- The implementation and effectiveness of the policy framework
- Progress towards targets
- The implementation and effectiveness of the school improvement strategy
- The budget and the staffing structure

To ensure accountability by:
- holding the Principal to account for the performance of the school
- ensuring parents and pupils are involved, consulted and informed as
- appropriate
- making available information to the community

To appoint and performance manage the Principal, using management information based on the school's key performance indicators set out in Section D5.

Governors must be:
- Prepared and equipped for their responsibilities including undertaking governance training;
- Able to commit appropriate time to their roles including being available for Board meetings;
- Acknowledged as the accountable body by the lead professionals;
- Willing and able to monitor and review their own performance.

In law the Board of Governors is a corporate body, which means:

- No governor can act on her/his own without proper authority from the full Board;
- All governors carry equal responsibility for decisions made, and
- Although appointed through different routes (i.e. parents, staff, Authority, Community), the overriding concern of all governors has to be the welfare of the school as a whole.

We will adopt the National Governors' Association (NGA) Code of Conduct for Governors, which sets out the purpose of the Board of Governors and describes the appropriate relationship between individual governors, the whole Board of Governors and the leadership team of the school.

The Board of Governors will meet monthly and be supported by a fully trained Clerk to the Governors. The table below shows the proposed make-up of the Board once the school is fully operational.

Governor Type	No.	Representatives	Overview of Role
Ex-officio	1	Principal	**To lead the school and its management**
Chair & Vice-Chair	2	Governor appointed as Chair and Vice-Chair	**To lead the Board of Governors, ensuring its effectiveness and efficiency**
Staff Governor	2	Two non-Executive staff members, preferably from different teams	**To represent the teaching and staff body**
Parent Governor	3	One parent from each 'school'	**Elected to represent the parent body**
Local Authority	1	Nominated by Bristol City Council	**Nominated to represent the interests of the council**
Community Governors	3	Persons representing local businesses and community groups	**Nominated to represent the interest of key groups and ensure the school maintains its wider connections**
Co-opted Governors	3	One person each from Steiner Waldorf Schools Fellowship; Steiner Academy Partnership; and Bristol Steiner School.	**Co-opted to represent the interest of the wider Steiner movement and share best practice and learning**
TOTAL	**15**		

Board Committees

The Governors will set up specialised Committees with delegated responsibility for specific

areas of the school including teaching and learning, premises including health and safety, finance, capital programme etc. These Committees will meet monthly. In establishing a Committee, the Board of Governors will seek to involve a broader group of representatives from the staff and parent body, as well as, where appropriate, volunteers from partner organisations or from the Community Forum (see details in section below). Committees will always be chaired by a Governor and will have a majority of Governors for voting purposes. Each Committee will have a clear role and remit described in terms of reference which will specifically set out its delegated powers of authority.

Tier 3 - Principal & Senior Leadership Team

The Principal has a pivotal role in the leadership, management, development and success of the school. The role of the Principal is covered in more detail in Section D3, and a full job description and person specification are provided in F5 (recruitment of the Principal). However, in the context of the school's governance arrangements they are responsible for ensuring -

- effective communication with the Board of Governors on the formulation of the strategic direction of the school and its policies
- implementation of the Academy's strategy in partnership with others, taking account of the collegiate way of working
- a School Development Plan is drawn up, implemented and reviewed in line with agreed key objectives and over-all strategic direction.
- teaching and learning throughout the Academy is monitored in order to assure and sustain quality of the Steiner education experience for all pupils
- that the talents and resources of the school community and external partners are harnessed and nurtured to create a progressive and vibrant learning environment
- conditions where staff gain leadership opportunities and experience
- that effective communication systems operate across the school
- that any groups contributing to the management of the school have well defined roles and functions and their inter-relationships are clearly understood.

The Principal will be responsible for managing the Senior Leadership Team, enabling the team to implement the business plan and associated policies in an effective, efficient and inclusive manner. The Principal will also have delegated responsibility to hire teachers, support staff and procure external services and support.

The Principal and Senior Leadership Team will also be responsible for policy development, where new or amended polices are required to respond to changes in legislation or best practice, ensuring these are submitted to the Board of Governors for scrutiny and approval. S/he must report to the Board of Governors regularly on progress and targets. The Principal will be responsible for the day-to-day running of the school in accordance with the strategic framework set out by Governors. S/he is responsible for everything that happens in the school and will be held to account by the Board of Governors.

Tier 4 – School Management Team

The School Management Team represents the wider school management team, and includes the Principal and Senior Leadership Team with the addition of the three Heads of School

(Kindergarten, Lower and Upper Schools), the SENCO and the Office Manager and Finance Manager.

This group is responsible for the day to day operational management of the school, ensuring that decisions are implemented and issues identified and resolved quickly. The team is also a key place where issues get escalated from the staff body to the senior leadership team (or beyond) or cascaded from the Board down to staff. In this respect, it is a crucial crossroads between the Executive functions (Board, SLT) and staff body. The addition in this team of the three Heads of School and Office and Finance Managers allows for management information to be quickly shared and distributed.

Tier 5 – Staff Meetings

Each area of the school (Kindergarten, Lower, Upper Schools and Business team) will have staff meetings, chaired by the relevant manager (see section D3). These will be important meetings for the teaching and staff body to meet, not only to have information cascaded down from the School Management Team, but also as a forum for learning and improvement. Staff meetings will be an opportunity for staff to focus on continual improvement, with a focus on improving their practice, sharing resources and best practice and identifying issues that need resolving.

Escalating and resolving issues

It is important that when issues arise they can be either resolved or escalated quickly and to the right level for decision making. The proposed 5 'tiers of governance' will allow for effective escalation of issues, with each tier having a clearly defined purpose and role and with an appropriate overlap of management capacity at each level to ensure issues move between tiers.

Each issue will need to be dealt with on a case by case basis, but in the first instance the Class or Kindergarten Teacher is the first step in resolving issues as the key educational and pastoral carer for the children in their class. If issues need escalating, these should then go to the relevant 'Head of School', either to be dealt with directly or via the Management Team. If the issue needs further escalation it can go to the Senior Management Team, direct to the Principal, who has ultimate responsibility for all matters in relation to the operational running of the school. Issues of strategic importance can be raised to the Board of Governors.

1.2 The Community Forum

We will also establish a Community Forum to act as an advisory group to the school. The Forum will act as a sounding board for the school and will promote active stakeholder engagement. The Forum will not have decision-making responsibilities or powers, nor will it have a formal role in the governance. Its aim will be to ensure the school is inclusive and outward-facing, making sure educational outcomes are checked against real world and local issues, such as the needs of local businesses and local communities.

It will have a set number of members, each of which will come from a particular stakeholder group to ensure the right balance of skills, experience and knowledge. The Forum will also enable the school to 'grow' future Governors, getting individuals engaged and involved in the life of the school and familiar with its ethos and vision, so that the Board of Governors has a fresh pool of competent people when Governors inevitably stand down.

Community Forum Representation

Stakeholder	No	Example representatives
Parents	6	Parents 3x Kindergarten, Lower, Upper Schools
Local Schools	3	Local schools; sixth form colleges
Business	3	Sustrans; Aardman Animations; Triodos Bank
Community	3	Neighbourhood Partnerships; Local Action Groups
Steiner movement	3	Bristol Steiner School; Steiner Academies Partnership;
Special needs	3	Ruskin Mill; Kids company
TOTAL	21	

The Community Forum would be established in 2015 (post-opening) with meetings twice a year, for half a day (Saturday mornings). Meetings will occur on the same day as those of the Board of Governors, so time is used efficiently and effectively. It would be chaired by the Chair of Governors and organised with support from the Principal, Senior Leadership Team and Business Team.

1.3 Independent challenge.

The proposed governance structure has significant opportunity for independent challenge from across the different stakeholder groups in the school. There are three principal places where independent challenge can take place, each with direct access to both the Executive and the Board of Governors –

- '*Community Forum'* – the main place for broad challenge, which will be chaired by the Chair of Governors and bring together a range of interested parties – staff, parents, private and public sector, local community groups and local government - to act as a 'critical friend' to the school and drive forward educational outcomes.
- *Staff meetings* – the main place for challenges to the pedagogy of the school, ensuring the integrity of the teaching ethos and values. Chaired by a Head of School with access to the Operational Management team and Senior Leadership Team and with a nominated representative to the Board of Governors.
- *Academy Trust* – The highest accountable forum, comprising the founding members of the school, with a direct role to hold Governors and the Executive Team to account at the AGM, GM or an EGM.

1.4 Conflicts of Interest

There are several areas were potential conflicts of interest may arise, but we believe that these are minor and manageable within the context of running a school. They are –

- *Staff Governors* - Staff Governors may have a conflict of interest in terms of being both a staff member and a Governor. However, they have a minority vote and will be asked to declare their conflict of interest and/or abstain (or leave the room) if the Governors are required to vote on staffing issues.

- *Parent Governors* – as Governors representing the parents and with children at the school, there may be times when one or more of these governors have a conflict of interest, for example, if an issue arose in their child's class. As above, the Governor(s) in question would be required to declare their conflict of interest and/or abstain (or leave the room) if the Governors are required to vote on such an issue.
- *All Governors* – Any Governor with a family member employed by the school, or an owner of a company providing the school with products or services, would be required to declare a conflict of interest at the beginning of each meeting and/or abstain (or leave the room) if the consensus was that an issue being discussed was a conflict.
- *Members of the same family* – we have three members of one extended family in our company. ▆▆▆▆▆ and ▆▆▆▆▆ are siblings and are both Directors; ▆▆▆▆▆ is their mother and is a Member. They hold minority voting interests and would be required to declare a conflict of interest at the beginning of each meeting and/or abstain (or leave the room) if the consensus was that an issue being discussed was a conflict.

SECTION F4 (PART 1) - OUR TEAM, ROLES AND TIME COMMITMENTS

Contents
Introduction
2.1 Our company structure (including schematic)
2.2 Our roles, responsibilities and time commitments (including table)
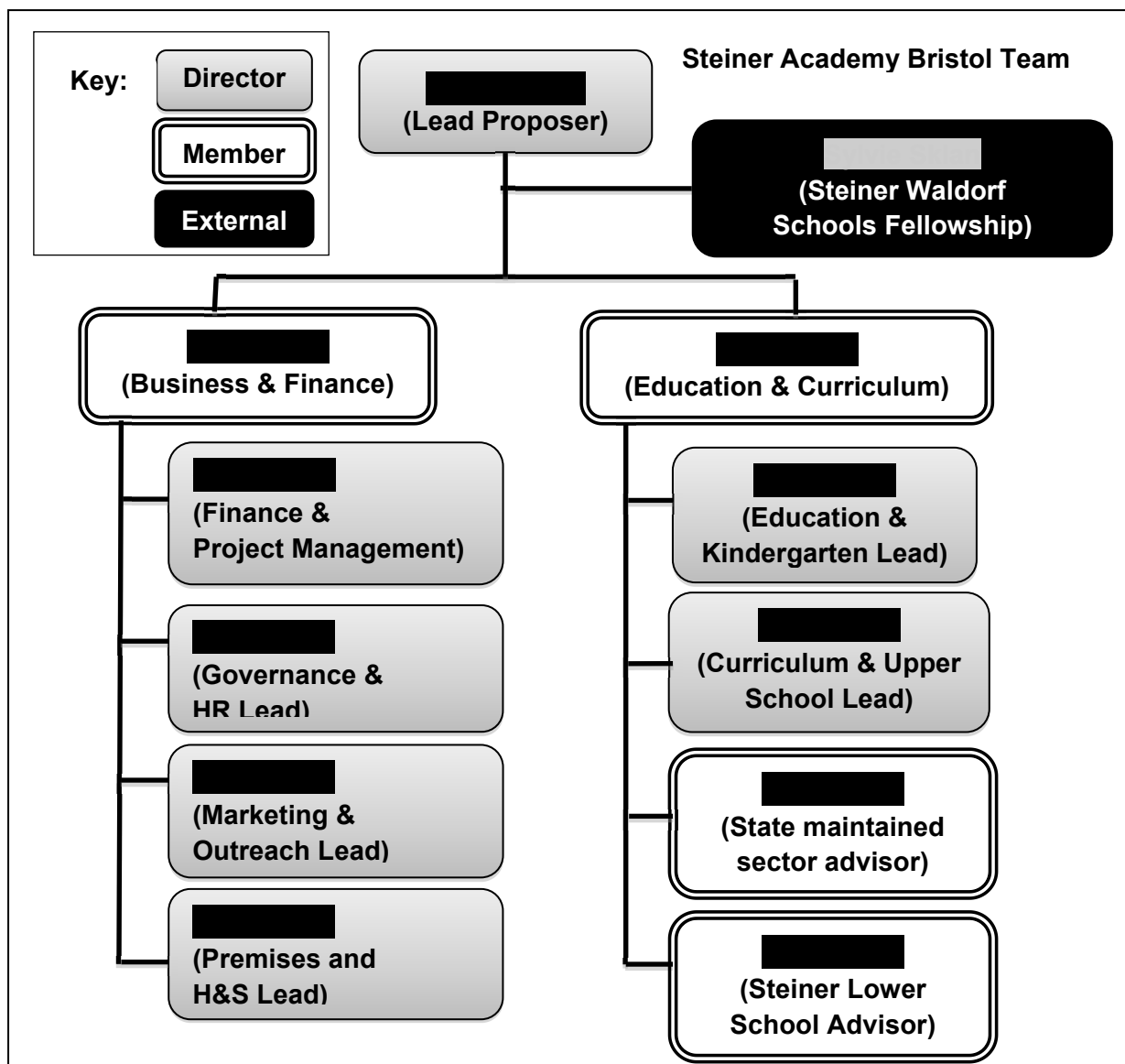**2.2.1 Pre-opening project management**

2. Introduction

We have a strong team, with the balance of skills, experience and knowledge in our steering group and wider advisory team needed to set up, deliver and operate a new school. Where we feel that there are gaps, we have put in place plans to outsource specialist help and support. This section will provide a summary of the team, our skills and expertise.

2.1 Our Company Structure

Our company has eight Directors, four Members and one external advisor, as represented in the diagram below.

- The **Directors** represent the original steering group that began the initiative, setting up the project and establishing the vision and momentum for our new school. As a parent-led initiative, one of the principal motivations for this project is that all the Directors have children of school age and would like to send their children to a state-funded Steiner school.

- The **Members** were recruited by the Directors to add additional expertise and capacity to the team, in particular to fill gaps in skills and knowledge, especially in relation to running and operating a school and in aspects of education and curriculum that the founding Directors thought they were missing.

- We have one **external advisor** from the Steiner Waldorf Schools Fellowship, which is the umbrella body for all Steiner schools.

We work as one team with each person having a clear role and responsibility. The team is led by ▆▆▆▆▆▆ (our lead proposer), with authority delegated to ▆▆▆▆▆▆ and ▆▆▆▆▆▆ who are responsible for Business & Finance and Education & Curriculum respectively. This is summarised below.

Steiner Academy Bristol Team

Key:
- Director
- Member
- External

(Lead Proposer)

(Steiner Waldorf Schools Fellowship)

(Business & Finance)
- (Finance & Project Management)
- (Governance & HR Lead)
- (Marketing & Outreach Lead)
- (Premises and H&S Lead)

(Education & Curriculum)
- (Education & Kindergarten Lead)
- (Curriculum & Upper School Lead)
- (State maintained sector advisor)
- (Steiner Lower School Advisor)

2.2 Our roles, responsibilities and time commitments

The table (overleaf) summarises how each member of the team will continue to be involved, giving an approximate time commitment (which is probably conservative). Please note that some people's legal status changes from pre- to post- opening. This is in recognition that the 'shadow' Board of Governors (the Directors of the company) in pre-opening will transition to the full Board of Governors. Please see section F1 for details on the Board make-up and section F5 on recruitment of new Governors and transitional arrangements.

2.2.1 Pre-opening project management

The team will continue to meet every fortnight from January – June 2013, increasing to every week from June 2013 to opening in September 2014. Sub-groups will continue to meet more frequently than this, led by the relevant Director and with additional volunteers or contractors (as appropriate), to progress key work streams.

Between January and June 2013 we will develop our pre-opening project plan, setting out clear timescales for delivery across all business areas for the 14 months between hearing if our application has been successful and prior to opening.

██████████, as Lead Proposer, will liaise with DfE and be responsible for **leadership and project management**, chairing the steering group and working with sub-groups to ensure that by June 2013 we have detailed plans in place across key work streams, including:

- Developing and implementing a procurement plan, setting out how and when we will procure goods and services or access consultancy services. **Led by ██████████, working with ██████████ and ██████████**
- Implementing our plans for recruitment, including for a Principal and Business Manager at the earliest opportunity, as well as key staff for opening. **Led by ██████████, working with ██████████ and ██████████**
- How we will work in partnership with the EFA to deliver our new premises and any capital build programme. **Led by ██████████**
- Further developing our curriculum, including detailed timetabling and requirements for opening resources and materials. **Led by ██████████, working with ██████████, ██████████, ██████████ and ██████████.**
- Developing our policies and procedures, including office systems, human resources, health and safety and admissions. **Led by ██████████, working with ██████████ and ██████████**
- Ensuring we continue to market our new school, to ensure demand figures remain strong and the school is visible to prospective parents. **Led by ██████████**
- Establishing our 'community forum', to ensure active and early stakeholder engagement and recruitment of future governors. **Led by ██████████**
- Developing a risk register, identifying key project risks, risk owners and mitigating actions, including how we will fill any gaps or deal with difficult issues. **Led by ██████████, working with ██████████**

Throughout this time we will access on-going support and advice from ██████████ **and the Steiner Waldorf Schools Fellowship**, who have access to model policies and practices as well as the good practice from existing state-funded and independent Steiner schools.

We would expect that **by January / February 2014**, the core team outlined here will also be joined by two experienced, paid, individuals. We will use the pre-opening grant funding to bring in additional expertise (depending on funding availability), including –

- **Principal Designate** – an experienced teacher and school manager, preferably with expertise in setting up and running a new school, and with experience of both the Steiner and State funded sectors.
- **School Business Manager** (or Finance Manager) – an experienced business manager with experience of the financial aspects of setting up and operating a school in the state funded sector.

Adding these posts early to the team, at pre-opening, will enable the future Senior Management Team an early opportunity to help shape the future of the school. Plans for adding this additional capacity are outlined in F2 and F3, as well as F5 (Recruitment).

Pre and Post Opening Roles, Responsibilities and Time Commitment

Phase:	Application Stage		Pre-Opening		Post-Opening	
Name	Lead role / Legal status	Time	Lead role / Legal status	Time	Lead role / Legal status	Time
	Lead Proposer / Director	1 day a week	Lead Proposer / Director	2 days a week	Chair of Governors / Director	1 day a week
	Business Lead / Member	1 day a week	Business Lead / Member	1 day a week	Member (Academy Trust)	1 day a week
	Finance & Project Lead / Director	1 day a week	Finance & Project Lead / Director	1 day a week	Vice-Chair of Governors / Director	1 day a week
	Governance & HR Lead / Director	1 day a week	Governance / HR Lead / Director	1 days a week	Parent Governor / Director	1 day a week
	Marketing Lead / Director	1 day a week	Marketing Lead / Director	1 day a week	Member (Academy Trust)	1 day a week
	Sites & premises Lead / Director	1 day a week	Sites & premises Lead / Director	1 day a week	Member (Academy Trust)	1 day a week
	Education & Curriculum Lead / Member	1 day a week	Education & Curriculum Lead / Member	1 day a week	Member (Academy Trust)	1 day a week
	Education Lead / Director	1 day a week	Education Lead / Director	1 day a week	Member (Academy Trust)	1 day a week
	Curriculum Lead / Director	1 day a week	Curriculum Lead / Director	1 day a week	Member (Academy Trust)	1 day a week
	Education advisor / Member	1 day a week	Education advisor / Member	1 day a week	Member (Academy Trust)	1 day a week
	Education advisor / Member	1 day a week	Education advisor / Member	1 day a week	Member (Academy Trust)	1 day a week

SECTION F2: EDUCATIONAL EXPERTISE

We have identified the key educational skills and experience that will be required:

- Leading and operating a **state funded school.**

- Leading and operating a **Steiner school**, including relevant experience of different approaches to best practice in management and leadership style.

- Ensuring that the quality of teaching matches the challenge of opening new classes in the **early years**, **primary** and **secondary** stages.

- Ensuring sufficient differentiation to respond to pupils with a wide range of needs.

- Developing effective **governance** structures, in terms of setting the strategic direction, challenging the leadership and holding overall responsibility for all aspects of the school through a series of effective committees.

3.1 Our educational expertise

See also the 'Skills matrix – Educational Expertise' overleaf for a summary and section 2.2 for pre and post opening roles.

███████ – ███████

███████ – ███████

███████ - ███████
███████ – ███████

███████ – ███████

███████ – ███████
███████ – ███████

We also have the direct support and input of the **Steiner Waldorf Schools Fellowship (SWSF)** through ███████, ███████. The SWSF are committed to provide us with on-going advice and support. We will pay SWSF a fixed annual fee which will entitle us to use the name ' Steiner' and will entitle us to a range of support services (see financial template). We have already benefited from support and advice from the emerging partnership of state-funded Steiner schools (Hereford, Frome and Exeter); this partnership is being facilitated and supported by SWSF. The partnership is currently informal but we share an aspiration to develop some form of federation to bring the benefits of sharing some resources and support services.

3.2 Additional educational skills and experience required

We will require a highly experienced Principal to lead the school, starting in the pre-opening phase. We have identified plans for recruiting a Principal at the earliest opportunity using Project Development Funding. We have also begun the process of head-hunting potential candidates for the Principal and have included a summary biography of one potential candidate in section F5 (see 6.1).

Skills Matrix – Education and Curriculum

	State Sector	Steiner Sector	Governance	Leadership	Early Years	Primary	Secondary	SEN etc.
███████								
███████	X	X		X		X	X	X
███████								
███████			X					
███████								
███████								
███████	X	X		X		X	X	X
███████		X	X		X			
███████	X	X		X			X	X
███████	X			X		X	X	X
███████		X		X		X	X	X
Outsourced Services*		X						

*Outsourced services = Support from the Steiner Waldorf Schools Fellowship (See financial templates)

SECTION F3: FINANCE AND BUSINESS EXPERTISE

███████

SECTION F4 (PART 2) - OTHER EXPERTISE

We have identified a range of skills knowledge and experience that will be required, including:

- **Project management**, including managing large project teams and contractors
- **Risk management**, including analysis, monitoring and mitigation
- **People management**, including recruitment and team development
- **Community participation**, including outreach to deprived communities
- **Marketing and communications**, including public campaigns and media skills
- **Sites and premises**, including estates management
- **Office administration,** including setting up systems and procedures
- **Information & Communications Technology (ICT)**
- **Legal services**, including contract and employment law.

4.1 Our other expertise

See also the 'Skills matrix – Other Expertise' overleaf for a summary and section 2.2 for pre and post opening roles.

███████ - ██████

███████ – ██████

███████ - ██████

███████ - ██████

███████ – █████

███████ - █████

███████ - ██████

███████ – ██████

███████ – █████

███████ – ███████

We currently do not have access to any **legal expertise** in the group. We are actively seeking this support directly from our volunteers, to be provided pro bono advice in the set up phase. We are confident we can source this via our volunteer network. However, failing that, we have access to a firm of Bristol based lawyers who currently provide discounted legal advice to the independent Bristol Steiner School and who have said they would be pleased to help us.

While we have some access to **ICT expertise** through our volunteer network, this is not at the professional level, and is therefore a gap. We have a good and functioning website, which is fit for purpose in terms of communications and marketing our initiative. However, we do not have access to the skills required to set up the ICT infrastructure required for running a school, and especially in relation to the teaching of ICT in the curriculum. We would seek to contract in these skills.

Skills Matrix – Other Expertise								
	Project Mang't	**People Mang't**	**HR**	**Comms & Marketing**	**Sites & Estates**	**Legal**	**ICT**	**Health & Safety**
██████	X	X		X				
██████		X	X					
██████	X	X						
██████	X	X	X	X				
██████		X		X				
██████		X			X			X
██████			X					
██████	X	X	X					
██████	X			X	X			
██████	X	X	X	X				X
██████		X	X	X				
Outsourced Services*						X	X	

*Outsourced services = Bought in legal and ICT support if this cannot be found through pro bono support provided via our volunteer network.

SECTION F5: RECRUITMENT

Contents
Introduction
6.1 Recruiting a Principal
6.2 Recruiting other staff
6.3 Recruiting governors

Introduction

We want to recruit the best and most capable staff for our school in a way that is fair, transparent and open. In doing so, all recruitment will follow *Safer Recruitment* practice and it will be a requirement of all the Senior Leadership to have this training (if they don't already).

Apart from the Principal, who is appointed by the Board of Governors, responsibility for all staff recruitment and retention is the responsibility of the Principal and Senior Leadership Team. One or more of this team, depending on the position being appointed, will be required to attend the interview process.

Recruitment at Steiner Academy Bristol will be focussed around key **'capabilities'** for each role. We will develop a '**capability framework'**, which can be used to assess potential candidates in interview. This framework will also be used in staff performance appraisals throughout their time in the school, helping staff identifying their professional and personal

development needs in the role. In each of the sections below we have given examples of what some of those 'capabilities' may be for the Principal, teachers and non-teaching staff.

The recruitment process for all new staff and teachers will combine 'head hunting' individuals which we believe would be appropriate for the role as well as via some, or all, of the following methods -

- Advertisements on the websites of Steiner Academy Bristol and the Steiner Waldorf Schools Fellowship;
- Advertisements in key journals, including SWSF's *New View*, Times Educational Supplement (TES), Guardian Education, as well as other educational journals as appropriate.
- Email notifications to all UK and International Steiner Schools as well as to other related alternative educational providers as appropriate.
- Advertisements in the local press, local websites and job centres, as appropriate.

6.1 Recruiting a Principal

Contents
Introduction
6.11 Timeline
6.12 Key capabilities
6.13 Person specification
6.14 Recruitment process

Introduction

Clearly the role of Principal is of paramount importance, both in terms of personality and temperament, as well as leadership and experience. We will recruit a Principal at the earliest opportunity within the application process, with a preference to appointing someone in post at least two terms in advance of opening. This will enable the Principal to work with the Shadow Board of Governors to develop and deliver the business plan, including further staff recruitment.

6.11 Timeline

Our proposed timeline for recruiting and appointing a Principal is:

Date	Process
January - March 2013	Early 'head-hunting' for potential candidates
April – May 2013	Approve final job description, adverts and recruitment processes
June – early July 2013	Advertisements (6 weeks)
Late July	Short listing; notifications; set interview dates
August	Interviews and appointment
September 2013	Principal Designate resigns from current role (3

	month notice period assumed).
January 2014	Principal starts in role (two terms before opening)
January – September 2014	Further recruitment as required; school set-up
September 2014	Principal opens the new school

The 'headhunting' process is now taking place and we have already identified a potential candidate, ███████>. We are not at this stage naming him as a preferred candidate and we intend to run a rigorous and transparent open recruitment process regardless of any further candidates who might emerge.

███████ ███████
███████.

6.12 Key capabilities

The role of the Principal is outlined below, as a draft job description and person specification. This sets out some of the key capabilities we'd expect a Principal to have.

1. Principal's role and task

The Principal shall: -

- Understand the status of the Academy as an independent state school.
- Understand and be committed to the Steiner ethos of the Academy.
- Lead and manage the Academy to enable all pupils and staff to recognise and achieve their potential according to the vision of providing excellent Steiner education.
- Be accountable to the Board of Governors for the developing quality of education for pupils of all abilities, and creating a culture of continuous improvement.
- Create a harmonious environment where pupils feel safe and can learn effectively. Ensure school resources are managed within budget.
- Promote and secure the equal opportunities and achievements of students and staff.
- Ensure the primacy of ethical, sustainable and environmentally sound working practices and policies throughout the Academy

2. Leadership

The Principal shall: -

- Advise and work with the Board of Governors on the formulation of the strategic direction of the school, and its policies.
- Implement the Academy's strategy in partnership with the Leadership Team and the Board of Governors.
- Monitor teaching and learning throughout the Academy in order to assure and sustain the quality of the education experience.
- Harness and nurture the talents and support of members of the school community and external partners to create an excellent and vibrant learning environment.
- Draw up, implement and review the School Development Plan in line with the over-all

strategic direction.

3. Pastoral care

The Principal shall: -

- Develop a strong pastoral care system based on the Class Teacher model.
- Understand that respectful relationships between pupils, and pupils and their teachers underpin the performance and behaviour of pupils in all areas of school life.
- Ensure that the teachers encourage pupil participation in activities that they might not otherwise have the opportunity for in the school. E.g. After school clubs.
- Ensure that school activities and the celebration of festivals in particular encourage parental involvement in their children's school life.

4. Curriculum

The Principal shall: -

- Ensure that the curriculum is appropriate for all pupils and is supported by high quality teaching.
- Develop a curriculum which values the talents, gifts and aspirations of all students.
- Seek to encourage and promote innovative educational ideas and practices that are keeping with the principles of Steiner educational practice.
- Ensure that suitable educational strategies are implemented that are in keeping with the Steiner ethos to deliver the best outcomes for all pupils.
- Set meaningful and appropriate targets to enable all pupils to develop academically as well as emotionally, physically, spiritually and socially.
- Ensure effective assessment and recording systems are in place which track students' progress and identify for them and their families what progress is being made.
- Monitor the curriculum and learning and teaching groups to achieve best value with resource management.

5. Personnel

The Principal shall: -

- Create and maintain good working relationships among all members of the school community.
- Lead in the recruitment and selection of teaching and support staff.
- Actively promote appropriate personal and professional development of all staff.
- Promote and implement strategies which create an effective level of organisation, pastoral care, discipline and high morale throughout the school community.
- Lead the performance management process and ensure suitable line management structures are in place for all staff.
- Ensure strong leadership so that teams and individuals can be effective in their work with the children.

6. Finance

The Principal, assisted by the Business Manager, shall: -

- Seek to secure sufficient resources for the school to deliver its vision and strategic aims.

123

- Plan and manage the school's finances and resources to ensure maximum benefit for its pupils.
- Provide advice to the Board of Governors on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives.
- Set appropriate priorities for expenditure and allocation of funds.
- Ensure effective administration and audit control.

7. Premises

The Principal shall: -

- Be responsible for the Academy campus, its buildings, equipment and grounds.
- Make a significant contribution to the specification of the new buildings /refurbishment programme so that they will best support the objectives set out in the educational vision for the Academy.
- Manage and organise accommodation efficiently to ensure it meets the needs of the pupils and staff.
- Ensure that, at all times, the accommodation provides a positive and safe environment that is in keeping with the Steiner ethos.
- Advise the Board of Governors on premises requirements as the Academy develops over the coming years.
- Be accountable for health and safety within the Academy and ensure that robust child protection procedures and practices are in place and, where needed, operational

8. Lead-in

- Should the Principal not be available to start the role pre-opening, there would be an expectation that he/she would be able to make time available to assist with areas such as, but not limited to, teacher recruitment.

6.13 Person specification

Qualifications & Education

- Degree status or equivalent.
- NPQH desirable.
- Recognised management qualification would be desirable (e.g. Diploma of Higher Education in Leadership and Management).
- It will be preferred for candidates to have a background that in Steiner educational principle and practice.

Experience & Knowledge

- Experience of high level management in the state maintained sector is preferred, with a working knowledge of the current legislative framework.
- Experience and working knowledge of Steiner Schools, with an understanding of the curriculum from kindergarten to upper school is preferred.
- Excellent oral and written communication skills with an ability to negotiate at all levels.
- Strategic acumen that will support the Steiner Academy in achieving its aims.
- Experience in overseeing the management of a significant budget and ensuring value for

money.

- Demonstrable ability to represent the Academy both to Government and other outside bodies.
- Experience of staff recruitment, management and development.
- Experience of presenting high quality, strategic information to Governors and supporting their role as a "critical friend".
- Ability to use a range of data to establish meaningful benchmarks and set appropriate targets for the improvement of school performance and how to establish, monitor and evaluate an action plan in relation to those targets.
- Ability to interpret and implement new legislation, policies and directives within the spirit of Steiner Education.
- Ability to make difficult decisions based on good judgement and be accountable for implementation. When necessary, an ability to challenge constructively and deal competently with all conflicts.
- Ability to demonstrate sound organisational skills, work under pressure and determine priorities to meet tight deadlines.
- Ability to forge productive external relationships with Governors, the local community, parents, other schools and further education institutions.
- Appreciation of and commitment to the value of extra-curricular activities and their provision.

Personal Attributes

- Be someone who is able to win the respect, trust and support of colleagues: flexible; able to lead and take initiative and also to facilitate the work of colleagues.
- High personal standards of integrity, reliability and probity.
- Enthusiasm, vision, drive, adaptability and resilience.
- Confident, positive and approachable.
- Be able to secure the loyalty and confidence of pupil, staff, parents, Governors and others.
- Ability to act as a spokesperson for the education in a broad range of settings.
- Ability to speak with enthusiasm, clarity and authority in relation to both the essence and the practical applications of the education in a contemporary context.
- Commitment to personal and professional development.
- High level of political awareness/sensitivity.
- Good networking skills.

6.14 Recruitment process

We will run a rigorous **recruitment process** for the Principal (and senior leadership team), ensuring that applications are shortlisted against the agreed job description and person specification; that interviews are structured around a combination of traditional questions as well as exercises, which may include a pre-prepared written exercise (such as a report to Governors) and a simulation exercise (such as a serious staff performance issue). It is

possible that interviews would be conducted over two days and, depending on the circumstances; a second round of interviews may be required. We will also ensure that we develop **contingency plans** in case we are not successful in appointing the first time round, including reviewing the balance of skills and experience required between Steiner and state-funded schools and also recruiting the Business Manager post early in the pre-opening phase. The interview panel will consist of the three Directors plus a Steiner Waldorf Schools Fellowship (SWSF) representative.

6.2 Recruiting other staff

Contents
Introduction
6.21 Recruitment timetable
6.22 Recruiting teachers and teaching assistants
6.23 Key Capabilities - Teachers and Teaching Assistants
6.24 Key Capabilities – Non-teaching staff

Introduction

We will recruit other staff in line with our agreed staffing structure (see Section D3) and staff phasing plan, as set out in the financial template.

All staff will be recruited along similar lines, with a combination of 'head hunting' individuals which we believe would be appropriate for the role as well as via some, or all, of the traditional methods, such as advertisements on our websites (and that of other Steiner schools); advertisements in key journals, including SWSF's *New View*, Times Educational Supplement (TES), as well as other educational journals as appropriate; email notifications to all UK and International Steiner Schools as well as to other related alternative educational providers as appropriate; and advertisements in the local press, local websites and job centres, as appropriate. All staff, whether 'head hunted' or otherwise, will need to submit written applications, attend interviews and provide references.

6.21 Recruitment timetable

A broad timetable for recruiting additional staff in each year is below, although this will vary from year to year and will be adapted accordingly and to local circumstances. It assumes staff will be needed for the beginning of each academic year and in most cases will be recruited before summer holidays commence.

Non-Teaching Staff

Date	Process
March / April	Advertisements (6 weeks); short-listing
May	Interviews and appointment

Date	Process
June	Notice provided to existing employer (assumes 3 months' notice period)
Late August	Induction days
September	Staff start

Teaching Staff

Date	Process
January / February	Advertisements (6 weeks); short-listing
March	Interviews and appointment
April	Notice provided to existing employer (one terms notice)
Late August	Induction days
September	New teaching staff start

6.22 Recruiting teachers and teaching assistants

We would expect Kindergarten and Class Teachers to be experienced and qualified in Steiner education; this would be desirable but not essential for subject teachers. Teachers without such training and experience would be supported through an appropriate programme of professional development.

There are currently a number of Steiner teaching training courses running across the country, with over 200 teachers in the pipeline; this is in addition to the 600 FTE that are already teaching in independent Steiner schools.

The four part-time and five school-based courses on Steiner education in the UK do not currently confer Qualified Teacher Status. However, a pilot Graduate Training Programme is currently running in conjunction with Canterbury Christ Church University (CCCU) and supported by the Training and Development Agency for Schools (TDA). This enables teachers to acquire QTS whilst working in Steiner schools. The Steiner Academy Bristol would follow the example of the Steiner Academy Hereford in supporting those teachers without QTS to follow this route.

Our school will be part of the emerging partnership of state-funded Steiner schools. This partnership will work to ensure a steady stream of appropriately trained staff, and is currently exploring a pilot programme within the government's new *Schools Direct* initiative.

In addition, the Steiner Waldorf Schools Fellowship is currently in dialogue with Canterbury Christ Church University (CCCU), the University of the West of England (UWE) and the Open University with a view to developing and delivering a new degree course in Steiner education. This would be delivered in the West of England and replace the course that ran from Plymouth University for eighteen years.

6.23 Key Capabilities - Teachers and Teaching Assistants

In recruiting and managing teachers and teaching assistants we will use the General Teaching Council for England (GTCE) *Code of Conduct and Practice* as a benchmark for key capabilities for these roles. It sets out 8 core principles, each with a set of capabilities. These are set out below and will form the basis of the 'capability framework' we will create for the school, acting as a baseline for our job descriptions and person specifications. We will use

this framework to assess teacher performance via appraisals, develop personal development plans and as a basis for poor performance (capability) procedures.

Teacher Code of Conduct and Practice

Teachers will -

1. Put the wellbeing, development and progress of children first.
2. Take responsibility for maintaining the quality of their teaching practice.
3. Help children to become confident and successful learners.
4. Demonstrate respect for diversity and promote equality.
5. Strive to establish productive partnerships with parents and carers.
6. Work as part of a whole-school team.
7. Co-operate with other professional colleagues.
8. Demonstrate honesty and integrity and uphold confidence in the teaching profession.

6.24 Key Capabilities – Non-teaching staff

The table below provides some examples of the key capabilities we will expect of non-teaching staff. This is illustrative only and will need to be developed into a capability framework that can be applied to each role prior to opening the school.

Capability Name	Capability descriptor	Application to roles (Examples only)
Leadership	Provides leadership that inspires and motivates others to achieve their personal goals and the goals of Steiner Academy Bristol.	Principal Senior Leadership Team Management Team
Business Management	Understands the requirements of the state as well as Steiner Academy Bristol's business processes and how to maximise the use of resources in an efficient and effective way	Principal Senior Leadership Team Management Team
Customer Service	Addresses the needs of internal and external customers, provides rapid and effective responses.	Principal Executive Assistant Receptionist
Shows Initiative	Takes action before and/or beyond what is required, owning the outcome	All roles
Health & Safety	Provides the framework for the school to effectively manage Health and Safety and comply with legislation, and acts appropriately and responsibly	Office Manager All roles
Financial Systems	Maintains financial information in accordance with professional, statutory and government financial requirements, in order to produce	Finance Manager Finance Assistant

	management reports and monitor financial performance	

6.3 Recruiting Governors

Contents
Introduction
6.31 The 'Shadow' Board of Governors
**6.32 Transition to the full Board of Governors**
6.33 Recruiting and appointing new Governors
6.34 Community Governors

Introduction

It is likely that the Board of Governors will need to change its make-up to reflect the different challenges presented by setting up a new school as opposed to operating an established school. This section details how we will meet that challenge. The schematic below provides a simplified timeline and the broad phases we anticipate moving through between 2013 and early 2015.

Transitional Phases – from Company Ltd to Board of Governors
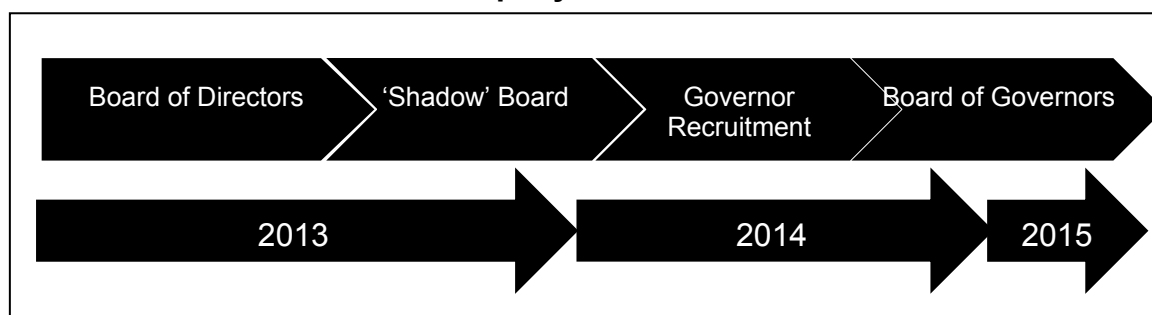
6.31 The 'Shadow' Board of Governors

On signing the funding agreement with DfE, Steiner Academy Bristol Ltd and its Board of Directors will form the 'Shadow Board of Governors' for the Academy Trust in the period up until the school opens in September 2014. It is expected that in the pre-opening phase the Directors / Shadow Governors will continue to play a very active role in the setting up and establishment of the new school.

In mid-2013 we will expand membership of the 'Shadow' Board of Governors in recognition of the fact that we will need additional advice and support from education specialists. In particular, we will invite additional representation from -

- Steiner Waldorf Schools Fellowship

- Steiner Academy Partnership (Hereford, Frome or Exeter schools)

At this stage, additional members of the 'shadow' Board of Governors would not become legal Directors / Trustees, but act only in an advisory capacity. The primary focus of the 'shadow'

Board will be on establishing the new school and new members will be chosen for their specific expertise and experience in setting up a new school. They may or may not go on to play a role in the Board of Governors. They will also be joined, upon appointment, by the Principal and the Business Manager.

6.32 Transition to the full Board of Governors

In the run up to September 2014, new Governors will be sought to fill new roles (see F1), although in practice this may continue into the first six months of opening (for example Parent Governors). As new governors take their place, members of the 'shadow' Board (the founding Directors) will step down and become Members of the Company / Academy Trust (see table below). Three of the original founders will remain on the Board of Governors, fulfilling the following roles –

Chair of Governors – ████████

Vice-Chair of Governors – ███████

Parent Governor – ████████

The roles of the founding Directors/Governors will be reviewed after four years (or one term of office), with the expectation that they will stand down and become Members. This would allow for a full transition from Steering group to fully functioning (and transferred) Board of Governors. However, the Board of Governors can decide if they wish founding Directors / Governors to continue for a second term.

6.33 Recruiting and appointing new Governors

During 2014, we will write job descriptions, role profiles and person specifications for the full Board of Governors. These will give details of what each role needs to fulfil but also, and more importantly, what skills, expertise and knowledge each person needs to bring to the Board in a personal capacity.

In developing the job descriptions, we will ensure that Governors are able to contribute their core skills and expertise, as well as provide a broad range of other capabilities, such as education, strategic planning, finance and business management, human resources, health and safety and/or legal skills.

We will advertise these roles on our website, as well as disseminate them via our local networks and through social media (e.g. Facebook, LinkedIn etc.). We will also 'head-hunt' individuals whom we feel would be suitable for the role.

There will be a formal application process, in which applications are assessed against the key criteria, candidates short-listed and interviewed. Interviews will be conducted by a founding Director / Governor. The only exception to this process will be the three roles filled by founding Directors / Governors (see section below). It is also likely that Parent Governors will be recruited in the six months after opening (by April 2015), to allow for parents and families to establish themselves in the new school first.

6.34 Community Governors

We have identified a number of people and organisations who have 'pledged' to support our new school and are representative of the wider community, business and local interests in Bristol. We may approach these people and organisations to become either Governors or members of the Community Forum. These included, for example,

- **Aardman Animations**, the UK's leading animation company and supporters of our school;

- **Triodos Bank**, an international ethical bank, with its UK headquarters based in Bristol;
- **Soil Association**, the national campaign for organic food and farming in the UK, based in Bristol;
- **Jamie Oliver's Kitchen**, who are enthusiastic supporters of good food education;
- **Sustrans**, the national sustainable transport charity, based in Bristol;
- **Ruskin Mill**, a charity based in Stroud which offers education and care for people with complex learning difficulties and behavioural issues.

Unsuccessful applicants for Governor positions will be encouraged to join our **Community Forum**, if appropriate. This Forum will enable us to identify and support future Governors, getting people involved in the life and ethos of the school then enabling them to take a bigger role on the Board of Governors when opportunities arise.

Section G: Initial costs and financial viability

Contents
1. Financial Plan
2. Pupils organisation
3. Pupil number input
4. Free school meals and SEN
5. Payroll
6. Other payroll costs
7. Non-payroll costs
8. Sensitivity analysis – 80% capacity

███████████

Section H: Premises

Contents
1. Methodology
2. Our preferred site
3. Other sites considered

1. Methodology

Steiner Academy Bristol has made every effort to find suitable premises that might accommodate a new school. A property brief was drawn up after research and advice from New Schools Network and property professionals specialising in academic provision.

- Property brief circulated through property agents, local authority property management services, large architecture practices, including to the new Mayor, George Ferguson.
- We joined Bristol City Council mailing list of available local authority premises
- Met directly with the Bristol City Council Councilor with executive responsibility for Education senior management within the Education Department.
- Made public appeals to our supporter network via our newsletters and social media stating we were looking for possible sites
- Review of BCC Schools Organisational Strategy 2012-2016

This work was carried out alongside our marketing programme (see Section E for details). We have been highly successful in building support in the most deprived areas of the city, with a particular concentration of support in the Ashley, Easton and Lawrence Hill Neighbourhood Partnership Area, which is characterized by pockets of deprivation, poor educational outcomes, high numbers of pupils for whom English is an additional language, and a high percentage of BME groups including asylum seekers and refugees.

We therefore focused our search for premises on this area.

2. Our preferred site

Contents

2.1 The site

Our preferred site is the ex- ████████, ████████, Easton, Bristol, ████████. The site is owned freehold by ████████ and is currently unoccupied. Our schematics and space calculation have been produced in conjunction with ████████ who are undertaking the master planning for the site as a whole.

2.2 Site description

The site is made up of several red brick industrial buildings formally housing the ████████. There are five major buildings each having between three and five floors. The buildings are connected via raised walkways at second and third story levels and the courtyards between the brick structures are covered by glass atriums, which provide covered outdoor space. The front of the site is located in a residential area with the rear backing onto the Bristol to Bath cycle path. Lying unoccupied for six years, it has fallen into significant state of dilapidation. Various schemes for development have been submitted, and the site was granted planning permission for a mixed-use development before the financial crisis put all plans on hold. Steiner Academy Bristol would propose to occupy a section of the site, with the rest available for mixed-use development as per previous plans.

2.3 Space and Pupil Numbers

Bristol City Council have judged the existing buildings as being uneconomic to repair, and have produced an outline of how the site could be used, based on clearance of a section of the site followed by a new build. Their plans show:

- Two, three story buildings that are estimated to give **5313sqm** of teaching, office and learning resource space

- Demolition of one building to give **3950 sqm** of outdoor play and circulation space.

- There is disused 'scrub' land and a Tennis court immediately over the Bristol to Bath cycle path which could be accessed by a secure foot bridge, to give an extra **2002sqm**

- 200m from the site an Athletics and Sports facility owned by City Academy Bristol, who have indicated they would be very interested in potential shared use of their facilities.

2.4 Community Need

Bristol City Council's Schools Organisational Strategy identifies Easton ward within its East Central boundary, which requires a new 5FE of primary provision by 2016 and a further 6FE if the planned housing developments proceed as planned. Easton and Greenbank are some of the most ethnically diverse communities within the local authority, with BME making up 35% of the overall population, though within the school population the figure rises significantly to 60% in Easton and 80% in the neighbouring Lawrence Hill area. Schools within the locality

report high number of pupils with English as an Additional Language (EAL), with some classes reaching as high as 75%. We believe the Steiner approach to oral literacy will help to engage and develop children with EAL, an environment where language acts as an inclusive element of the education rather than a barrier to learning.

The neighbourhood contains Lower Super Output Areas, LSOAs that are amongst the 10% most deprived in England. Many schools report large transitory pupil populations, with many pupils moving between schools within reception to year 6, largely due to families' relocation during asylum seeking and refugee status. Steiner Schools have an excellent track record of establishing and nurturing school communities. As with many neighbourhoods suffering high levels of deprivation it also has some of the strongest community projects and values within the city. As a small measure of its successes, Easton was identified as having more street parties than any other ward in Bristol, and Bristol had more than any other city the UK during the Jubilee 2012 celebrations. Steiner education has a reputation for growing and developing strong communities and we believe that the Steiner Academy would ideally suit a community coming together to overcome socio economic deprivation.

The immediate neighborhood is currently served by four primary schools and one secondary academy. Ofsted currently rates all the primaries as 'satisfactory', with provision at Bannerman Road only recently coming out of a period of 'special measures.' A Steiner Academy delivering excellent results but offering an alternative approach to drive up the educational standards could vastly improve the prospects of children within this diverse community.

2.5 Demand for our vision

Our research and data gathering has shown that the BS5 postcode has the highest proportion of demand from prospective parents for the Steiner Academy. As so many of our prospective pupils are based so close to this potential site, the local demand would support our vision of a local school for a local community. Our research has also shown that 85% of these prospective parents have not directly experienced Steiner Education before either as pupils or as parents. This supports our vision of bringing Steiner education to a new community of people who would otherwise be excluded from a system of education they so clearly desire.

The Bristol to Bath cycle path would provide an ideal transport route, promoting a safe, green and healthy way to commute to our school and reducing the congestion in the surrounding neighborhood from extra traffic. The development of this site could act as an example of how former industrial buildings stock could be transformed to act as a regeneration magnet in communities that are lacking in socio economic development and excellence within the education provision. We know a school is possible on the site, as Bristol City Council has outlined the site for a 3FE Primary to be open by 2016 and have begun initial conversations with the developer. Their design focus on demolition and new build as a possible annex to another local primary.

3. Other sites viewed but not included as preferred option

3.1 Former ▮▮▮▮▮▮, at ▮▮▮▮▮▮, Bedminster ▮▮▮▮

The site is ideally placed as it falls within the second largest concentration of our supporters. The site is currently owned by the ▮▮▮▮▮▮. BCC are in process of procuring the site for a 2FE primary to open in September 2014. They are seeking an educational provider for the site, and have stated that they would consider Steiner Academy Bristol as suitable occupiers. The 2FE primary space requirement will take only a small percentage of the wider site but will

fall short of the space required by Steiner Academy Bristol for a 2FE All through school. Land procurement and master planning for the whole site are known to be reasonably well progressed, and due to the 2014 time frame imposed by BCC, it is felt that this site will be too far developed to a specification that does not fit our needs by the time our application would be in a position to consider the site seriously. Steiner Academy will keep in touch with BCC consultation process and make enquiries if the proposed scheme is seen to be off timetable.

3.2 Old ███████ site, █████████, Montpelier, ████████

The site is still in local authority hands since ████████ relocated in 2006. Portions of the site are currently used by the Bristol Hospital Education service. Bristol City Council believes the site has capacity for a 2FE primary within the next four years. The building has significant problems for disabled access and due to its listed status may be difficult to modify. There are also significant structural repairs identified by BCC to get the building to a usable standard. Although at capacity ████████ had 500 pupils on site, it is an extremely confined site with no green space within its boundary. The site may make a useful temporary site if another option was being developed; this option was used by Redland Green School in 2010 whilst their new premises were being completed.

Annexe 1: Maps of demand

Department
for Education