



SCHOOL INSPECTION SERVICE

INSPECTION REPORT FOR LANCASTER STEINER SCHOOL

DfE No: 888/6040

The key inspection judgements for this school are:

The quality of education	Inadequate	4
Pupils' personal development	Good	2
Safeguarding pupils' welfare health and safety	Inadequate	4
Leadership, management and governance	Inadequate	4
Effectiveness of the Early Years' provision	Inadequate	4

Compliance with the Independent School Standards:

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

Compliance with the Equality Act 2010:

The school does not meet the requirements of the Equality Act.

Compliance with the requirements of the Early Years Foundation Stage:

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

Date of inspection: 13th - 14th November 2018

SECTION A: SUMMARY OF MAIN FINDINGS

The quality of education provided by the school is inadequate. Teachers' plans and schemes of work generally do not take account of the full range of pupils' prior attainment and capability. Despite good specialist teaching in music and French, the quality of teaching and assessment overall is inadequate because teachers do not always choose effective teaching methods and in some cases their knowledge and understanding of the subject is insecure. Thus many pupils in the Lower School, including those with special educational needs and/or disabilities (SEND), do not make consistently good progress in reading, writing and mathematics. Pupils who speak English as an additional language make good progress in learning English. For some classes, on some days there is insufficient variety in the curriculum. The current framework for assessment is ineffective and staff are beginning to develop new systems for the next academic year. At present pupils' progress and achievement are not properly assessed. The quality of education in the Kindergarten is good and children make good progress and are well prepared when they join Class 1. Pupils' personal development is good. It is a strength of the school, as is the involvement of families in the school. The pupils are polite and caring and have good self-esteem. They make a positive contribution to the school community.

Provision for safeguarding pupils' welfare, health and safety is inadequate. The school's safeguarding policy does not meet the requirements of *Keeping Children Safe in Education 2018*. The school's arrangements to ensure that pupils are safe on-line are inadequate. Procedures for recruiting staff are inadequate. The school does not make systematic checks to ensure that all staff are suitable to work with young people, for example that they are not prohibited from working in schools or, where relevant, from holding leadership and management roles. It does not routinely ensure that references are taken up for all staff and volunteers nor that checks have been made consistently before appointing staff including those who have lived or worked overseas. There are gaps in the Single Central Record (SCR) of staff. Risk assessments are satisfactory but they are not checked by senior staff or implemented to reduce the identified risks. There is no central record kept of sanctions imposed on pupils for serious misdemeanours. There are irregularities in the admission and attendance registers. Although the school premises are well-maintained there is inadequate provision for pupils who are unwell. The Equality Act is not met as the school does not have an up-to-date disability access plan.

Leadership, management and governance are inadequate because trustees and senior leaders have not ensured that all the independent school standards are met consistently. There is no oversight of the school's processes and procedures, some staff are not adequately trained to carry out their roles and there is no monitoring of the effectiveness of the school's arrangements to safeguard pupils. Leadership responsibilities are unclear.

Provision in the Early Years Foundation Stage and for personal development, behaviour and welfare is inadequate as the school's inadequate safeguarding policy and procedures apply also to the Kindergarten. The kindergarten teacher

does not have up to date paediatric first aid training and the certificates of other members of staff are not displayed. Despite these weaknesses, children in the Kindergarten make good progress because teaching; learning and assessment are good as are the outcomes for children.

RECOMMENDATIONS FOR IMPROVEMENT:

To meet the independent school standards, the proprietor must:

- ensure that the curriculum is supported by appropriate plans and schemes of work (paragraph 2(1)(a));
- develop curricular planning which takes sufficient account of the ages, aptitudes and needs of all pupils (paragraph 2(1)(b)(i));
- ensure that pupils make consistently good progress (paragraph 3(a));
- devise lessons which are well-planned and ensure that teaching methods are consistently effective (paragraph 3(c));
- revise lesson planning to take account of individual pupils' aptitudes, needs and prior attainment (paragraphs 3(d));
- ensure all teachers demonstrate good knowledge and understanding of the subject matter being taught, particularly in mathematics (paragraph 3(e));
- develop an effective framework for assessing pupils' work and use this to support planning future work (paragraph 3(g));
- ensure that pupils' performance is consistently evaluated (paragraph 4);
- ensure the safeguarding arrangements take full account of *Keeping Children Safe in Education, 2018* and are implemented effectively (paragraph 7(a) and 7(b));
- keep a copy of sanctions imposed on pupils for serious misbehaviour other than on personal files; (paragraph 9(c))
- ensure that the attendance and admissions registers comply with regulations and that the pupils' next school is recorded, and, if they are home schooled, the local authority is notified if they leave (paragraph 15);
- ensure that risk assessments are fully implemented by taking appropriate action to reduce identified risk (paragraph 16 (b))
- ensure that no member of staff carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2)(b));
- ensure that further checks have been undertaken on staff who have lived or worked overseas (paragraph 18(2) (e));
- ensure checks have been conducted in a timely manner before the person starts work (paragraph 18(3))
- complete the single central record to show details of the full range of staff checks made (paragraph 21(3)(a)(iii); 21(3)(a)(viii); 21(3)(b));
- put in place measures so that the accommodation for the short term care of sick or injured pupils is appropriate (paragraph 24(1)(b));
- ensure that *Keeping Children Safe in Education, 2018*, Is fully addressed by the school safeguarding and child protection policy and that this is published on the school's website (paragraph 32(1)(c));

- take steps to ensure that leaders and managers are able to demonstrate good skills and knowledge appropriate to their roles so that the independent school standards are met consistently (paragraph 34(1)(a));
- ensure that the proprietor fulfils their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)); and
- ensure that the safeguarding policy meets the current requirements so that the proprietor is able to actively promote the well-being of the pupils (paragraph 34(1)(c)).

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

- ensure that *Keeping Children Safe in Education, 2018*, is fully implemented (EYFS paragraph 3.4); and
- ensure that paediatric first aid training is renewed every three years and that certificates confirming this are displayed or made available to parents and carers (EYFS paragraph 3.25).

To meet the requirements of the Equality Act (2010) the school must update and implement a disability access plan.

SECTION B: INFORMATION

INFORMATION ABOUT THE INSPECTION:

This inspection was carried out by the School Inspection Service (SIS) in accordance with Section 109(3) of the Education and Skills Act 2008. It follows the inspection framework agreed by SIS and the Department for Education (DfE). The school was given two days' notice of inspection.

In reaching their judgements, the inspectors observed lessons in all classes, held meetings with the staff, pupils and trustees, examined the school's website, documentation and records, looked at pupils' work, and reviewed parents', pupils and staff responses to questionnaires. The inspectors were:

Reporting Inspector:	Dr Martin Bradley
Team inspectors:	Mrs Jane Melbourne, Mrs Christine Graham
Steiner Community Consultant:	Mrs Helen Weatherhead

INFORMATION ABOUT THE SCHOOL:

Lancaster Steiner School is an independent school for boys and girls aged 3 to 11 years. It was established in 2003. It has 24 children attending full time and 6 part time. Nine children are flexi-schooled, attending school part time and being home schooled for the rest of the week. This arrangement is covered by home-school agreements. A number of pupils are identified as having special educational needs and one pupil has an education and health care plan. Five pupils speak English as an additional language (EAL). The school follows the Steiner Waldorf curriculum and Steiner's philosophy, and his views on child development and psychology underpin the school's educational approach. The school "aims to develop free, morally responsible and integrated individuals, equipped with a high degree of social competence, enabling them to embrace their community, sustain their livelihoods and positively shape the world".

The Kindergarten has received exemptions from aspects of the Early Years Foundation Stage (EYFS). Besides the morning Kindergarten sessions, afternoon Kindergarten care sessions are provided. As part of its wrap around provision the school provides extended care for all children until 4.30pm. In common with other Steiner Waldorf schools there is no head teacher and management rests with the trustees, the teacher coordinator and the office manager. The school can be hired by community groups in the evenings and at weekends.

The previous standard inspection was carried out on 6 – 7 December 2016.

The school uses the Steiner Waldorf system of naming classes and these names are used throughout the report. Their corresponding National Curriculum years are shown below.

Steiner class name	National Curriculum Year
Kindergarten	Nursery, Reception, Y 1
Class 1 (Lower School)	Year 2
Class 2 (Lower School)	Year 3
Class 3 (Lower School)	Year 4
Class 4 (Lower School)	Year 5
Class 5 (Lower School)	Year 6

SECTION C: THE INSPECTION JUDGEMENTS

1. THE QUALITY OF EDUCATION

The quality of education is inadequate. There are several unmet regulations. The school has not adequately addressed all of the recommendations from the previous inspection.

Pupils' learning and achievement

Pupils' learning and achievement is inadequate. Pupils' learning is inconsistent, both within subjects and across classes. Consequently, their progress varies according to what is being taught and who is teaching. Pupils are achieving very well in French and in music. Pupils thoroughly enjoy their French lessons, where the pace is good, the activities fully engage them and in consequence they make good progress. All pupils learn to play the recorder and many pupils receive peripatetic music lessons in school. Elsewhere in the school pupils, including those who are more able or who are identified as having special educational needs, are not making enough progress in reading, writing and mathematics because teachers do not plan effectively to ensure that they are all working at a level appropriate for their abilities and needs. Pupils who speak English as an additional language are making good progress in language acquisition and are catching up with their peers quickly. More able pupils are not achieving as well as they might as the planning and teaching does not challenge them enough. All children in the Kindergarten make good progress in their learning and are well prepared when they join Class 1.

The quality of teaching and assessment

The quality of teaching and assessment is inadequate and does not meet the requirements. This is because the quality of teaching is inconsistent and the school does not monitor or rectify these inconsistencies. Not all lessons are planned thoroughly enough and teachers do not always adopt effective teaching methods. The teaching of mathematics is sometimes confusing and inaccurate because some teachers are unable to provide explanations at a level appropriate to the pupils' understanding. This adversely affects pupils' learning. The quality of the teaching of the oldest children in the kindergarten is good, although the range of techniques used is limited at times.

Staff have correctly identified that their procedures for assessing, tracking and recording pupils' progress are inadequate in the Lower School. In the Kindergarten they are good, with well-maintained records of individual children's progress and achievement. The quality of marking in the Lower School is inadequate and feedback to pupils does not significantly aid their improvement. Pupils had only been given learning targets during the week of the inspection. This has not had chance to make an impact. The provision of well-targeted guidance through marking and oral feedback was a recommendation from the previous inspection and this has not been addressed. The lesson planning format has very recently been updated and now includes the requirement to meet the range of pupils' needs more accurately, but staff are not yet utilising this to

adapt the activities and learning objectives for all pupils. Consequently, this has yet to have an impact on the whole class teaching and on pupils' learning. Occasionally individual pupils or groups of pupils are set different tasks, but this has not been thought about carefully enough so its benefit to learning is limited. There is currently no system for tracking the progress or achievement of an individual or group of pupils over time.

The quality of the curriculum

The quality of the curriculum requires improvement. The school follows the Steiner-Waldorf curriculum and has successfully embraced guidance from the Steiner Waldorf Schools Fellowship for differentiated curriculum planning in the Kindergarten to provide more structured activities for the children aged five and six. In the Lower School, however, the curriculum, including plans and schemes of work, has not been effectively adapted to take account of the needs of specific pupils, and information taken from the limited assessments is not fully utilised. This was a recommendation from the previous inspection and has not been addressed effectively. Curriculum planning is limited: weekly plans do not consistently identify learning intentions or outcomes and often only make reference to the activities pupils will undertake.

The quality of support for those pupils who require more help requires improvement. They are not always given clear instructions or the resources they need to enhance their learning. As a result they do not make rapid progress. This is improving with the relatively recent appointment of a new special educational needs co-ordinator, who has clear plans for each pupil with additional needs and is beginning to ensure that staff monitor each pupil's progress more effectively. The more able pupils have too few well-planned additional challenges. They are making reasonable progress in spite of the weaknesses in teaching or the curriculum, but are not consistently achieving the high standards of which they are capable. Improving the challenge for more able children was a recommendation from the previous inspection, which has yet to be effectively addressed. In some classes, the timetable on particular days is limited, having similar types of lessons consecutively and failing to offer the pupils opportunities to learn in a variety of ways. Consequently weaknesses in the curriculum organisation are having a direct negative impact on pupils' progress and achievement.

2. THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

The quality of the provision for pupils' personal, social, health and economic education is good. From an early age, pupils learn to share and take turns. This is evident as all ages play and interact together imaginatively during outside sessions. Their self-esteem and confidence increases as they join in with whole class activities and speak individually, for example about their thoughts of the day or when giving thanks. Regular performances and sharing their work with others are features of the school, so gradually pupils become more confident. Socially, pupils and their families get together regularly for celebrations, for the annual camp and for walks in the community, as for example the Martinmas Lantern

Walk on an autumn evening, which creates much excitement. Pupils, including the oldest ones in the Kindergarten, know how to keep themselves fit and healthy. They enjoy their physical education and special times spent playing games or working hard on the allotment. They state they feel safe in school and know who to turn to should a problem arise, as they have faith and trust in their teachers, but the school's procedures have not ensured pupils' safety well enough. Pupils learn about their role in contributing economically to the life of the school by helping to fundraise. Extra-curricular activities, such as the Craft Socials, enhance and extend the provision.

The quality of the provision for pupils' spiritual, moral, social and cultural development is good. Despite the school policy for this being weak in some parts, the actual provision embraces all aspects that are required by the regulations and which are strongly supported by the Steiner ethos and the stated aims of the school. Pupils' attitudes to their fellow pupils, staff, volunteers and visitors are exemplary. They also learn positively about society through visits out and visitors to school. They support the local and the wider community by regularly singing at a home for the elderly and by collecting gifts for the local food bank. Through songs, stories and the curriculum, pupils have a good knowledge of modern British society; the multi-faith and multicultural nature of Lancaster and wider Britain, and how our society functions. Pupils have a good understanding of right and wrong and a respect for British law, further enhanced by visits from local ministers and the uniformed services. They embrace British values through their own conduct and this is reinforced by songs and discussions in circle time and by the consistent role models provided by the staff. Pupils make a remarkable contribution to the life of the school, helping to organise school fairs, run stalls and charitable events.

3. SAFEGUARDING PUPILS' WELFARE, HEALTH AND SAFETY

The quality of provision for safeguarding pupils' welfare, health and safety is inadequate. The safeguarding policy, which underwent several versions shortly before the inspection, does not take full account of the requirements of *Keeping Children Safe in Education, 2018*. It is not in line with the current Lancashire County Council arrangements. The trustees know that the policy as published on the school's website is not compliant but they have not ensured that a robust policy is produced. Other related policies have not been reviewed in line with the latest statutory guidance. The school has not ensured safeguarding policies provide effective and accurate guidance for staff and parents, and the oversight functions of the trustees and governors have not been effective. Although trained, staff do not have a good enough understanding of safeguarding to ensure that there is an effective safeguarding culture in the school.

Procedures for the recruitment of staff are inadequate. The school does not have appropriate procedures for recruiting and vetting teaching and ancillary staff and trustees. It has failed to make checks to ensure that staff who do not hold Qualified Teacher Status (QTS) are not prohibited from teaching in schools or from holding leadership and management roles where relevant. It does not routinely ensure that references are taken up for all staff. The school has not consistently and rigorously checked the suitability of staff who have lived or

worked overseas. The single central register of staff appointments therefore lacks key information on staff checks.

Positive attitudes are developed and fostered in the Kindergarten and continue throughout the school. This is a significant factor in contributing to the sense of community within the school which is shared with parents and carers. The pupils are generally well behaved and considerate of one another, including the oldest children in the Kindergarten. Bullying is strongly discouraged and the anti-bullying strategy is effective. There are no records of any incidents. Sanctions for serious misbehaviour are recorded in pupils' files but there is no central record kept. Staff are well-deployed to supervise the pupils. However, the school does not train pupils to keep themselves safe online and this could leave them vulnerable. There is no clear, systematic scheme of work throughout the school which covers e-safety matters and although pupils in Class 5 are taught about e-safety they lack understanding of the dangers involved in using the internet, social media and other technology. As is common in many Steiner schools, mobile telephones are not allowed and computers and similar devices are not used by pupils in school. However, older pupils said they had all used technology at home. The school safeguards pupils effectively against radicalisation and extremism.

The policies for ensuring pupils' physical welfare, health and safety in school are effective and are supported by up to date staff training. Fire drills are held regularly, and the results recorded. Fire-fighting equipment and alarms are regularly checked. Facilities for children who are unwell do not meet requirements. The medical room has a sink, but this is also used for domestic purposes as it is the community room. This is planned to become a classroom next year and the proposed relocation of the medical facility to the disabled toilet is inappropriate. Risk assessments on and off site are well devised and appropriate but they are not checked by senior staff or evaluated after the visit. The school does not take appropriate action to minimise the identified risks. There are appropriate home-school agreements in place for pupils who are 'flexi-schooled'. The attendance registers are up to date, but the school is unclear how to register those pupils who are home-schooled for part of the week. School leaders and trustees do not monitor attendance to identify persistent non-attenders or any absence patterns. The admissions register does not systematically record the destinations of leavers, principally those pupils who are flexi-schooled or move abroad.

4. LEADERSHIP, MANAGEMENT AND GOVERNANCE

The quality of leadership and management is inadequate. The independent school standards are not consistently met. In particular the safety and well-being of the pupils are not actively promoted. School leaders do not set a clear direction for the school. They do not ensure that all staff have the skills, training and experience to carry out their roles and they do not monitor the effectiveness of the schools' provision well enough. There are no clear management roles or responsibilities or lines of accountability. The School Improvement Plan targets are largely being met, although some have target dates set shortly after the relevant staff were appointed, making the target dates unrealistic. Completion dates are not consistently recorded. The safeguarding policy does not meet the

current requirements, despite having been through several revisions. This affects both the Kindergarten and the school. The membership of several of the management groups has changed during the present term and the details of their current membership are inconsistent in the documentation. At present teaching policies are devised by teaching staff and presented to the management team before being accepted by the College of Teachers and the trustees. Despite their acceptance, not all policies identify essential information such as the staff responsible, and review dates, nor are policies consistently communicated via the website or other methods. As a result, the information for parents is not always completely accurate. Oversight of these processes is not one person's responsibility and it is often unclear where responsibility for oversight lies.

Overall performance management is inadequate. Personnel changes in 2017 identified major flaws in the administration which the school sought to address by the appointment of a new bursar and new office manager. The school has begun to implement management changes to address these issues. A teacher with a management role was appointed earlier in the present term but it is too soon to assess the impact of this appointment and changes made to monitoring the quality of teaching and learning. The school does not attend many Steiner Waldorf Fellowship meetings and conferences as these are held in the south of England. This has adversely affected its capacity to keep up to date with management and teaching developments and to maintain a programme of professional development, although funding for this is in the current School Improvement Plan. There is an appropriate complaints policy. There have been few complaints to the school, none reaching the formal complaint stage.

Partnership working

The school works very effectively with staff, pupils and parents. This is a strength of the school. Parents were clear that they felt well-involved in the school. The responses showed that all were happy with the school and no issues were raised. Responses to the staff questionnaire were also positive. Pupils also spoke positively about the school. Contacts with other Steiner schools are limited. The school does not generally attend national meetings and it has some contact with other Steiner schools in the north of England.

Governance

The quality of governance is inadequate because the trustees do not ensure that all the independent school standards are consistently met. The policy for safeguarding has not been fully updated in accordance with *Keeping Children Safe in Education, 2018*. Trustees' knowledge of the independent school standards lacks sufficient rigour for them to ensure that school meets the required standards. This has affected the capacity of the trustees to both support staff and to hold them accountable. However, trustees' responsibilities do reflect their expertise and interests as is shown in recent appointments to the staff. Their monitoring role is under-developed. The school's self-evaluation lacks rigour and, in some places, accuracy. As a result necessary actions to remediate weaknesses are not sharply defined. The trustees have successfully sought to develop the school's management and administration and have recruited trustees and staff with specific skills to promote these aspects. It is too soon to identify

the impact of these changes. The school has been placed on a sounder financial footing following the appointment of a new bursar in 2017. Staff induction procedures are mainly informal, and are appropriate for the size of the school. Senior school leaders and the trustees prepare pupils positively for life in modern Britain and promote fundamental British values of democracy. They engage with parents and carers extremely well and have successfully promoted a shared and caring family atmosphere throughout the school. Staff, pupils and parents all expressed their happiness with the school.

5. THE EFFECTIVENESS OF THE EARLY YEARS' PROVISION

The early years' provision is inadequate. It does not meet the requirements for safeguarding children because the school's inadequate safeguarding policy and its implementation apply equally to the EYFS. However, in the Kindergarten, the current arrangements for working with other agencies concerned with safeguarding are fully met. The Kindergarten teacher, who was recently appointed to a permanent post after a short time as a temporary teacher, has begun to review the organisation and practices of the Kindergarten. All children make good progress in their learning and development relative to their starting points and are well prepared for their start in Class 1. The Kindergarten ensures good quality learning and care for the range of the children's needs including those with special educational and those for whom English is their second language. The children's personal and social development is good. They feel secure and are happy. Recent staffing changes have led to a review of the ways practice is evaluated in order to improve children's life chances. Current practice is good.

Leadership and management of the EYFS are inadequate because the safeguarding policy does not meet the current requirements. The guidance in *Working Together to Safeguard Children, 2018*, is not adequately addressed. There have been significant and repeated changes to the leadership of the EYFS in the last 15 months and a new teacher was appointed some three weeks before the inspection. She is currently reviewing the approaches to planning, teaching and assessment, and is combining elements of the school's past practices and approaches based on her own significant experience. This is enabling her to begin to identify areas for development. Self-evaluation takes good account of the views of the parents and children and successfully seeks to promote sustainable improvement. The learning programmes are well thought out, providing children with a good start which prepares them well for the next stage in their learning. Equality and diversity are successfully promoted and good behaviour is consistently achieved. British values are central to the Kindergarten's work.

Teaching, learning and assessment are good. The staff have appropriate expectations of what the children can achieve. This includes identifying increased challenges for the oldest children. At present staff do not always use a sufficient variety of techniques and teaching strategies to involve the children consistently in activities, either directly by presenting these or by modelling behaviour, such as sweeping the autumn leaves. Assessment information is

used to promote individual children's learning, although this is currently recorded in both the way used by the past teachers and in the new teacher's preferred manner. Staff are aware of the need to develop a single system. Equality of opportunity and diversity are particularly well promoted, and effectively linked to information and cooperation with parents.

Provision for personal development, behaviour and welfare is inadequate due to the non-compliance regarding safeguarding. Not all staff have current paediatric first aid training, and certificates for those who have are not displayed in the kindergarten or readily available to parents. The Kindergarten promotes a positive culture and commitment to learning, enabling the children to develop self-confidence and self-awareness as learners. They enjoy developing their independence and explore their surroundings confidently. They are emotionally secure and have good attachments with the staff. The school promotes prompt and regular attendance. The children's behaviour is particularly good. They understand how to keep themselves safe from relevant risks, and have healthy lifestyles. Personal development is good and the children are well-prepared to contribute to the wider society and to respect others.

The outcomes for children are good. They progress well from their different starting points and reach the expectations for this stage of their development. They are well prepared for the next stage of their education.

SCHOOL DETAILS

Name of school:	Lancaster Steiner School			
Address of school:	Lune Road Lancaster LA1 5QU			
Telephone number:	01524 381876			
Email address:	lancastersteinerschool@gmail.com			
Web address	www.lancastersteinerschool.org			
Proprietor:	Lancaster Steiner School			
Person registered with DfE as proprietor under paragraph 20 of Part 4:	Gisela Renolds			
Early Years Manager	Rachel Theobald			
DfE Number	888/6040			
Type of school	Independent school			
Annual fees	£2,575 - £5,850			
Age range of pupils	3 years - 11 years			
Gender of pupils	mixed			
Total number on roll	full-time	24	part-time	6
Number of children in registered nursery	full-time	6	part-time	6
Number of children under-5	Boys:	2	Girls:	8
Number of compulsory school age pupils	Boys:	9	Girls:	9
Number of post-compulsory pupils	Boys:	0	Girls:	0
Number of pupils with an education and health care plan or statement of special educational need	Boys:	0	Girls:	0
Number of pupils with English as an additional language	Boys:	3	Girls:	2
Type of inspection	Section 109 of the Education and Skills Act 2008			

This report has been prepared by the School Inspection Service, which provides independent professional inspection of all schools affiliated to the Focus Learning Trust, and members of the Steiner Waldorf Schools Fellowship or Cognita group. The report is available from the School Inspection Service website: www.schoolinspectionsservice.co.uk.