

Free Schools in 2013

Application form

Mainstream and 16-19
Free Schools

Completing your application

Before completing your application, please ensure that you have read the 'How to Apply' guidance carefully (which can be found [here](#)) and can provide all the information and documentation we have asked for – failure to do so may mean that we are unable to consider your application.

The Free School application is made up of nine sections as follows:

- Section A:** Applicant details and declaration
- Section B:** Outline of the school
- Section C:** Education vision
- Section D:** Education plan
- Section E:** Evidence of demand and marketing
- Section F:** Capacity and capability
- Section G:** Initial costs and financial viability
- Section H:** Premises
- Section I:** Due diligence and other checks

In **Sections A-H** we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information. This is available [here](#)

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to: mainstream.fsapplications2013@education.gsi.gov.uk.

If there is any additional information that you wish to submit as part of your application please add it to the annexes section at the end of this template.

Please bear in mind that your email must be smaller than 20MB. Please do not include photographs, images and logos in your application.

You also need to submit two hard copies (of **sections A-H** and the **financial plans**) by 'Recorded Signed For' post to:

Free Schools Applications Team

Department for Education

3rd Floor

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hard copy and sent by 'Recorded Signed For' post to:

Due Diligence Team

Department for Education

4th Floor

Sanctuary Buildings

Great Smith Street

London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up a Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed in accordance with the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information to cover all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand and marketing	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
6. Independent schools only: you have provided a copy of the last two years' audited financial statements or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
7. All relevant information relating to Sections A-H of your application has been emailed to mainstream.fsapplications2013@education.gsi.gov.uk between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
9. A copy of Section A of the form and as many copies of the Due Diligence form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 13 and 24 February 2012	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: [REDACTED], [REDACTED], Totnes, Devon, [REDACTED]
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Please state how you would describe your group: <input checked="" type="checkbox"/> Parent/community group <input checked="" type="checkbox"/> Teacher-led group <input type="checkbox"/> Academy sponsor <input type="checkbox"/> Independent school <input type="checkbox"/> State maintained school <input type="checkbox"/> Other
6.	If Other, please provide more details:
7.	Has your group submitted more than one Free School application in this round? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8.	If Yes, please provide more details:

9.	In addition to any support/advice from the New Schools Network, did you put together this application with support from another company or organisation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	<p>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:</p> <p>Steiner Waldorf Schools Fellowship (SWSF), the Co-ordinating body for Steiner education in the UK, has provided extensive support and advice in the preparation of the proposal, to ensure that it properly reflects the ethos and principles of Steiner education. If the application is successful SWSF will continue to provide support and advice both through pre-opening and once the school becomes a full SWSF member.</p>	
Details of company limited by guarantee		
11.	Company name: Steiner Academy Exeter	
12.	<p>Company address:</p> <p>██████████, Exeter, ██████████</p>	
13.	Company registration number: 07956691	
14.	Does the company run any existing schools, including any Free Schools?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
15.	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.

16. Please confirm the total number of company members: 3

17. 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.

18. 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: [REDACTED]; Position: Chair

2. Name: [REDACTED]; Position: Project Co-ordinator; Premises lead

3. Name:

19. Please provide the name of the proposed chair of the governing body, if known: [REDACTED]

Related organisations

20. 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

21. If Yes, please provide the following information about each organisation:

their name;

their Companies House and/or Charity Commission number, if appropriate; and

the role that it is envisaged they will play in relation to the Free School.

1. Steiner Waldorf Schools Fellowship Limited, Charity number: 295104, Company number: 519230, Co-ordinating body for Steiner education in the UK; Martin Whitlock (Director) is a part-time employee.

	<p>2. Exeter Steiner School, Charity number 1070991, general support for the proposal in line with charitable objectives, but with no formal role or connection. Jenny Salmon (Director) is an employee; Caroline Fisher (member) is a parent at the school.</p> <p>3. South Devon Steiner School, Charity Number 286434, Company number 1693887. No formal role or connection, but Laura Hetherington (Member) is a Trustee of the school, and Martin Whitlock (Director) is a part-time employee.</p>
22.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc).</p> <p>N/A</p>
Existing providers	
23.	<p>Is your organisation an existing independent school wishing to become a Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
24.	<p>Is your organisation an existing independent school wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
25.	<p>Is your organisation an existing state maintained school or Academy wishing to establish a new and separate Free School? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
26.	<p>If Yes to any of the above three questions, please provide your six digit unique reference number here:</p>
27.	<p>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:</p>
28.	<p>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:</p>

29. 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:

30. 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: Member of company

Print name: ██████████

Date: 21 February 2012

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:
2.	Proposed academic year of opening:
3.	<p>Specify the proposed age range of the school:</p> <p><input type="checkbox"/> 4-11 <input checked="" type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input type="checkbox"/> 11-19 <input type="checkbox"/> 14-19 <input type="checkbox"/> 16-19 <input type="checkbox"/> Other</p> <p>If Other, please specify:</p>
4.	Date proposed school will reach expected capacity in all year groups: September 2021
5.	<p>Will your proposed school be:</p> <p><input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed</p>
6.	<p>Do you intend that your proposed school will be designated as having a religious character?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>NB Please refer to the glossary of terms in the 'How to Apply' guidance for more information about religious character/designation.</p>

7.	If Yes, please specify the faith, denomination, etc of the proposed school:
8.	<p>Do you intend your proposed school to have a faith ethos (but will not be designated as having a religious character)?</p> <p><input type="checkbox"/> Yes</p> <p><input checked="" type="checkbox"/> No</p>
9.	If Yes, please specify the faith, denomination, etc of the proposed school:
10.	<p>Postcode of the preferred site of the proposed school: EX1, EX2, EX3 or EX4</p>
11.	<p>Local authority area in which the proposed school would be situated: Devon County Council</p>
12.	If the preferred site is near to a local authority boundary please specify the names of the neighbouring local authorities:
13.	<p>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.</p>

Section C: Education vision

Please refer to page 15 of the 'How to Apply' guidance for what should be included in this section.

Our vision for the Steiner Academy Exeter

Our vision is to provide diversity and educational choice to the people of Exeter by opening an all-through Steiner school, which will build to two forms of entry educating children from age 4 to 16 (624 pupils in total).

The school will be accessible to all, regardless of background, income, ability, faith, gender or any other consideration; It will seek to attract pupils from across the Exeter urban area, which includes areas of high social deprivation.

The school will offer a particularly broad and balanced curriculum, in which all subjects, including intellectual, physical, and practical skills, are taught across the entire age range, in ways appropriate to the children's age. There will be a particular emphasis on creativity, including creative thinking and problem-solving. Teaching methods will be designed to draw out individual potential within a context of collaborative learning, so that individual skills and social aptitudes are developed side by side.

Mission of Steiner Academy Exeter

To develop children to their fullest potential as motivated, confident, self-reliant and responsible individuals with a life-long love of learning and a strong sense of the contribution that they can make to society.

Ethos of Steiner Academy Exeter

The ethos of the new school derives from the educational ideas and insights into child development of the Austrian thinker Rudolf Steiner (1861 – 1925), involving 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 is essential both to their well-being as children and the successful outcome of their education;
- › That children learn socially, through considerate 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 that practical experiences of doing and making are essential to effective learning and social development;
- › That effective education reflects children's developmental needs, and should be appropriate to the social, emotional and physiological needs of their age-group.

Key objectives of the Steiner Academy Exeter

- › To create a socially, culturally and emotionally nurturing learning environment that brings out the unique abilities in every child;
- › To enable every child to achieve excellence in a wide range of intellectual, emotional, physical, practical and creative skills;
- › To provide a high level of individual care and commitment to each pupil, through teachers who know their pupils well, maintain links with their families and provide differentiated support to ensure that each child is appropriately nurtured and thrives;
- › To provide an extended learning environment for parents, carers, teachers and community groups to work together in support of the education.

Please note: although the ethos of Steiner Academy Exeter derives from Steiner's work on child development, the school will neither promote nor teach his wider philosophy, which he called "anthroposophy".

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each year group at the point of opening and an explanation of how pupil numbers will build up over time. Please add additional rows/columns if appropriate. If you are an existing independent school wishing to become a Free School, please use the first column to show how many pupils you currently have.

If you are proposing to open later than 2013, please leave the relevant earlier columns blank.

Year	2013	2014	2015	2016	2017	2018	2019	2020	2021
R	26	26	52	52	52	52	52	52	52
1	26	26	26	52	52	52	52	52	52
2	26	26	26	26	52	52	52	52	52
3	26	26	26	26	26	52	52	52	52
4		26	26	26	26	26	52	52	52
5			26	26	26	26	26	52	52
6				26	26	26	26	26	52
7	26	26	26	26	52	52	52	52	52
8		26	26	26	26	52	52	52	52
9			26	26	26	26	52	52	52
10				26	26	26	26	52	52
11					26	26	26	26	52

The Academy will be an all-through school from age rising 5 to KS4. There will be two admission points initially – Reception Year and Year 7 (first year of secondary education), reducing to a single point of entry at Reception Year in 2021, at which point there will be sufficient younger pupils coming through to fill the Year 7 places.

The Academy will be single form of entry for the first two years, after which this will rise to two forms of entry for Reception Year. The Year 7 admission point will remain single form of entry to ensure that places are available for younger pupils coming through.

Section D: Education plan – part 2

Section D1

Introduction to the Steiner curriculum

The age appropriate, broad and balanced Steiner curriculum is all-through from YR to Y11. It is rooted in the principle that excellent outcomes are achieved by introducing learning at the moment of maximum pupil readiness rather than introducing learning at the earliest opportunity. Thus, in common with the educational approach in many countries in the world, the introduction of formal literacy and numeracy takes place at the age of 6 to 7, by which time pupils have had the opportunity to develop strong skills to enable successful learning outcomes. Similarly, the introduction of computer and other electronic technology takes place after the pupils have developed an understanding of a range of intermediate mechanical technologies.

The introduction of new topics, concepts and materials at the point when the pupils have acquired the skills, knowledge and understanding that underpin them, is central to the way that the Steiner curriculum is constructed. The study of history, for example, develops through storytelling, then myths and epics, to historical fact, which is taught chronologically from the ancient Greeks to the present day. The study of geography commences with the immediate surroundings, then expands year by year through locality, region, country and continents, in order to reflect the way that children's horizons expand as they grow older.

The Steiner curriculum is structured to give solid form to the stated intention of giving equal attention to each facet of a child's educational needs. Intellectual development is represented by a focus on core skills, particularly from year 2 onwards, and a deepening intellectual engagement with all aspects of learning as the children get older. Social and emotional development is represented by the many learning activities that the pupils undertake collaboratively, from learning through play in the early years through gardening, building, drama and music performance, in all of which pupils learn how to relate to one another constructively and to give of their best in a social context. Physical development, including fine motor skills, are represented through the games curriculum and a wide range of handwork and craft activities, which become increasingly complex as the children get older. These activities also feed the pupils' creative and imaginative development; indeed creative and imaginative processes are built in to every lesson within the Steiner curriculum. Finally, the pupils' spiritual development is addressed not through specific religious tenets (although comparative religion does feature) but through the sense of awe, wonder and enquiry concerning their place in the cosmos that pupils are exposed to when they experience their education truly as a *drawing out* of the potential that lies within them.

The Steiner curriculum is applied in a broad range of settings and backgrounds around the globe. Its core principles can complement and support local religious, ethnic and philosophical traditions. The great flexibility

in terms of content allows the education to be embedded within and an integral part of any cultural context, both nationally and locally.

This principle applies also to national assessment systems, which vary greatly. Pupils leave school with appropriate national qualifications, and in the UK the GCSE results of pupils in Steiner schools are consistently high. Similarly, teachers have freedom to adapt the curriculum and the way that they teach it to suit the needs of their pupils, and to use personalised differentiation to meet their individual needs. In addition the emphasis on creative lesson delivery in all subjects allows for extensive self-differentiation as a valuable classroom tool. Pupils can make progress at their own pace, which is particularly relevant with pupils transferring into Steiner education with skills that are advanced or delayed for whatever reason. The emphasis on social and collaborative education means that teachers may also use this freedom to adapt their teaching to the particular group dynamic of the class. Since pupils remain in their class group for nearly all their lessons, and since each group of pupils has its own distinctive character which develops over the years they are together, this flexibility of approach has considerable benefits.

Key curriculum design principles

Teaching what comes most naturally to children of a particular age, providing age-appropriate method and content;

Encouraging considerate engagement with others, undertaking tasks and activities co-operatively as a group rather than competitively as individuals;

Teacher-pupil relationships allow personalised support within a culture of collaboration;

Balancing academic work with opportunities for learning through experience, through the natural world and through artistic activities;

Meeting the needs of the whole child, with equal attention being given to the cognitive, emotional, spiritual, moral, social, cultural and physical development and well-being of pupils;

Creating opportunities for children to express their natural curiosity, creativity and powers of imagination;

Allowing scope for the teacher to interpret and present material in a creative way that can take account of the particular nature of the group of pupils and their cultural setting.

Improving outcomes

These curriculum design principles are focused upon the three qualities that together represent the successful outcome of Steiner education and provide developing children with the best of life chances:

Independence – the freedom and self-will to engage positively, considerately and truthfully with others;

Capacity – intellectual, emotional, physical, practical and creative skills to enable all pupils to develop their own talents to the fullest extent;

Intention – the power of self-direction in developing those talents in the most constructive and fulfilling way.

The curriculum of Steiner Academy Exeter in detail

The curriculum is divided into three sections:

1. Reception Year to Year 1 (Kindergarten);
2. Year 2 to Year 9 (Lower School);
3. Year 10 to Year 11 (Upper School).

1. Reception Year and Year 1 (Kindergarten)

Children will be taught in a mixed age Kindergarten. There are three Kindergarten groups – two of 17 and one of 18 children for each form of entry. 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 curriculum is designed to meet the needs of children of this age in reflecting their natural energies and impulses to play, explore and discover the world, while providing a familiar and safe context in which to do so and a range of structured activities to engage their interest and stimulate their learning. It seeks to achieve effective learning outcomes through doing, playing and imitation, and to provide a balance of opportunities for all three components.

The Kindergarten day has a regular pattern of child-led free play and more focused, teacher-led activity. Each day (9 am to 3.30 pm) will normally include:

periods of free play, alongside which are practical and creative teacher-led activities including baking, painting, drawing and crafts such as felting (1.5 hours);

teacher-led “circle time”, when the children come together for ring games, songs, movement, rhythmical verses and an opportunity to share their ideas and experiences through talking and listening. These activities reflect the seasons and include material from diverse cultures, chosen to reflect the make-up of the group (0.5 hour);

snack and meal times, when the children gather around a table to share food that they have prepared with the teacher (1.5 hours);

outdoor time, when the children can play outdoors, and participate in outdoor activities and gardening (2 hours);

story time, when the children gather to listen to a story brought to life by the teacher, often 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 is considered as learning time, with teaching staff present throughout.

The hours per day given in brackets after each activity are indicative, rather than prescriptive, and include transitional activities such as organised toilet breaks, tidying up, arranging the table, putting on and taking off outdoor clothing, etc. From time to time, longer activities such as nature walks may absorb a larger period of the day.

These transitional activities are organised to form learning opportunities in their own right. Time is set aside for the children to tidy up and return things to their allotted places; to arrange the room for each activity; to set table, and wash up after meals; to wash their hands; to put on and button their coats; to tie their own shoe-laces, etc. In this way, sound social habits, including habits of self-care, are instilled.

The order of events is not prescribed, and may be varied by the teacher to suit the needs of a particular group of children and the location and accessibility of the outdoor space. 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:

9.00 to 10.30	Indoor free play / teacher-led activity	1.5 hours
10.30 to 11.00	Circle time	0.5 hour
11.00 to 11.30	Snack time	0.5 hour
11.30 to 12.15	Free play and outdoor activity	0.75 hour
12.15 to 12.45	Story time	0.5 hour
12.45 – 1.45	Lunch time	1 hour
1.45 – 2.15	Rest time	0.5 hour
2.15 – 3.30	Free play and outdoor activity	1.25 hours

Table 1: Typical timetable, Kindergarten

A distinctive feature of the Steiner curriculum for this age group is the opportunity 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, the purpose of which is to allow the children to imprint their imagination on their play, and make of the materials whatever they wish. A block of wood, for example, can become a telephone or even a computer; a frame draped in muslin can become a house. Large objects, as well as small, are provided, permitting the creation of complex play structures requiring care, experimentation and collaboration.

The role of the teacher is both to lead and to follow. They lead the pupils in their daily and weekly activities, teaching by example, through action and imitation, rather than by direct instruction. They also follow them closely in their play, in order to observe the individual developmental characteristics that children manifest most clearly 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 at this stage, with significant benefits for the pupils' future educational progress.

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

1. **enthusiasm for learning** is engendered through the opportunities provided for self-directed activity;
2. 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 through drawing; languages are introduced with simple songs and rhymes from other countries;
3. **numeracy skills** are developed through counting, measuring, weighing and dividing out, etc., when applied to real-life tasks (baking, craft, preparing snack-time);
4. **gross motor skills** are developed through outdoor activities (running, climbing, pushing wheelbarrows, etc.);
5. **fine motor skills** are developed through painting and drawing, and craft activities such as, felting and finger-knitting;
6. **scientific interest and discovery** is stimulated through experience of the natural world and its cycles, through nature walks, gardening, food preparation and seasonal songs and recipes;
7. **technology** is introduced through learning the safe and effective use of hand tools in craft, cookery and gardening;
8. **art** is introduced through painting, drawing and model-making;
9. **music** is introduced through daily singing, and the playing of simple musical instruments by the teacher to accompany their storytelling;
10. **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;
11. the ability to **co-operate** and follow a process through it its conclusion

- is developed through teacher led activities (craft, baking, gardening);
12. **social and emotional skills** are developed through conversation, participation in circle time, collaboration in play and shared activities, preparing and sharing food, waiting for everyone to finish, saying please and thank you, taking responsibility for one another and for the environment by tidying up, sweeping, mending, helping younger children to get their coats on, etc.;
 13. **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.

2. Year 2 to Year 9 (Lower School)

The Class Group

Pupils in these years will be taught in class groups, which do not change. There is one class group for each form of entry in each year. Pupils remain with their class group for almost all of their lessons, which means that all learning is in stable, mixed-ability groups.

Learning through the Steiner curriculum engages fully with creative, social, emotional, intellectual and physical aspects of pupil ability, so all pupils can bring qualities of strength to learning 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.

The Class Teacher

Each class group from Years 2 to 9 has its own class teacher, who stays with the class throughout the eight year period. This deepens still further the social context of learning, while taking full account of the importance of effective and meaningful human relationships in child development. The sense of shared endeavour that is engendered as class group and class teacher embark upon the same curriculum journey enhances the natural authority of the teacher and the feelings of connection between teacher and class, which in turn provides a powerful personal incentive to pupils to participate fully in learning tasks.

The class teacher is responsible for their class's core subject teaching through the primary age range, and will continue in this capacity through Years 7 to 9, supplemented, where necessary, by specialist subject teachers. The class teacher is also 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 maintain a connection that will also deepen over the eight year period.

Because the class teacher is able to focus upon and spend so much time with a group of only twenty-six pupils, they are exceptionally well placed to get to know their social and family circumstances, to identify their differential

educational needs, to spot difficulties as they arise and to tailor their teaching accordingly. They are also uniquely well placed to carry out a programme of continuous formative assessment, since they are aware on a daily basis of how their pupils are performing in their learning tasks.

The stability and longevity of the class group, and the leadership role undertaken by the class teacher, encourages relationships to form within the parent body of the class, and between the parents and the class teacher, creating a cohesive and supportive adult community around the class. The class teacher hosts parent meetings at least once a term, providing opportunities to discuss child development and parenting issues, as well as to engage the parents in the curriculum and monitor progress. In addition to these group meetings, class teachers meet individually with parents to discuss specific issues or to review the progress of their child.

The relationships that the class teacher is able to establish with both pupils and parents, and the social bonds and mutual support that arises within the stable class group, are of particular value to pupils coming from a background of material and / or emotional deprivation. There is good evidence that educational outcomes and life chances are improved for children who have been able to develop stable emotional and social relationships. Although school can be no substitute for a stable and supportive family background, the habits of empathy, trust and collaborative working that are formed in the class group, guided by its teacher, are of great value to a pupil whose family context offers little support.

The Main Lesson

Core subject teaching in literacy, numeracy, science, history and geography in Years 2 to 9 is the focus of the daily Main Lesson, a two hour teaching block taken by the class teacher, usually at the beginning of the school day. This lesson represents about 40% of the teaching timetable.

The main lesson is taught in thematic blocks, usually of two or three weeks, allowing sustained, multidisciplinary exploration of a topic using a variety of approaches and activities. Pupils approach the subject using intellectual, creative, physical and social skills, and the material they explore touches upon a range of traditional subject areas. The fact that the class teacher teach all (or nearly all) the main lesson subjects has the added advantage of allowing interconnections between subjects to be drawn, which give the pupils a feeling for the unity of knowledge.

For example a main lesson in numeracy for Year 2 includes mental arithmetic; drawing and painting to enumerate objects; complex throwing and catching patterns using bean-bags to develop mental agility; exploration of numbers in the outside environment (how many points in different shaped leaves; gathering, enumerating and dividing up fruit and nuts); singing and movement as an aid to learning times tables; recorder-playing as an aid to timing and rhythm; writing and reciting of stories or verses concerning numbers; the forming of numbers and simple sums in written form; story-telling and acting out, to bring to life the character and application of the four processes (adding, subtracting, multiplying and dividing).

A main lesson in astronomy for Year 9 includes the mathematics associated with vast numbers and distances (including the concept of infinity); practical observation of the stars by night-time, including – if possible – a visit to an observatory; the science of the telescope, including practical experiments with light; making models of planetary systems; reading, writing about and illustrating the scientific history of the renaissance (Galileo, etc.) and the role of astronomy in the culture and religion of early civilisations; creative writing and art inspired by the place of astronomy and heavenly bodies in literature and the arts.

Structuring core subject teaching around the main lesson offers two key benefits. First, it allows a sustained period of concentration on a subject area, which allows breadth but also depth of learning. The focus upon a subject area for several weeks ensures that the material really penetrates the pupils' minds. An important aspect of this is the process of recall, 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 length of time allowed for each lesson, and the number of weeks over which the main lesson extends, permits a wide variety both of material and learning methods. This helps to maintain interest and anticipation, and allows the teacher to meet the pupils' natural patterns of energy by varying the content and approach that is used both in relation to the class group and the individual pupils. A range of aptitudes can be catered for, and every kind of learner offered a point of access to the subject. The intention is that each pupil will 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.

Subject lessons

Main Lesson is the equivalent of three 40 minute lesson periods. It is followed by morning break, after which there are two subject lesson periods before lunch. After lunch there are two further subject periods.

Subject lessons are taught by specialists in languages, music, art, handwork, eurythmy, gardening, games, religion and crafts. A few subject lesson periods are made available each week to the class teacher to provide additional teaching time for maths, reading and writing practice, or to advance special projects such as a class play.

All strands of the curriculum at a given age are, in so far as possible, interrelated. For example in Year 4 children will divide the whole and learn about fractions in mathematics. 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.

There is clear continuity between the years, with the study of each subject building directly on the work of the previous year.

The curriculum by subject

Literacy: writing, reading, listening and speaking

The first requirement for communication is the ability to listen, and in Steiner schools the strong narrative tradition, with its abundance of stories, myths and legends often told rather than read, make the pupils literate in a very deep sense. The formal skills of reading and writing develop most naturally when they emerge from the child's enthusiasm and are developed by the teacher's creativity. The young child's enjoyment of movement is an essential tool in the introduction of writing, as is the ability to think in pictures and to be absorbed into the world of imagination. The "formal" work begins in Year 2, which is late by UK standards but the norm in many European countries and an approach supported by a significant body of research in that it avoids the "burn-out" that may be associated with children who approach literacy tasks before they are ready. The emphasis on care and beauty in presentation, the development of speaking through recitation and drama and the time given to studying our own and the world's literary heritage are all seen as core elements of the curriculum.

Year 2

Letters are introduced imaginatively in pictures and then associated with a story; geometrical and cursive shapes are practised as an introduction to joined writing; the pupils start to read their own written work and familiar songs and poems, using a multi-faceted approach that includes phonics; the class learns to listen quietly to stories that are told to them – mainly fairy and folk tales; pupils learn to speak clearly in front of the class, through news-sharing and retelling the story of the previous day.

Year 3

Lower case printing is practised, which leads on to cursive script; first steps in composition are taken, in which pupils draw a picture from a story and then write a sentence or two. They dictate this to the teacher, who writes it out for them to copy in corrected form; reading continues, starting with the pupil's own texts and the blackboard, before moving on to unfamiliar texts; they learn to analyse the words by the way the letters combine to make the sounds they hear (synthetic and analytic phonics); traditional stories embracing practical morals and principles are told; they may be learnt by heart and used for class recitation, along with poetry and verses.

Year 4

More extensive writing, including creative and descriptive writing, based on stories and activities; writing diaries, letters, making use of the date; grammar and structure are introduced, including nouns, verbs, adjectives and punctuation; basic spelling rules are introduced and spelling is practised; printed texts are introduced for reading; Old Testament and other "origination" stories are told; lessons and are recalled orally; poetry, dramatic speech and stories told in class are recited; poems and short plays are acted out in performance.

Year 5

Pupils are now writing their own accounts of material presented in class. The parts of speech are recalled and examined in more depth, and the three main verb tenses are introduced; spelling continues to be practised regularly; a class reader is used to consolidate reading skills, and pupils may bring their own books in to read; stories are taken from the Norse myths, providing fruitful material for recitations and performance.

Year 6

Pupils learn to construct essays, with sequential ideas requiring paragraph breaks and more complex punctuation; the passive voice is introduced, and the setting out and punctuation of direct speech; pupils practise converting indirect into to direct speech, and the active to the passive voice; the different forms of literature - drama, poetry and fiction - are introduced, with an emphasis on ancient Greece.

Year 7

The study of history, geography and science subjects provides extensive opportunities for both essay-writing and creative composition, applying skills of drafting, self-correction and use of a dictionary; individual projects are undertaken in each of the themes of study; vocabulary is extended and attention given to the differing requirements of descriptive, narrative and explanatory writing; dictation and comprehension exercises are undertaken, and more complex sentence structure is explored, together with the effective use of the conditional tense; regular spelling practice continues; literature and drama focuses upon ancient Rome.

Year 8

The methods of working established in year 7 continue, but the challenges increase; descriptive writing extends from the outer form of things to inner feelings and ideas, requiring more sophisticated use of language; pupils learn to match the use of language to form, for example in the writing of business letters.

Year 9

The techniques of reporting are developed, including note-taking, prioritisation, sequencing of events, reported speech, clear descriptions and succinct accounts. They are applied to reporting scientific experiments and writing historical accounts; imaginative writing, both narrative and descriptive prose, continues; meter, rhythm and rhyme are explored in the study and writing of poems; a Shakespeare play is studied in depth, culminating in a staged performance.

Numeracy: arithmetic, geometry, algebra and their practical uses

Numeracy and mathematical skills are built upon solid foundations of experience and understanding, and through being applied in practical ways. There is a strong emphasis on mental arithmetic. Each lesson block commences with a review and consolidation of the previous stage of learning.

Numeracy teaching is multidisciplinary, involving music, movement, story, cookery, art and outdoor activities. Cakes or pies may be baked and shared to demonstrate fractions; produce from the school garden may be priced and sold to show the application of percentages and margins. By the end of Year 9 all the core content required to embark upon a two-year GCSE course will have been covered.

Year 2

The four processes of addition, subtraction, multiplication and division, introduced as characters working together in a team; recognising the signs and writing simple linear sums that work from the whole to the parts (for example, 4 equals $2 + 2$ or $3 + 1$); solving arithmetic problems by handling objects and making pictures, which are translated into numerical expression; encountering and practising mental arithmetic tasks through stories; counting in number series (3, 6, 9, 12, etc...) using recitation accompanied with movement as a preparation for the 2, 3, 4, 5 and 10 time tables.

Year 3

Reviewing and deepening the work of Year 2; larger numbers, together with units, tens, hundreds and thousands and the method of building up to columns and carrying over; the concept of odd and even numbers, and number bonds (instantly recognisable pairs of numbers and their sum) up to 20; regular mental practice of arithmetic processes, tables and bonds; drawing the freehand geometric forms, exploring straight lines, angles and curves.

Year 4

Continuing with the four processes, introducing long multiplication and division; practising tables up to 12; measurement, starting with historical linear measurements based upon the human body, then moving on to standardised and metric linear, liquid and weight measurements; time and its divisions, including reading calendars and clocks; money and postage (looking also at foreign stamps and coins), and calculating the giving of change.

Year 5

Consolidating long multiplication and division, with more complex examples; applying the linear measurement learned in Year 4 to the calculation of area; the decimal point in metric measurements; introduction of fractions, together with many practical applications; the rules for applying the four processes to fractions.

Year 6

Applying the four processes to mixed fractions; further work on areas; decimals, including the four processes as applied to decimals; factors and denominators, including the use of the highest common factor and the lowest common denominator; freehand drawing of complex geometrical shapes; introduction of compass geometry.

Year 7

Application of mathematics to business in the form of percentages, profit and loss, simple interest and the unitary method of working out prices, including running a weekly shop or other simple business venture; the use of the protractor in geometry; Pythagoras's theorem explored through practical experimentation.

Year 8

The metamorphosis of geometrical figures; statistical analysis, involving collecting data and making graphs; more complex measurement, including volumes; square roots; learning to simplify and substitute numbers for letters in algebra; the effect of brackets, indices and positive and negative numbers in the solving of simple equations.

Year 9

Practical calculations using simple and compound interest; the method of estimating to a certain number of decimal places is learned; ratio, raising numbers to powers and finding the root; calculations of the surface area of cubes, cylinders, pyramids and spheres; algebraic and arithmetical calculations, including the theory of equations; working with more than one variable; the study of linear and curved graphs; further work with brackets and positive and negative integers; the calculation and construction of the five basic Platonic solids; developing the proof of Euler's law; transformations and enlargement.

Science: observing, experiencing and analysing the material world

An active experience and appreciation of the outside world is as an essential part of early childhood education. Formal science teaching, which begins in Steiner schools at age 12, has more meaning for children who have been accustomed to observing natural phenomena in the school garden, building dens in the playground or baking bread in Kindergarten. Hands-on working, the development of manual skills and the central role of creativity in their learning all add real value to the young scientist's education.

In years five and six the children explore ways in which the animal kingdom enables us to understand the human being, which in year six is extended to the underlying characteristics of the plant kingdom. Geology in year seven, astronomy and nutrition in year eight and human physiology in year nine are framed by chemistry and physics lessons. In all these subjects the aim is to develop insight by presenting the phenomena first, and only then asking the children to deduce, explain and draw conclusions. This is the way in which science has evolved over the centuries: do; observe; reflect; build theories; and then start all over again.

At secondary level, the ability to observe objectively must be complemented by thinking logically and with real rigour. Whether studying the endocrine system, human embryology, the theories of Darwin, Mendel or Planck, the evolution of digital technologies from Babbage to the modern age or the complex relationships that link individual well-being to global agriculture via nutrition

and food science, the teenager is given the tools needed to understand and also to scrutinise the world around and within.

The main lesson science curriculum is supplemented by weekly practical gardening lessons for all classes up to year 7. (For older pupils, work continues in the garden but is incorporated into science lessons). These outdoor sessions combine a healthy, socially productive, activity with the opportunity to experience the science of soil, plants and food production in a hands-on way. The school garden is considered as an outdoor laboratory in which the science is relatively easily adapted to the age and learning methods of the pupils, from the wonder of witnessing a plant growing, flowering and fruiting, right through to the examination of the microbial life in the soil.

Year 2: Nature and the environment

Observation of immediate surroundings and the natural world; collecting, observing, drawing and describing natural objects such as leaves; stories, poems and songs relating to the natural world, the cycle of the seasons, the climate, etc.; planting and tending plants in the school garden.

Year 3: Nature and the environment

Continuing the work of Year 2, but in greater detail: observing the characteristics and learning the names of the plants, animals and minerals that are found in the local outdoor environment; working with stories that bring out the qualities and inter-relatedness of natural phenomena; plant care - strawberries and sunflowers; scarecrow making; making elder flower cordial.

Year 4: Farming and food

Animals and machinery; crop cycles and seasons; the main grains and their uses; caring for the soil; seedlings, plants and trees; residential trip to working farm; food from farm to table – growing and harvesting wheat, milling flour and baking bread; making butter and jam; field-scale vegetable production; apple pressing; practical woodland work (site visit) producing construction timber and firewood.

Year 5: Human and animal biology

Families of animals, their form, habits and environment; individual project on an animal chosen by the pupil; the human animal form, and the function of some of the organs; the central theme of measure in maths lessons leads to a study of time, the seasons and spatial connections such as points of the compass; compost making and management; paper recycling; developing tool skills, awareness of risk and safety; responsibility for garden maintenance.

Year 6: Botany and zoology

Develop a greater consciousness of the interrelatedness of life through the study of the human being in relation to the environment, animal and plant kingdoms; awareness of similarities and differences between human beings (generalists) and animals (specialists); a sequential study of the different plant kingdoms from “lower” (algae, mosses, ferns) to “higher” (flowering plants and trees); development of observation skills in relation to seed growth, plant reproduction and an adopted tree or familiar environment; keeping gardening

diaries; food production – chutneys, preserves, cordials; visit to forest garden.

Year 7: Physics, geology and biology

Principles of physics and causality in phenomena; properties of sound - qualities and tone, resonance, pitch and scale; sound in a vacuum; demonstrating the relative speeds of sound and light; properties of light - reflection; colour phenomena and the effects of the prism; properties of heat - expansion and contraction in solids, liquids and gases; conduction; convection currents in liquid and air; demonstration of hot air balloon; rock types - relation of landscape to underlying strata; comparison of igneous, sedimentary and metamorphic rocks; seasonal planning in the garden - plot rotation, business plan; management of the polytunnel; garden produce market stall (linked to business maths main lesson); stone path laying (“Roman road”, linked to Roman history main lesson); study of life-cycles, starting with the flowering plant, proceeding through the insect world, fish spawning, bird and animal migration to human relationships and human reproduction.

Year 8: Human biology and nutrition, astronomy, combustion, mechanics

The functions of the human body; digestion and nutrition; further principles (and mechanics) of human reproduction; rules of hygiene, including impact of drugs on human development ; introduction to astronomy and the planetary system; principles of combustion; oxygen and carbon dioxide; chemical reactions under heat; the limestone cycle, including building a functioning lime kiln to produce usable lime mortar or paint; physics of inclined planes, levers and pulleys, demonstrating the principles upon which wheelbarrows, nutcrackers and pulleys work.

Year 9: Physics, chemistry, biology and astronomy

Magnetism, electricity, electromagnetism, first circuit boards as introduction to computer hardware; building a simple battery, a compass, a signal and a motor; methods of producing electricity; industrial chemical processes involving starch, sugar, proteins, fat and metals; biochemical tests; making usable soap; introduction to respiration and photosynthesis; the mechanics of human bone and muscle; continued study of the planetary system; simple planetary charts and the telescope; history of science (in ancient cultures, the Renaissance, and through biographical study of more recent famous scientists such as Faraday and Darwin).

History: from storytelling, via myths to chronological history, from the ancient Greeks to the nineteenth century.

Years 2 to 5

Story-telling is the foundation of history, and stories are rooted in the Steiner curriculum from an early age. Fairy and folk tales are told in Year 2, where the pupils absorb them through drawing and re-telling. Year 3 progresses to traditional stories containing a message or moral principle. In year 4, origination myths and stories describing proto-historical events, including Old Testament stories, are introduced, while in Year 5 the stories are taken from

the Norse myths, making a connection to the actual history of north west European people. Local history also features in Year 5, as part of the study of local geography.

Year 6

This year sees the transition from myth to documented history, through a vivid pictorial narrative that moves from ancient India through Mesopotamian and Persian cultures to those of Egypt and ancient Greece.

Year 7

The Roman Empire and its successors are studied, including the Celts, the rise of Christianity and pre-conquest British history. The emphasis moves away from storytelling towards the organisational aspects of human societies – government, laws, economy, technology, culture and artefacts. There is a biographical focus on key individuals - for example Horatius, Julius Caesar, Charlemagne, William the Conqueror - and the part they play in shaping the progress of history.

Year 8

From the Middle Ages to the Renaissance, including the rise of Islam and its influence upon the west; the invention of printing; the age of the “great discoverers” and their voyages from the 15th to the 17th centuries, which links to the study of astronomy and the night sky in the science curriculum.

Year 9

From the high Renaissance to the 19th century; reformation and revolutions - the English Civil War, religious wars in Europe, the American and French Revolutions, the American Civil War; the slave trade; the agricultural and industrial revolutions; inventors, industrialists and social reformers.

Pupils leave Year 9 with a solid grounding in chronological history and historical method, as a basis for GCSE history and the challenging study of the historical events of the 20th century.

Geography: expanding horizons, from locality to region, country and continents.

Years 2 to 4

Geography is introduced as a main lesson subject from Year 5, but the idea of a world away from home is well established in Years 2 and 3 through stories and myths. In Year 4 pupils explore differing types of building construction from around the world as part of a building main lesson (see technology curriculum, below).

Year 5

The local area is studied – the route to school, the geography of the school itself, and local landmarks; investigating how geography has shaped local people's lives; project and field trip to study a significant feature that has shaped the locality (a river, a communication link, a forest).

Year 6

The geography of the British Isles; location of cities, rivers, mountain ranges; pupils look beyond their immediate environment and observe how different economic activities thrive in different regions and how they interrelate across the country; life in different landscapes is contrasted – in urban places, by the sea, in the hills, etc.; pupils build a relief map, in the process of which they observe and experience physically the shape and form of the land, and its key features.

Year 7

The geography of Europe; its major physical features and contrasts (Alps and Holland; Black Forest and Ruhr); relating the economies and cultures of regions with their geographical characteristics; human resourcefulness in overcoming the challenges of different environments (roads, railways, tunnels, dykes, bridges, etc.).

Year 8

World geography, including a focus on one continent and looking at the cultural, material and economic conditions of specific societies. Exploring ways in which geography, climate and history have shaped the human conditions and culture in the chosen region.

Year 9

World geography: introduction to meteorology; global weather systems and the study of different global climatic zones, and the differences in lifestyle, culture and livelihood of their inhabitants; the global location of the natural resources required for industry, and the economic, industrial and social effects of harnessing them.

Religious Education

The school will comply with the requirement to provide religious education, including a daily act of collective worship. The type of religious education, and the nature of collective worship will be appropriate to the Steiner ethos. The moral and spiritual well-being of the children will be nurtured by developing a strong sense of belonging for all children whatever their faith background. 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 towards each other 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 from all the main religious traditions. Pupils will leave with a well-informed understanding of world religions, and a strong sense of the value of community and of the wonder of the natural world.

Modern Foreign Languages

The chief purpose of foreign language teaching in the Steiner curriculum, particularly in the younger years, is to create familiarity with the idea of

national, linguistic and cultural difference within a common humanity. This is central to the core social purpose of Steiner education, for which reason the teaching and learning of languages is an essential part of the curriculum from Year 2 onwards. Language learning also develops generic cognitive skills that can be applied across all disciplines and as such language learning is an essential tool in the educational approach of “learning to learn”. To discover how to acquire knowledge of and use a structured body of information that does not form part of every day experience or interaction (as all other subjects in some sense do) is to take on the true meaning of learning – an understanding that is key to the life-chances of an older student or adult.

In this sense, the choice of language may be less important than the way it is taught. Ideally two languages would be offered, but it is better to teach one language in depth than to give insufficient attention to two, particularly in the younger classes where learning skills are only beginning to be formed. The first choice language for all pupils from year 2 to years 7 will be French. The choice is supported by the strong commercial and cultural links that exist between France and the South West of England. In addition the learning of French can contribute to a closer understanding of English grammar and its Latin roots, as well as providing a structural basis for the learning of related romance languages. A second language will be introduced from Year 8. This is likely to be German or Spanish, but other options will be available, depending upon developments in the language curriculum and the language learning experiences of pupils joining the school in Year 7. Pupils will have the choice, depending upon their particular interests and aptitudes, of choosing one or other language, or both, to take forward to GCSE. Pupils taking only one language will be offered, as appropriate, additional core subject teaching, generally either English or Maths.

Provided those foundations of “learning to learn” have been well established, experience shows that pupils taking the newly-introduced language will make rapid progress to the required level, at which the language becomes a useful, practical skill.

Years 2 to 4

Language is taught orally for most of the first three years, with writing introduced only towards the end of Year 4. Learning is through songs and movement games taken from French culture. Vocabulary is taken from the immediate surroundings, extended gradually outwards to embrace weather, fruit & vegetables, animals etc., as well as the names of the seasons, months and days and the recitation of numbers. Over time, adverbs, adjectives, and the use of forms involving movement and location are introduced and practised. Pupils practice answering questions about themselves, for example their age and birthday, number of brothers and sisters, etc. They hear French folk tales and draw scenes from them. Writing is added to this artistic work towards the end of Year 4.

Years 5 to 7

Reading and translating from a printed text is introduced, and pupils produce their own project book containing both writing and drawing. Vocabulary and the application of grammar through parts of speech, tense, and gender are

continually built upon and extended; pupils learn poems by heart and participate in short French plays that increase in complexity each year. The end of Year 7 sees the consolidation of the basics of grammar and vocabulary required for simple conversations and situations, the reading and recitation of short stories and poems and the writing of short texts - poems, postcards, pen-pal letters, etc.

Years 8 and 9 French

Study of geography and culture of France, including music, cuisine and modern history. Study of texts in native language with cross-curricula links (for example extracts from *Les Misérables* to coincide with history of French revolution, study of epic, narrative and lyrical poetry to coincide with parallel study in English); consolidation of tenses, irregular verbs.

Years 8 and 9 German (other languages may also be offered)

Study of geography and culture of Germany, including music, cuisine and modern history. Study of texts in native language with cross-curricula links (for example 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); consolidation of tenses, irregular verbs.

Technology: a cross-curricula approach (please note - ICT is covered separately, below)

Years 2 to 9

The use of appropriate technology is embedded in the Steiner curriculum, in which doing, making and constructing take up a significant proportion of curriculum time. The use of tools and equipment of many kinds – scissors, knives, wheel-barrows, garden tools, apple presses, pottery wheels, lathes, woodworking tools, printing presses, forges, photographic enlargers, sewing machines – form an integral part of the pupils' learning experiences. As always, tools and technology are introduced progressively and safely, at an age when pupils are ready to rise to the new challenge. More detail is given in the curriculum section on handwork and craft.

At certain points, specific technology-based projects are introduced into the teaching of core subjects. As part of the Year 8 science curriculum, students build and fire a working lime kiln; In Year 7 they may construct a short stretch of "Roman road". A key turning point, however, comes earlier, in Year 4, when pupils learn about building, visit building sites and take part in a real building project, ideally mixing mortar and laying bricks in a real-life application of the building with blocks they will have been doing since infancy. This experience of using their own hands to create and shape the human environment is both inspiring and empowering, coming as it does at a time of increasing independence, when children begin to take control of their own learning.

Information and Communication Technology

The telling of stories, the hieroglyph, the written word, the illumination of manuscripts, calligraphy, the age of printing and finally the arrival of digital media and screen technologies: there is a clear pattern of development in

communication technology. Children develop in a similar way, and computer-based learning in Steiner schools takes place when pupils are old enough to place computing in a social, scientific and historical context.

Young children learn their letters through activity and artistic imitation, enjoying both the written and oral retelling of stories. In year five they explore runes and riddles, in year six they make papyrus and attempt hieroglyphs, in year seven they practice illumination and calligraphy, in year eight they learn of Caxton and may produce and bind their own books. By year ten an understanding of digital technologies will be supported through the study of number bases and the binary system in mathematics. Students may construct their own simple computers in order to understand how they work. At the same time many of the ethical and health issues connected with computer use and screen entertainment will be addressed.

Despite, or perhaps because of, this later and contextualized introduction to computer use, older students rapidly acquire practical computer skills. In addition the experimental, creative, problem-solving skills acquired through a practical and creative curriculum contribute directly to the aptitude that pupils show when introduced to the abstract world of computing at an appropriate age.

The curriculum is, however, responsive to individuality and distinctive needs. Computer programmes and word-processing tools may, therefore, be introduced at an earlier age for children for whom it can be a real benefit, who may, on account of dyslexia, dysgraphia or for other reasons have difficulty processing and presenting information in more traditional ways.

It is also recognised that pupils may access I.T. tools, and the internet in particular, much earlier in their out of school environment than they do at school. For this reason Class Teachers, who are well placed from their regular daily contact with the pupils to pick up on issues that may arise, will be trained in E-safety, and have responsibility for delivering E-safety awareness between Year 2 and Year 9.

ICT facilities will be available to teaching staff to assist them in research and the preparation of teaching resources, organisation of class activities, lesson planning, record keeping and assessment. Provision will include a management information system and a high-speed and appropriately filtered broadband internet access and website offering access where appropriate both on and off-site to staff, parents and pupils. Facilities will be expandable over time to accommodate increases in usage.

Year 9

The ICT programme of learning is regarded as a continuation of literacy that forms part of interdisciplinary learning. It will be designed to take account of the principle that everything that pupils learn should have contextual meaning and that analysis should be founded on direct and pragmatic experience. The subject will be taught through first developing an understanding of binary systems and electro-magnetic forces and supplemented by a study of the historical context of information technology, from Babbage to the modern day.

Physical education; Art; Handwork and Craft; Music

The Steiner curriculum gives the education of the physical body, and pupils' artistic, creative and imaginative powers, equal weight with the development of mental processes. All are equally important aspects of intelligence, and the capacity to cross these artificial boundaries has increasing relevance to achieving success in an ever more complex world.

Artistic activity, and both gross and fine motor skills, are integrated into the core subject curriculum and take their places in the main lesson. Movement exercises are frequently used at the beginning of the day to help the pupils to settle and focus for learning. Rhythm and movement, throwing and catching, may find their way into any lesson where there is learning through recitation or repetition, such as times tables, or a foreign language song or verse. Coloured drawing - of increasing detail as the pupils get older - is used throughout the curriculum as a method of capturing, expressing and retaining subject matter. Model-making is used particularly in maths classes to learn about geometrical shapes and volumes. Singing and recorder-playing are used to reinforce a class's social dynamic and capacity for collaboration and mutual support.

In addition to these integrated aspects, there are separate subject lessons in all four areas from Year 2 to Year 9, as set out below. The Steiner curriculum is generic but highly adaptable. What follows is typical, but may vary depending on the specific teaching skills and the facilities available.

Physical Education

This is taught in both games lessons and eurythmy.

Eurythmy is a movement art distinctive to Steiner schools, which seeks to make visible through gestures and forms of movement the sounds of speech and the melodies, harmonies and rhythms of music. It develops gross motor skills, increasing the pupils' concentration and coordination and improving their spatial and social awareness. It helps pupils gain greater awareness of and control over their bodies while improving posture, fostering social skills and developing imagination and aesthetic sense.

The forms and gestures of eurythmy develop in complexity as the pupils get older. From simple straight lines, curves and geometric forms in Years 2 and 3, pupils learn to perform eurythmy to a text or a piece of music from Year 5, and may develop their own choreography by the time they are in Year 9.

Games lessons, also, grow in complexity and ambition as the pupils rise through the classes. From simple running and tag games, instilling the principles of rules, appropriate behaviour and working as a team, more complex tactical elements are introduced, along with the role of the individual in relation to the team. In Year 6 athletics are introduced, in the context of the study of Greek civilisation. Running, jumping and throwing events are practised, culminating in a competitive "Olympic games". Cycling may also be introduced, in which pupils learn safe cycling skills at the age when they may be beginning to cycle on roads unaccompanied, and if facilities are available there will be sessions of gymnastics. From Year 7 strategic team sports are established – basketball, netball, hockey or others, depending upon facilities.

In year 8 pupils also learn circus skills – balancing, juggling, unicycling, and related performance activities that instil poise, focus and self-control.

Art

Year 2

Wet-on-wet watercolour painting; pattern drawing as a preparation for geometry writing; free Plasticine modelling; beeswax/clay relief work, incorporating themes from main lessons.

Year 3

Wet on wet painting - colour stories and moods from the seasons; primary and secondary colours and darker and lighter shades; drawing symmetrical, rhythmical and geometric forms; modelling animals from the fables.

Year 4

Painting in water colours - human, plant and animal forms; mixing prime colours; complementary colours and colour harmonies; rotational symmetry in pattern drawing; modelling animal and human forms.

Year 5

Painting in water colours - achieving different moods through colour; landscapes and flora; animals in their native habitats.

Year 6

Painting in water colours - achieving moods through colour; tonal values and transitions from dark to light; symmetry and inversion in pattern drawing.

Year 7

Watercolour painting, drawing and modelling related to Main Lesson themes; shaded drawing; proportion in figures; representation of three dimensions; mosaic making in the context of the study of Roman civilisation).

Year 8

Watercolour painting, drawing and modelling related to Main Lesson themes; perspective drawing; foreshortening; design of industrial objects.

Year 9

Watercolour painting, drawing and modelling related to Main Lesson themes; black and white drawing; effects of light and use of shadow; colour perspectives; calligraphy and design work.

Handwork and craft: textiles and wood (woodwork from year 7)

Fine motor skills are developed through learning practical skills, developing patience, diligence, physical strength, stamina, quiet focus and artistic expression. The curriculum covers at different ages covers the qualities and origin of raw materials, safe use and maintenance of tools; design and creativity.

Year 2

Introduction to knitting – making knitting needles, winding wool, simple knitting project; sewing – the running-, blanket- and over-stitch; small sewing projects with felt.

Year 3

More complex knitting project, involving colour sequences and counting rows; correcting mistakes; finger-crochet work; sewing needle cases and butterflies out of felt.

Year 4

Crochet with a hook (requiring skilful use of the non-dominant hand), making small crochet objects; making and dressing dolls, using and extending the full range of skills acquired.

Year 5

Design of a colour pattern on paper; learning cross stitch; executing the design in cross stitch and assembling the finished work into a cushion.

Year 6

Leather work – small wallets, plaited bracelets; sewing stuffed animals from a paper pattern; four pin knitting, making a hat, and more.

Year 7

Felting – pictures, finger puppets; designing and lino printing a pillow case – sewn by hand; weaving on hand looms).

Woodwork: shaping a wooden spoon; making simple tools; simple joinery - bird boxes.

Year 8

Machine sewing skills; back stitch, straight stitching and zig-zag stitching; simple items initially, then clothing from a commercial pattern; felting; leather work; batik.

Woodwork: salad servers; relief carving; carving a puppet head.

Year 9

Making rag rugs from recycled materials; batik work, using wax and dyes on to cotton then silk; silk painting; costumes for the class play; book binding.

Woodwork: carving a bowl; making a greenwood stool and weaving the seat.

Music

All pupils have involvement in singing and instrumental music in some form. The aim is that they develop a relation with music as a real living experience. Choral singing is unaccompanied, developing collaborative skills and confidence in self and others.

Years 2 and 3

Active listening to a note; pentatonic songs learned through imitation; clapping rhythms; playing a song by ear on the pentatonic flute. Use of hanging xylophones, pentatonic pipes, lyre, xylophone / glockenspiel; aural games to develop pitch awareness; short singing performance for parents.

Year 4

Rounds; cumulative ostinato group work; mirroring and imitation games on recorders and tuned percussion; continuation of aural games.

Year 5

Learning the note names; the treble clef; sol-fa names; reading the notes;. Playing rounds and folk tunes; singing seasonal songs; aural work within the scale. Choral singing.

Years 6 to 8

Compound time; introduction to the recorder; composing for the recorder; degrees of the scale; counting intervals; ensemble playing and small group improvisations. Choral singing.

Year 9

Composing project; writing a round; writing a cadence in 4 parts; musical biographies. Choral singing.

Drama and performance

Plays and performances are an important feature of the Steiner 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 the children or students are most likely to benefit in terms of powers of expression, self-confidence, self-esteem, social integration, etc. 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, every year, ranging from a short concert for parents in Year 2 to a fully staged production (usually Shakespeare) in Year 9.

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 the trips themselves are intended to be both challenging and confidence-building, engendering qualities of independence along with good habits of social interaction. A typical pattern of annual class trips is as follows:

Year 2 – Camping locally in nature – 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 – Geology trip;
- Year 8 – Outward bound trip;
- Year 9 – Foreign trip (if possible).

In addition, classes make day or afternoon trips to benefit from Exeter's extraordinarily rich educational resources, including (among many others):

- › Killerton House and grounds, National Trust house and gardens with extensive local history and conservation value, also includes a working farm;
- › Clyston Mill – Part of the Killerton Estate – a working mill that still provides flour for local bakers;
- › Exeter's Cathedral, Roman walls and historical sewers and tunnels under the city centre;
- › Dartmoor National Park –an internationally important biodiversity habitat
- › Exeter University's outdoor art trail, with major 20th century artists.

Citizenship in the curriculum

Citizenship is an integral part of several main lessons during the course of the class teacher years. In Year 4 a three week study of building and farming introduces the pupils to the idea of crafts people contributing their skills and work for the benefit of others. Visits to farms, building sites, produce markets etc. reinforce this experience. In Year 5 the pupils' first introduction to geography explores the inter-connected nature of the services and infrastructure that support our lives: roads, rail, water, electricity, police, fire and ambulance services are all presented and form part of the young child's expanding picture of the community he or she is part of. Visits to the local museum and extensive walks in the local area all feature at this stage.

In Year 6 a wide-ranging study of ancient Greek history features the emergence of democracy and the city state as a new form of government. The theme is continued in Year 7 where the focus is on Roman history and the making of laws. In Year 9 the history of modern revolutions gives an opportunity to explore the emergence of modern political constitutions and the concepts related to the French revolution, including the rights of man. At the same age the discipline of formal debating is introduced around current themes. History and geography in years ten and eleven explore modern themes and the way in which we relate as world citizens to global issues.

Throughout all their school years the pupils will engage in the annual “WOW” activities (Waldorf One World), a collaborative event in which Steiner schools across the globe raise funds to benefit disadvantaged individuals and communities.

Years 10 and 11 (Upper School)

When pupils enter Year 10 there is a change in the way that the curriculum is delivered. Although pupils remain with their class group for almost all lessons, the class teacher is left behind and teaching is taken on by specialists in their subject.

The key principles of integrated learning do not change, but the focus of learning is increasingly intellectual – presenting theories, concepts and principles for analysis and debate, seeking to equip pupils with powers of discernment and a critical but open mind, developing their ability to initiate and make decisions independently and creatively. Challenging creative and practical activities continue for all pupils, to reinforce their breadth of thinking and as an essential balance to classroom-based work.

Pastoral guidance, and responsibility for the pupils' moral, spiritual and social welfare, is passed on from the class teacher to an upper School class tutor, who is likely to be one of the teachers whom the pupils will see regularly for classes.

The curriculum is structured to combine content from the international Steiner curriculum with national assessment requirements, principally GCSEs. For this reason the number of GCSEs offered is not extensive: the focus is on the “English baccalaureate” subjects – maths, English, science, history or geography and a modern foreign language, together with ICT.

Much of the material within the GCSE syllabuses is covered within the Steiner curriculum. The integrated, multi-disciplinary approach to delivery of the Steiner curriculum does not, however, sit particularly well with the way that GCSEs are organised. To address this, pupils have weekly classes in each GCSE subject, designed to tailor their learning to the content and approach required for success in the assessments and examinations.

Core subjects within the Steiner curriculum continue to be taught in multi-disciplinary main lesson blocks, with a double period every morning for two to four weeks devoted to each subject area. A six week main lesson block is set aside in the Spring for GCSE exam preparation and revision.

The school day is longer by one period, to accommodate the extra teaching required by the twin-track approach.

Steiner Upper School curriculum by subject

Main lesson subjects (lesson blocks)

Please note – the Steiner curriculum is flexible to the needs and context of pupils and the specialist skills, knowledge and experiences of their teachers. The following is not definitive, but covers some key areas of study.

Class 9

- > Literature and drama;
- > Maths: two and three dimensional geometry;
- > Physics: Electricity and communications;

- > Organic Chemistry;
- > Human biology: Senses, lungs and heart;
- > History: From the revolutions of 19th c. to the Second world War;
- > Geography: Volcanic and sedimentary processes; Farming
- > Art History: From ancient civilisations to the Renaissance.

Class 10

- > Literature: storytelling, discussion, essays, poetry and creative writing; classical literature;
- > Maths: trigonometry and surveying;
- > Physics: Dynamics and gravitation;
- > Chemistry of metals;
- > Biology: human physiology, anatomy, embryology and sexuality;
- > Ecology field trip: botany, climate, environmental science;
- > History: anthropology; culture and civilisation;
- > Geography: oceanography and climatology;
- > Art History: From the Renaissance to the present day;
- > Drama, leading to a fully staged production.

GCSE subjects (weekly lessons)

- > English
- > Mathematics
- > History or geography
- > Modern foreign language(s)
- > Physics
- > Biology
- > ICT

Other weekly lessons:

Music & Choir

Years 10 and 11 come together for two lessons weekly, working in instrumental groups of different styles and genres (strings, rock, drumming, a cappella singing, etc.). There is a further weekly combined choir session.

Art

Drawing and painting on themes from art history. Sketch book preparatory work. Drawing and painting exercises. Building up a portfolio of work. Individual projects and course-work assignments.

Craft

During years 10 and 11 pupils have the chance to experience a range of artistic and craft activities, including (depending upon available facilities) 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); wool work (from the raw fleece to a finished article); soapstone carving. The emphasis in each case is upon co-ordination, observation and perseverance, as well imagination and creativity.

PE

Years 10 and 11 come together for seasonal team sports and individual activities including (depending upon available facilities) some or all of : basketball, badminton, softball, volleyball, tennis, hockey, athletics, archery, gymnastics and circuit training. Each class also has two lessons a week of Eurythmy.

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, Jaques 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.

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. Experience at existing Steiner schools in the UK is that their Year 11 pupils are highly sought after by local sixth forms and further education colleges, on account of their exceptional capacity for creative thinking and independent learning. The school will seek close relationships with Exeter College, and with 6th forms at Clyst Vale Community College, Queen Elizabeth's Community College, Crediton, East Devon Community College, Tiverton, Exmouth Community College and Bicton Agricultural College, Salterton, East Devon, among others, and will work to ensure that the distinctive nature of the education delivered at the Academy is fully understood, and the particular qualities that their students bring to the next stage of their education is appreciated and valued.

Section D2

The school day

The school day runs from 9 am to 3.30 pm up to Year 9, and to 4.15 pm for Years 10 and 11. There is a break of 30 minutes at 11 am, and a lunch break of one hour at 1 pm.

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 school year. This is important to accommodate the needs of families with children in different schools.

Extended hours

There are no firm plans for routinely extended hours, other than the additional afternoon lesson for Years 10 and 11. In line with the Steiner ethos, there is a preference for children to be with their families out of school hours as far as possible. The school does, however, plan to be responsive to the needs of its community, which may well include breakfast and home work clubs for some pupils. The school will, before opening, enter dialogue with its parents / carers on extended hours and seek to respond in line with the level of need.

Timetable

The rhythm of the day in Kindergarten (Years R and 1) is set out in section D1 (above).

MONDAY		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
9 am	Lesson 1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Modern languages	History / Geography
9.40 am	Lesson 2									History / Geography	Maths
10.20 am	Lesson 3									English	Modern languages
11 am	BREAK										
11.30 am	Lesson 4	French	Games	Gardening	Handwork	Music	Woodwork / class lesson	Eurythmy	Maths	Main lesson	Main lesson
12.15 pm	Lesson 5	Class lesson				Eurythmy		Maths	Modern languages		
1 pm	LUNCH										
2 pm	Lesson 6	Games	Music	Handwork	Games	Art	French	Modern languages	Handwork / class lesson	Religion	English
2.45 pm	Lesson 7		Class lesson				Eurythmy	Music			
3.30 pm	Lesson 8									Science	Art / ICT

TUESDAY

9 am	Lesson 1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Maths	Modern languages
9.40 am	Lesson 2									History / Geography	Maths
10.20 am	Lesson 3									Modern languages	History / Geography
11 am	BREAK										
11.30 am	Lesson 4	Music	French	Art	Class lesson	Gardening / Handwork	Games	Eurythmy	Art / Woodwork	Main lesson	Main lesson
12.15 pm	Lesson 5	French	Eurythmy		Music			Modern languages			
1 pm	LUNCH										
2 pm	Lesson 6	Class lesson	Art	Music	French	Gardening / Handwork	French	Gardening / Woodwork	Eurythmy	Games	Games
2.45 pm	Lesson 7	Eurythmy		French	Eurythmy		Music		Modern languages		
3.30 pm	Lesson 8										

WEDNESDAY

9 am	Lesson 1	Main lesson	Main lesson	Main lesson	Main lesson	Art / ICT	Eurythmy					
9.40 am	Lesson 2										Religion	
10.20 am	Lesson 3										Modern languages	Modern languages
11 am	BREAK											
11.30 am	Lesson 4	Handwork	French	Music	Eurythmy	Class lesson	Gardening / Handwork	Games / Circus skills	Art / Woodwork	Main lesson	Main lesson	
12.15 pm	Lesson 5		Religion	Eurythmy	French	Music						
1 pm	LUNCH											
2 pm	Lesson 6	Class lesson	Class lesson	Class lesson	Class lesson	French	Gardening / Handwork	Art	Games	Eurythmy	Maths	
2.45 pm	Lesson 7	Class lesson	Class lesson	Class lesson	Class lesson	AW Model				Music	Music	
3.30 pm	Lesson 8											

THURSDAY

9 am	Lesson 1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	English	Eurythmy
9.40 am	Lesson 2										Modern languages	Art / ICT
10.20 am	Lesson 3										Maths	
11 am	BREAK											
11.30 am	Lesson 4	Eurythmy	Handwork	Games	Gardening	French	Woodwork / class lesson	Gardening / Handwork	Music	Main lesson	Main lesson	
12.15 pm	Lesson 5	French				Class lesson			Modern languages			
1 pm	LUNCH											
2 pm	Lesson 6	Religion	Gardening	French	Class lesson	Games	Religion	Music - choir		Eurythmy	Modern languages	
2.45 pm	Lesson 7	Music		Class lesson	Religion		Music	Modern languages	Eurythmy	Craft / handwork	Craft / handwork	
3.30 pm	Lesson 8											

FRIDAY

9 am	Lesson 1	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Main lesson	Music - choir	
9.40 am	Lesson 2										Art / ICT	Science
10.20 am	Lesson 3											
11 am	BREAK											
11.30 am	Lesson 4	Art	Eurythmy	French	Music	Religion	Art	Woodwork / Handwork	Handwork / class lesson	Main lesson	Main lesson	
12.15 pm	Lesson 5		Music	Religion	French	Eurythmy						
1 pm	LUNCH											
2 pm	Lesson 6	Gardening	French	Class lesson	Art	Eurythmy	Religion	Modern languages	Maths	English		
2.45 pm	Lesson 7		Class lesson	Eurythmy							French	Class lesson

3.30 pm	Lesson 8											Craft / handwork	Craft / handwork
---------	----------	--	--	--	--	--	--	--	--	--	--	---------------------	---------------------

For Years 2 to 5, the Wednesday afternoon session is available for extended activities related to the main lesson, for example trips to local sites or educational resources.

Pupil organisation

Reception Year and Year 1 (Kindergarten)

Children are taught in a mixed age Kindergarten. There are three Kindergarten groups per form of entry – two of 17 and one of 18 children. 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, spiritual and social welfare, including contact with parents, assessment and other management tasks associated with the class.

Years 2 to 9

Pupils in these years are taught in class groups, which do not change. There is one class group for each form of entry in each year. Pupils remain with their class group for almost all of their lessons, which means that all learning is in stable, mixed-ability groups.

Each class group from Years 2 to 9 has its own class teacher, who stays with the class throughout the eight year period. The class teacher is responsible for their class's core subject teaching through the primary age range, and will continue in this capacity through Years 7 to 9, supplemented, where necessary, by specialist subject teachers.

The class teacher is responsible for the pupils' moral, spiritual and social welfare, including contact with parents, assessment and other management tasks associated with the class.

Years 10 and 11

From Year 10 there is a change in the way that the curriculum is delivered. Although pupils remain with their class group for almost all lessons, the class teacher is left behind and teaching is taken on by specialists in their subject. 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 tutor, who is likely to be one of the teachers whom the pupils will see regularly for classes.

Full details of how this pupil organisation links to and supports the Steiner ethos and vision are given in section D1, above.

Section D3

Principles of differentiation within the Steiner curriculum

Steiner education gives equal attention to the development of pupils' physical, emotional, social and creative intelligence, as well as their cognitive intelligence. It recognises (i) that pupils learn in different ways at different times, and (ii) that different children prioritise different aspects of their intelligence in their approach to learning.

The integrated curriculum is designed to provide a range of routes into learning. The priority of the Steiner teacher, therefore, is to identify and continually re-assess for all pupils the routes most effective for them, taking into account their particular types of intelligence and their age.

This process starts in Kindergarten (Years R and 1), where the teacher carefully observes the pupils' free play and the way that they participate in structured activities. Kindergarten teachers keep detailed records and are able to identify potential strengths and weaknesses in terms of social and collaborative behaviour, physical co-ordination, creative and imaginative activities and hearing, sight, and speech. Kindergarten teachers liaise closely with the next year's class teacher(s) to insure effective hand-over, and during the Summer term the class teacher(s) will visit the Kindergartens to observe the pupils who are to enter their class.

The key to effective differentiation in a Steiner school lies in the Class Teacher's close personal understanding of their pupils and their learning capacity and skills. Because class teachers work so closely with the same group of 26 pupils over a period of 8 years, teaching them for at least 2 hours every day, engaging with their families and taking responsibility for their pastoral care, this cumulative understanding deepens over time and allows class teachers 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 task of teachers is to balance (i) working with and encouraging a pupil's strengths and (ii) seeking to stimulate their less-developed skills. For example, a geography main lesson is recorded by pupils in a main lesson book, using writing and drawing. A pupil with weak writing skills may be encouraged to develop their drawing skills, and to convey the content of the lesson in this way thus maintaining the pupil's self-esteem, confidence and engagement in learning, whilst ensuring that the content of the lesson is still taken on by the pupil.

The pupil does, however, need to strengthen their writing skills, so the teacher will set limited, achievable objectives for written content, designed to encourage the pupil to progress gradually without the risk of boredom, frustration and a sense of failure. In support of this approach, pupils are given targets and assessments based not only upon the content of completed work, but also the quality of their participation in the lessons and their overall level of

effort.

A similar approach applies to pupils who show particular aptitude in one or more method of learning. A pupil with strong literacy skills will be stretched by the teacher setting more demanding tasks. In addition, however they will be challenged in areas in which they may feel less confident, perhaps the artistic, performance, or physical aspects of their learning.

A pupil in Year 2, for example, who is at ease with numbers and simple sums, may nonetheless display a lack of hand-eye co-ordination in the rhythmic throwing games with which the pupils approach their times tables. Hand-eye co-ordination games are not just an aid to learning in that moment; they help form connections in the brain that are important for later learning, so the pupil may be encouraged to focus on this aspect for its own sake. Similarly, a pupil with a particular talent for French might lack confidence in speaking and performing. Their strength in French could provide a route to addressing this, by giving them a challenging part in a French language class play.

This approach to differentiation, making greater demands of pupils in areas of strength while continuing to challenging them in achievable ways in other areas, is central to Steiner education, since it 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. A particular challenge for Steiner teachers, therefore, in the context of an all-through school from age 4 to 16 in which the pace of learning is deliberately unhurried and broadly based, is to identify whether a pupil who is behind in one area is likely to catch up in the course of their normal development, or needs special help. Class teachers have access to specialised learning support resources, and will refer pupils when the pattern of their assessments give reason for concern. (see SEN policy below)

Management of differentiation: record-keeping, review and development

- › All teachers are responsible for the progress of all pupils they teach;
- › Class teachers are responsible for ensuring that learners are given appropriate learning opportunities, for record keeping and for using assessment data in their lesson planning on a day to day basis;
- › The SENCO supports this by maintaining records of pupils' specific learning needs (gifted and talented, English as an additional language, etc.) and monitoring that they are making progress in keeping with their abilities;
- › Teachers review their curriculum provision annually, identify areas for development for the next year and embed these in schemes of work.

Approach to specific groups

Gifted and talented pupils

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. Central to the ethos of Steiner education is to find the special talents in every pupil, both to develop them in their own right and because they may well be the route to more effective learning in other areas, and to perceiving talent as not limited to academic or subject-based learning. Relevant areas of talent may 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, together with input from specialist subject teachers and parents and carers.

Teachers recognise that, in addition to gifted all-rounders and pupils with evident talents in specific areas, some pupils with gifts and talents may experience behavioural or other difficulties such as a short attention span, low motivation, poor social skills or a lack of self-esteem.

Such difficulties may arise if the work is over-repetitive or a pupil is insufficiently challenged in an area of high ability, or where a pupil's strength in one area is disguised by weakness in another (for example, an articulate speaker with a wide vocabulary but poor writing and composition skills). Some pupils may not wish to acknowledge their exceptional abilities or have them recognised by others. The reasons for this may be personal to the pupil but may be exacerbated if there is peer pressure to under-achieve.

Provision

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

- › Main Lesson work-tasks and projects are 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 and national activities / competitions / festivals.

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

Local context

The school expects to draw pupils from across the Exeter area, as the

evidence of demand shows. On the basis of published data for Exeter schools, the average number of EAL pupils is 6%. With a class size of 26, a 12% rate gives an average of three EAL pupils per class; a 20% rate gives an average of five pupils. 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. Multilingualism is associated with learning success, and language learning is a key part of the Steiner curriculum. The school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

The approach to working with EAL pupils depends 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. Pupils in Kindergarten are free to develop at their own pace, and 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.

If possible, pupils' home languages will also be introduced, through songs and verses, to provide an element of familiarity and as an aid to integration between pupils of different home languages.

Kindergarten teachers observe closely the children in their care, and progress in language is carefully monitored, in order to provide the class teacher with a complete picture when the pupils enter Year 2.

Years 2 to 7

The Steiner curriculum contains a balance of language-based and creative and physical learning, with almost every lesson within these years incorporating significant learning elements that are readily accessible to pupils with limited English language skills. As with all pupils, teachers 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.

Years 8 to 11

Although the high proportion of learning tasks not based on language continues, and all the opportunities available to EAL pupils that are present in the younger classes continue in the older years, pupils joining the school from Year 7 with limited English language skills may also benefit from additional English teaching in a class context.

From Year 8 a choice of modern foreign languages is introduced, with the option of continuing with two languages through to GCSE. This provides the possibility for EAL pupils to take a GCSE in their first language, as well as creating additional timetabled lessons in English for the group not taking two language GCSEs.

**Pupils with social, emotional and behavioural difficulties;
Pupils from a deprived background;
Looked-after children.**

Steiner education seeks, in a literal sense, to educate the whole child – to draw out the fullness of their potential as human beings – and it follows, therefore, that the educational approach and curriculum is designed for human beings as they are found, from whatever background and with whatever challenges they bring with them.

The school will provide all pupils with a stable social and emotional environment, in which they feel safe and able to be themselves. Although many pupils may experience school as an extension of a home life in which all these qualities are present, for a significant number home life is socially and emotionally unstable for one or more reasons, and they bring these feelings of instability to school with them each day.

Social and emotional intelligence are key learning outcomes, which become very much harder to acquire if the foundations are not present. In many cases, schools provide children with their main opportunities for purposeful activity and constructive social engagement, so creating an appropriate social and emotional environment is a key task.

Key factors in a Steiner school that contribute to this task are:

- › The stable social space of the Kindergarten or class group;
- › The constructive relationships that pupils are able to forge 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

Early identification of potential problems is the key to successful outcomes. The main responsibility for identification lies with the observation of the Kindergarten teacher, and subsequently the class teacher. Nobody is better placed to know the pupils in their care. Their observations and assessments, however, take into account the experience of teaching colleagues and input from learning support staff and a range of external support organisations (see

Other Agencies and Partners, below) to identify vulnerable children.

Looked-after children may exhibit a range of vulnerabilities, and advice will be taken from Devon People's services Children in Care team, 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.

Eligibility for free school meals provides statistical evidence of deprivation and a strong correlation with below-average outcomes, in addition to which, not all families eligible for free school meals actually claim them. Care is taken, however, 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 as such. 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 circumstances.

Similarly, social, emotional and behavioural difficulties are not confined to looked-after children and the economically deprived. The task of the teacher is to identify the learning needs of pupils wherever they are found and to use these observations to inform their teaching. Clear and consistent approaches to teaching create a framework which supports many children with behavioural and emotional needs. While cluttered, inconsistent environments with frequent moves between teaching areas and changes in the class group may cause disorientation and frustration which can impact upon behaviour, in the Steiner class these inconsistencies are minimised, creating a calmer environment with clearer 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. The central principle of "breathing", i.e. a balance of activities between the expansive and active on the one hand and the quiet and reflective on the other, is central to lesson planning and structure in the Steiner curriculum and contributes significantly to well-ordered classroom environment. 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

in order 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 counterparts, 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.

ICT

For reasons explained in Section D1 (above) electronic ICT is introduced in Year 9. The curriculum is, however, responsive to individuality and distinctive needs, and computer programmes and word-processing tools are introduced at an earlier age to support some pupils who have difficulty processing and presenting information in more traditional ways. 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.

Other Agencies and Partners

For children with additional needs Exeter is served by the Integrated Children’s Services, a combined Devon County Council and NHS service that provides 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.

Integrated Children’s Services has a history of working with Steiner schools in Devon and the practices and assessments combine to support better outcomes and progression for children in the school setting, as the focus is on the needs of the child within the specific learning and social environment. These services can link well with the Steiner curriculum and learning environment, including supporting development of consistent approaches between home and school, especially for those children with more complex disabilities. Some pupils will have very specialist needs and it is important to have a clear knowledge of the potential supporting agencies that could complement the approach within the Steiner curriculum. The Learning and

Development Partnership, a Joint Venture Partnership between Babcock Education and Devon County Council, offers a range of specialist support services including advisory services covering autism, hearing and visual impairment, behaviour support, communication and interaction difficulties, special needs ICT, EAL and educational psychology. All these services offer a traded component in addition to statutory support commissioned by the Local Authority.

Devon is a SEND Pathfinder area and the idea being promoted for a single plan for all children with special educational needs and disability links with the Steiner ethos, working with a holistic view of the pupil in order to identify the best support and intervention programmes to enable them to progress. Narrowing the gap in attainment for children with additional needs is key in our society and the Steiner approach, especially if taken over the full cycle of the Steiner curriculum, can support those young people to find their own learning style and path to success.

Disabled pupils and pupils with special educational needs (SEN)

Key principles

Pupils have special educational needs either because they 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 have regard to the requirements 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*.

Exeter school statistics show that on average just over 10% of pupils either have SEN statements or are on School Action Plus, while the average for Devon for School Action is about 12%. Taken together this represents a wide spectrum of differing needs originating in a range of different causes and requiring a graduated a varying 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 as they are 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.

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 this section will be taken as an initial step.

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 also 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 be directed to an alternative route initially, rather than attempting to overcome the difficulties directly. 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 as a way of adding complexity to 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:

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).

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.

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; differentiate teaching, seeking indirect routes to improvement in learning.

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 or Individual Behaviour Plan 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.

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.

Stage 4 response

If the CAF plan linked to the Action Plus IEP and intervention plan is not seen to be supporting the pupil's progress the school works with the parents following the SEN Code of Practice and requests a Statutory Assessment SEN. Since Devon is a SEND Pathfinder the school would want to work with the new integrated models of assessment as this links very closely to the Steiner ethos relating to the education of the whole child. If the outcome of the statutory education part of the Single Assessment is that additional support is identified for the pupil, a plan for that support 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 as this keeps the focus on support that is mutually agreed and designed to meet stated outcomes for the pupil.

Physical access and movement activities

The school will be 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, in so far as possible. 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.

Section D4

A successful school

The school and the community - children, staff, parents, local people

The school is a social and cultural institution. Its success as an institution will be measured by how well it meets the social and cultural needs of the community it serves – children, staff, parents, local people and the wider community. The following provides a range of qualitative and quantitative measures with which the school will work.

1. The school is popular with **parents and carers**, and is over-subscribed every year;
 - **measured** using school's application and admission data; parental surveys;
 - **achieved** by providing a caring, child-centred school that delivers the Steiner curriculum effectively (see *Vision statement*, section C, and *Curriculum*, section D1); maintaining effective communication with parents via class teacher contacts, parents evenings, PTA, etc.; marketing the school, communicating its ethos and educational approach (see *Marketing plan* in section E);
2. The school is popular with **pupils**: they enjoy learning, want to come to school, behave well in and around the school and all categories of pupil make outstanding progress; no pupil is excluded; unauthorised absence is below 0.5%;
 - **measured** using school attendance data and behaviour policy and exclusion records; feedback from pupils, staff and parents; pupil assessments;
 - **achieved** through engendering positive social relationships, high self-esteem, strong aspirations; effective differentiation in approaches to learning; emphasis on diversity of learning activities to sustain interest; availability of alternative learning pathways in specific cases;
3. The school is **accessible** to and accessed by children of all abilities and a diversity of social and cultural backgrounds representative of the population of Exeter; that the number of pupils eligible for free school meals will be at or above the average for Exeter;
 - **measured** using school's application and admission data; parental surveys;
 - **achieved** by applying fair and transparent admissions criteria (see *Admissions*, section D5); effective marketing to hard-to-reach communities, communicating the school's inclusive social ethos and its methods of working with children having a diversity of educational needs (see *Differentiation*, section D3);

4. The school has high-quality teaching **staff**, trained and experienced in delivering Steiner education, and an effective management team; all staff have a manageable work-load, feel supported by management and colleagues and have a positive outlook concerning the effectiveness of their work;
 - **measured** by staff records (training and experience); timetabling; discussions between teaching staff and management team; staff surveys and assessments; reports to governors; assessment of management team by governors;
 - **achieved** by effective recruitment policy (see staffing structure, Section F); clear management structure and allocation of responsibilities (see this section, below); effective and regular staff meetings focusing on clarity and deepening of shared vision of Steiner education; clear systems in place to monitor, evaluate and improve the quality of teaching; self evaluation; peer review
5. The school has *a good reputation in the local community*, is a trusted partner in community initiatives and good use is made of its facilities outside school hours;
 - **measured** by feedback from stakeholders and community leaders; actual engagement in community activities and initiatives; actual use of facilities;
 - **achieved by** engendering positive social relationships and good behaviour among pupils (the pupils are the best ambassadors for the school in the community); communicating the school's ethos and educational approach through open days, public performances, invitations to community leaders to visit, etc.; participating in and / or providing facilities for community-sponsored cultural events.

The school will also be subject to regular Section 5 inspections by Ofsted.

Standardised performance indicators

The school will provide all-through provision for pupils age 4 to 16. At 16 pupils will sit GCSEs in the English Baccalaureate subjects (maths, English, science, a modern foreign language and history or geography), as well as demonstrating ICT literacy to level 2. Data will also be available from Key Stage 2 national tests (SATs) and statutory EYFS assessments (subject to exemptions).

The dynamic of pupil progress in Steiner schools differs from the expectations of the standardised performance indicators that apply in the majority of schools. 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.

In line with what has been agreed between the Department for Education and the Steiner Academy Hereford, the school expects to adopt standard arrangements for state-funded Steiner schools by:

- > Applying for exemptions from some of the Learning and Development requirements of the EYFS, either through a group or a school

- application, depending on the outcome of the Tickell review;
- › Dis-applying Key Stage 1 assessment and reporting requirements through relevant wording in the Funding Agreement;
 - › Seeking agreement to delay the administration of the Phonic Screening Check normally administered to 5 year olds.

The school will administer Key Stage 2 national tests in English and maths, but will not teach to the tests. Some of the material in Key Stage 2 maths will not have been covered by the Steiner maths curriculum at this stage.

In order to provide the most relevant progress data, the school will develop pupil profiles in parallel with national testing, but on the basis of validated Steiner class standards in Years 4, 6 and 9.

The school will report progress and assessments to relevant bodies and will provide information in a format as is required by the Secretary of State in respect of all Key Stages, except Key Stage 1, applying methods developed for use in state-funded Steiner schools that translate pupil attainment scores in maths and English at 11 and 14 into national benchmark scores. The application of these methods at the Steiner Academy Hereford has been commended by Ofsted as “robust...[and] comparable with National Curriculum levels”.

The most relevant standardised performance indicator will be the school's results at Key Stage 4 (GCSE). In view of rapidly evolving context (GCSE equivalence; uptake of EBacc subjects, etc.), and without knowing the school's admissions profile, it is premature to set statistical targets. By focusing on core subjects, however, alongside the more broadly based Steiner curriculum, the school intends to achieve results above the national average on all Key Stage 4 measures.

Performance indicators within the Steiner curriculum

The Steiner Class Standard profiles at Years 4, 6 and 9 record pupil progress in core skills and subjects, and also social, emotional and physical development. Successful pupils will meet the stated expectations according to the appropriate ability category.

The European Steiner (also known as Waldorf) schools movement has developed an international form of certification for pupils in Steiner education. The European Portfolio Certificate (EPC) is designed to recognise a portfolio of student work, defined as

...a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection.

The Certificate, together with the portfolio work itself, reveals the capacity of a learner to review, reflect on and evaluate their own learning, while helping to build personal competence and self-assurance. The completed portfolio shows evidence of a student's learning to be used in their continuing journey into other formal education institutions or employment.

In addition, work is progressing on the European Waldorf Diploma (EWD), which aims to be an accredited and internationally recognised qualification for Steiner schools in Europe. This is a subject-based qualification, to be piloted in core subjects in 2012/13.

Both EPC and EWD provide opportunities to demonstrate achievement in the Steiner curriculum, which runs alongside the GCSE programme in Years 10 and 11. In the period leading up to its first Year 10 cohort the school will work closely with both programmes to ensure that pupils are able to demonstrate fulfilment of their potential and recognition of their achievements across the full breadth of the Steiner curriculum.

Successful pupils

The Steiner mission: To develop individuals who are able out of their own initiative to impart purpose and direction to their lives.

The school intends that pupils should leave the school having developed to the greatest possible extent the following qualities:

- › ***Independence*** – the freedom and self-will to engage positively, considerately and truthfully with others;
- › ***Capacity*** – intellectual, emotional, physical, practical and creative skills to enable them to develop their particular talents to the widest extent;
- › ***Intention*** – the power of self-direction in developing those talents in the most constructive and fulfilling way.

Pupil progress and outcomes: monitoring, assessment and success measures

The monitoring and reviewing of pupil progress and outcomes will take place on the basis of:

- › Teacher formative and summative assessments over the school year;
- › Teacher interaction with pupils, observing and monitoring pupil understanding and progress within each lesson.

Responsibility for monitoring and reviewing 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, review and report progress of each pupil through a programme of continuous formative assessment, based on a deep understanding of each individual pupil and daily observation of how they are performing in their learning tasks.

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.

Early screening

All 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.

Regular assessment

In addition to the continuous programme of formative teacher assessments, teacher designed summative assessments will be carried out regularly, in a form and at a frequency appropriate to the pupils' developmental stage. Assessment records will be maintained on a school-wide basis, responsibility for the supervision of which will rest with the Principal or deputy. They include Class Standard Files for Years 4, 6 and 9, which set out expectations for pupils in that year in terms of the Steiner curriculum, using different ability categories. The school will work with other Steiner academies via the Steiner Waldorf Schools Fellowship to ensure national compatibility of these standards.

Reporting

Teacher assessments in English and maths at 11 and 14 will be reported in a standard format to the relevant agencies

Reporting to parents

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 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.

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. These teachers will also be available out of school hours to speak with parents and carers if there is a concern on either side, and welcome contact by telephone and email.

Reporting to colleagues

Weekly teachers' meetings are an important aspect of Steiner education. They provide an opportunity to share 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.

At all times the monitoring, reviewing and reporting of pupil progress and achievement will take account of social context factors.

Post-sixteen preparations

Working alongside the Steiner curriculum, pupils will take GCSEs in maths, English, science, a modern foreign language and history or geography. A

GCSE or equivalent Level 2 qualification will also be offered in ICT. Work that is specific to the Steiner curriculum method will be recognised by the European Portfolio Certificate and / or the European Waldorf Diploma (see above).

From the latter part of Year 10, each pupil (together with parents / carers, if appropriate) will meet as often as necessary with their Class Sponsor and / or the careers advisor to plan their progress when they leave the school.

The success of the pupils is measured not only by their examination results, but also by the breadth of their attainment in a curriculum that is broad, balanced and diverse up to the age of 16 and which seeks to engage the pupils at physical, emotional, social, spiritual and creative levels, as well promoting their intellectual achievement. The school will build links with sixth forms, colleges and local employers to ensure that the benefits of this approach to pupils are fully understood and taken into account.

Accountability for success

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, monitoring performance and success through a regular reporting structure, including annual reviews of teaching, learning and pastoral care.

The Principal will operate a rolling programme of self-evaluation for the school's success criteria, measured against the all-school targets (summarised as *parents, pupils, accessibility, staff, community* – see above). This will form the basis of his termly report to governors. Key inputs to this are:

- › Contact with and feedback from parents and carers;
- › Admissions data, including enquiries and attendance at open days, etc.;
- › Pupil attendance data and pupil assessment data;
- › Assessment data relating to specific categories of pupil (free school meals; English as an additional language; gifted and talented; disabled and SEN);
- › A regular cycle of teacher appraisals, including peer review;
- › Contact with the local community.

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. These are the numbers that give warning of potential resource challenges. By monitoring them routinely, timely steps can be taken and the need for crisis management averted.

The principal will also be responsible for maintaining close contact with other

Steiner schools, both directly and through the work of the Steiner Waldorf Schools Fellowship. These schools (and particularly those already state-funded) provide good opportunities for benchmarking, sharing best practice and developing work on measuring and communicating successful outcomes.

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: Kindergarten and Class Teachers, and Upper School Sponsors, will be responsible for overseeing and facilitating the attainment and achievement of a range of relevant and worthwhile outcomes by the pupils in their class, for co-ordinating and reporting assessments and identifying any required interventions; the Principal or deputy will be responsible for ensuring effective co-ordination across classes and will chair weekly meetings for all teachers working within a given age group.

The Principal or deputy will also be responsible for co-ordinating regular classroom visits for peer review, as well as more formal teacher assessments. Any concerns are reported to the Principal, who has 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.

Plans for the development of pupil assessment and tracking systems

In first year of operation the school will prioritise:

- › Further development and implementation of pupil assessment, tracking and recording systems that have been developed for use in state-funded Steiner schools to record pupil progress in core skills and subjects, alongside their social, emotional and physical development;
- › translating pupil attainment scores in maths and English at 11 and 14 into national benchmark scores;
- › researching and developing suitable tools for carrying out pupil/parent surveys, including survey services options;
- › develop a lesson planning format that highlights how the teacher is using gathered assessment data;
- › opportunities for sharing best practice and developing work on benchmarking, measuring and reporting progress and success.

Section D5 Admissions

Admissions

The Steiner Academy Exeter is committed to operating a fair and transparent admissions process, in accordance with the School Admissions Code, the School Admissions Appeals Code and admissions law as it applies to maintained schools.

Admissions arrangements

The Steiner Academy Exeter 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, whilst the school is building to full capacity in 2021 there will be two admission points, at Year R and Year 7.

Parents and carers will have opportunities to find out about the education that is offered at the Academy, through visits, prospective parents sessions and open days. Information about these will be provided on the school website and posted in local community venues such as libraries. Although highly recommended, attendance at such events is not a compulsory part of the admissions process and will not affect decisions on whether a place can be offered.

The Academy will be its own Admission Authority and will take part in the Admissions Forum set up by Devon County Council (the LA) and have regard to its advice; it will participate in the co-ordinated admission arrangements operated by the LA and the local in-year fair access protocol.

Consideration of applications

The Steiner Academy Exeter will consider all applications for places.

When fewer than the published admission number for any relevant age 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, all pupils with statements of Special Educational Needs where the Academy is named on the statement are admitted. Thereafter applications are prioritised according to the following over-subscription criteria in the order given:

1. 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;
2. Children with a sibling attending 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:

- a. 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;
 - b. 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.
3. Children of staff in the following circumstances (and in the following order):
 - a. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;
 - b. 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;
 4. The shortest distance between a child's home and the Academy measured as a direct line from the entrance of the property (a residential dwelling), to the main entrance of the Academy as plotted on a Geographical Information System (GIS);

A child may have only one address for this purpose. Where two or more children live in the same block of flats, they will be considered to live at an equal distance from the Academy;
 5. If the event of a tie in any category there will be a random ballot. This will be undertaken by the LA Admissions Manager in the presence of an Academy representative by the operation of an electronic random number generator.

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.

In-year admissions

The Academy will consider all such applications and admits 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.

Admission Appeals

If a place is refused parents have a statutory right of appeal to the Independent Appeal panel. Information about the admission appeal process is available from the Academy and from the Devon School Admissions Team.

Section D6

In a Steiner school good behaviour is a central educational outcome in its own right rather than simply a condition for effective education to take place. The school's definition of success for pupils will be that when they leave they have developed to the greatest possible extent the following qualities:

- › **Independence** – the freedom and self-will to engage positively, considerately and truthfully with others;
- › **Capacity** – intellectual, emotional, physical, practical and creative skills to enable them to develop their particular talents to the widest extent;
- › **Intention** – the power of self-direction in developing those talents in the most constructive and fulfilling way.

The development of a pupil's *way of being* is therefore central to the school's educational approach from the earliest years, and strategies for promoting good behaviour are embedded in the way that the education is organised to promote the forming of supportive relationships between groups of pupils and between pupils and their teachers. It is also understood that good behaviour goes beyond the classroom: it is reflected in how pupils relate to others outside of the school environment and to how they self-manage, especially with regard to work and responsibilities.

Key Principles that will inform the strategy for encouraging positive behaviour in the Steiner Academy Exeter are:

- › Providing a learning environment which ensures the curriculum and teaching methods provide engagement for each pupil;
- › Recognising and establishing trusting, strong and respectful relationships between pupils, teachers and parents / carers;
- › Establishing clear expectations and behaviour policies which are consistently applied;
- › Applying effective, targeted support for individual pupils whose behaviour is particularly challenging;
- › Creating a sense of belonging, community and shared endeavour.

Encouraging positive behaviour through the learning environment

There is a strong association between good behaviour and stimulating and engaging teaching, which meets the needs of pupils. Positive behaviour is encouraged when pupils are effectively engaged in their learning and have a sense of feeling truly valued in the school and wider community. Good behaviour will be reinforced through:

- › An age-appropriate curriculum. This allows the gradual development of autonomy and responsible self-direction through the class teacher years by introducing material, processes and ideas at an age and in a manner that allows all pupils to participate and engage fully in the learning process;

- › A teaching method which gives teachers the freedom to shape creatively the curriculum's specific content to meet the interests and needs of the particular pupils;
- › 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 pattern of teaching and teacher interaction with pupils, which will have a distinct rhythm to allow time for quiet reflection as well as for pupil-led discovery of the world. The pace of learning will be designed to suit children with a wide range of abilities and from different backgrounds;
- › An expectation throughout the school that the pupils will be involved in caring for one another and their environment, which will promote high levels of self- and shared responsibility. This will be implemented through formal arrangements, such as daily pupil tasks to tidy classrooms / dining room etc.
- › Healthy meals will be provided, including the opportunity for pupils to access a breakfast club. Research demonstrates that diet and nutrition have direct correlation to pupils' ability to concentrate and perform well, reducing behavioural issues.

Establishing effective partnerships between teachers, pupils and parents/ carers

The school will recognise the importance of establishing trusting, strong and respectful relationships between pupils, teachers and parents / carers to support pupils' good behaviour. 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 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", issued to all pupils from Year 2 upwards, allowing for regular contact and monitoring between teachers and parents.

Positive behaviour in the Early Years will be supported by adults as role models, providing good examples for the children. Adults also maintain a consistent pattern of activities so that children are clear about what to expect and feel secure. 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, as the pupils get older, a long term relationship of respect and mutual trust with their Class Teacher / Upper School Sponsor is established. This provides the backbone of support as they take increasing responsibility for their own behaviour and its impact upon others, as they develop an awareness of a wider social responsibility. This is one of the most valued outcomes of Steiner education.

The teachers will strive to develop and maintain open and respectful communication with parents from the outset, to develop a shared understanding of each pupil's behaviour. This will support mutual trust between teachers, parents and pupils and will, in turn, have a strengthening and positive impact on children's behaviour.

Establishing clear expectations and behaviour policies which are consistently applied

A simple, accessible and easily referenced "ground note" to an effective behaviour policy will be provided by a basic "SSS" approach: Safety, School, Social.

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

School: Above all else they are at *school*, in an environment devoted to teaching and learning.

Social: For pupils to feel safe and for learning to take place effectively they must be in an environment in which respect underpins 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 behaviour all actions will be referenced back to these three "SSS" essentials.

The Principal will establish a "Behaviour Guidance Group" made up of senior staff and including SEN expertise. This group will be responsible for ensuring that all aspects of the behaviour policy are consistently and fairly implemented and clearly communicated to all staff, pupils and parents.

Applying effective, targeted support for individual pupils whose behaviour is particularly challenging

The school will have in place a behaviour policy to underpin the education's capacity to foster respectfulness and awareness of the needs of others, to set clear boundaries of acceptable behaviour and to establish clear sanctions. The policy will outline clear boundaries around sanctions, reflection, detention and exclusion.

In addition 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.

The Behaviour Guidance Group will develop and implement 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.

Teachers recognise that some pupils with gifts and talents may experience behavioural or other difficulties such as a short attention span, low motivation, poor social skills or a lack of self-esteem. 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, together with input from specialist subject teachers and

parents and carers. The class teacher will call upon the support of the BGG in order to address behavioural difficulties relating to pupils with gifts and talents.

Early identification of potential learning difficulties is the key to successful outcomes and also a means of pre-empting inappropriate behaviour. The main responsibility for identification lies with the observation of the Kindergarten teacher, and subsequently the Class Teacher. Nobody is better placed to know the pupils in their care. Their observations and assessments, however, 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).

Creating a sense of belonging, community and shared endeavour

A sense of community can make a significant contribution to good behaviour: the way in which pupils view their school 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 in-house news letter including contributions from pupils and the cultivation of pride in the school environment. In addition the school will make strong efforts to embed itself within the local community by sponsoring initiatives such as care-taking schemes and reading support from seniors.

Attendance

The school will promote a culture which supports regular attendance and emphasises the benefits of full participation in all lessons. The Parents' Handbook will contain the Attendance Policy, which will also be displayed in the school and on the website. 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. Information will be shared with all stakeholders to determine the level of success and any steps that are needed.

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 when they should be in school;
- › 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", are implemented where possible in local catchment areas, to support all families' efforts to achieve high attendance.

Pupil well being

Pastoral care will be supported through the school by the continuity of teacher model, through the three key phases of the school.

The staffing structure ensures a learning community, so a pupil will know a high proportion of all 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, both for the pupils and for subject and visiting teachers.

Other strategies will be implemented, such as peer support / buddy system and / or designated Circle Time:

- › The peer support method directly involves children and young people in supporting an environment where all children feel safe and feel they have someone to whom they can talk;
- › Circle time will be used during Class Teacher lessons as a way of encouraging pupils to reflect on their relationships with one another, along with their individual thoughts and feelings. It can also be used to encourage problem solving within the class as a team, with the Class Teacher and other trained adult support.

The Principal will be responsible for promoting anti-bullying work in the school. S/he will:

- › Work with pupils parents and carers to draft, and then review the policy on a regular basis;
- › Ensure the policy begins with a clear definition of what bullying is;
- › 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;
- › Ensure the policy includes the preventative strategies that the school will use;
- › Ensure the policy gives a clear outline of how the school will 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 includes reference to bullying between pupils outside of school and bullying of staff;
- › Ensure the policy references occasions where there may be police involvement (e.g. if a crime has been committed);
- › Ensure the policy is shared with all members of the school community (e.g. through the school website, newsletters).

The Principal will also 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. Strategies will include:

Whole school approach, through:

- › Pupil perception survey;
- › School conference day on bullying;
- › Thorough supervision at play times;
- › Care of the school environment / playground;
- › Contact telephone;
- › Opportunity for parents to meet staff;
- › Teacher groups for anti-bullying, pro-social work in school;
- › Parent circles.

Class Level

- › Class rules, praise and sanctions
- › Regular class meetings
- › Role playing, literature, arts – diversity within curriculum
- › Cooperative Learning
- › Common positive class activities
- › Class meeting teacher – parents/children

Individual Level

- › 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 or school.

Pupils responsibilities

Pupils will take responsibilities at school level in tackling bullying. Pupils will be given annual surveys to assess the extent of bullying and the effectiveness of existing strategies. They will also be encouraged and supported to form:

- › pupil led anti-bullying groups;
- › peer support and buddying systems.

Safeguarding

- › The Principal is responsible for ensuring that pupils both are safe and

feel safe in school. In particular, s/he will ensure:

- › That rigorous safeguarding policies and procedures are in place, that their use and effectiveness is monitored and they are regularly reviewed;
- › That designated staff receive specialist training in child protection and promoting safe practices, and that this expertise is shared effectively with colleagues and renewed regularly;
- › That child protection policies are clear and unambiguous, so pupils, adults and staff know to whom to turn if they have concerns;
- › That the principles of safer recruitment are strictly adhered to.

Section D7

Community context

Exeter is a Cathedral and University City with a population of around 120,000. It is also a business and commercial centre for Devon and the wider South West region. Overall, the city is seen as relatively prosperous, with the high quality of city life enhanced by its geographical location, giving easy access to rural areas and with good communications and transport infrastructure to all parts of the UK.

Alongside the prosperity, however, there are several districts of the city which rank among the lowest in the country for children's well-being. Eleven Lower Super Output Areas (LSOAs) in Exeter are among the worst 20% in England. In particular, children's well-being in parts of Exeter is poor in terms of housing and education (*DCC Children's Plan: Child Poverty Needs Assessment, 2010*). Within this context, Exeter has a significant number of hard to reach families, including the homeless, asylum-seekers and refugees and black and minority ethnic families and lone parents and families with one or more disabled parent. There is also an identified problem with separated parents, particularly fathers, becoming disengaged from their children's lives. We will work with Sure Start Exeter, the Refugee Support Group, Exeter Community Initiatives and other groups operating children's centres and family services to develop programmes of communication and adult education to try to connect with these families.

Education has been identified by Devon County Council as a priority to improve children's lives in Exeter. The number of pupils achieving 5 A* - C at GCSE is significantly below the national average, especially in city centre maintained schools. In addition to this, the number of children going on to further education is low.

The school community

Although the school has yet to locate itself in specific premises, it expects from its demand data to attract a socially diverse pupil population, reflective of

the diversity of the people of Exeter but including a significant number from deprived areas.

The 2007 Ofsted report *20 Outstanding schools* 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 the way of working that is integral to the Steiner 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 humanising;
- › 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.

Because Steiner education works so closely with every aspect of child development, the curriculum is able to engage and make demands of pupils with greatly varying skills, approaches and backgrounds. In this way every pupil is encouraged to succeed on their own terms. Sections D1 and D3 above spell out in detail the diversity of approach that is possible and that may contribute to breaking the cycle of deprivation in which many young people are trapped.

The Steiner Academy Exeter will be a warm, friendly and welcoming environment, accessible to parents working actively to overcome a residual antipathy to school which they carry in themselves. Skilled, perceptive and persistent work is required to reduce barriers to children’s learning, provide advantage where it is lacking, mentoring and support for parenting where it is needed, gain the trust of parents and the support of the community, thus supporting the child. Our school will work closely with parents / carers as well as local support agencies, voluntary groups and health professionals in reinforcing the importance of this approach.

Working with the wider community

Exeter has a thriving local farming and food community. Organisations such as Love Local Food, Harvest, Real Food Exeter and land-based community projects such as West Town Farm, Shillingford Organics and Exeter Community Agriculture already contribute to enriching the city’s connection to local and healthy food production and ways of life. Members of the Steiner Academy Exeter team already have strong links with these projects, all of whom support the application, and we will build on these to connect families to their own ability to work together and learn to provide for themselves.

We will encourage participation in healthy, active lifestyles, working with partners such as local authorities, National Parks, schools and the NHS to

provide extra-curricular and enrichment activities. The benefits to this will be to increase community cohesion, helping staff to build positive relationships with children and their families. Physical activity is integral to the Steiner curriculum, both within the classroom and outside. Where parents may have had a negative experience of school themselves, this approach provides reassurance that their children's needs are being met and that they are enjoying their time at school.

Festivals, celebrations and creative arts are also a vital part of our school culture. These events, as well as building children's confidence in themselves and awareness of the world around them, have the added benefit of encouraging parents into the school for social events. Parent participation is key to the success of these, while involvement also offers a sense of belonging, achievement and self-affirmation.

We are keen to co-operate with other schools, developing our own educational practice and sharing our experiences. This will include exchanging teaching observations and expertise, hosting continuing professional development days or courses and the possibility of sharing materials and teachers.

We will promote classroom exchanges, where a class from our school will develop a relationship with the corresponding class in another local school and possibly spend time in each other's classrooms. We will also develop inter-pupil relationships with schools from other countries and cultures.

Section E: Evidence of demand and marketing – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

In **column A** please provide the proposed number of places in each year group.

In **column B** please provide the number of children of the relevant ages whose parents have indicated that they will choose the proposed school as their first choice.

Leave **column C** blank.

In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

	2013				2014			
	A	B	C	D	A	B	C	D
Reception	26	64		246%	26	53		203%
Year 1	26	58		223%	26	64		246%
Year 2	26	63		242%	26	58		223%
Year 3	26	87		334%	26	63		242%
Year 4					26	87		334%
Year 5								
Year 6								
Year 7	26	35		134%	26	50		192%
Year 8					26	35		134%
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								
Totals								

The evidence of demand survey was carried out using both an online survey form on the [SteinerAcademyExeterwebsite](http://www.steineracademyexeter.org.uk/index.html), <http://www.steineracademyexeter.org.uk/index.html>, and a paper form. The website contains a range of information about the proposed school, including the following statement on the home page along side a link to the petition:

Steiner Academy Exeter: Our vision

Our educational vision is of a school where childhood is nurtured, individuality is respected and children flourish, achieving success and excellence from strong foundations in a wide range of skills, encouraging a lifelong love of learning and the capacity and confidence to fulfil their greatest potential.

Our school will:

- › Offer parents in the Exeter area a new educational choice for their children.
- › Provide outstanding school provision from Early Years to GCSE level.
- › Develop and deliver an age appropriate curriculum informed by Steiner's philosophy of child development; balancing academic, creative and practical learning, giving equal attention to the pupils' emotional, social, physical and spiritual development.
- › Encourage children to enjoy learning through play, experience and discovery in both indoor and outdoor educational environments – stimulating their imaginative curiosity and nurturing their ability to think and communicate creatively.
- › Educate children to become independent, responsible individuals who contribute productively to society, confident in themselves and their abilities.
- › Work consciously with the whole family, encouraging a strong, committed school community who work together, and with the wider community, co-operatively, with respect, responsibility, gratitude and care.

The survey page states: *“Please register your interest in sending your child to Steiner Academy Exeter by completing your details. We will keep you updated on the progress of the application via email.”*

Within the survey respondents are asked to indicate if: *“Steiner Academy Exeter is the first choice for this child”*

The paper survey form is as follows:

Steiner Academy Exeter

Free School Support Survey

The government's Free School programme aims to provide greater parental choice and introduce innovation into the education system by opening it up to a much wider range of providers and approaches. We aim to apply to the Department of Education for state funding to create a new school for the Exeter community offering outstanding primary and secondary education for children aged 4-16years.

Our educational vision is of a school where childhood is nurtured, individuality is respected and children flourish, achieving success and excellence from strong foundations in a wide range of skills, encouraging a lifelong love of learning and the capacity and confidence to fulfil their greatest potential.

Our school will:

Offer parents in the Exeter area a new educational choice for their children.

Provide outstanding school provision from Early Years to GCSE level.

Develop and deliver an age appropriate curriculum informed by Steiner's philosophy of child development; balancing academic, creative and practical learning, giving equal attention to the pupils' emotional, social, physical and spiritual development.

Encourage children to play and enjoy learning through experience and discovery in the indoor and outdoor educational environment, stimulating imaginative curiosity and nurturing the child's ability to think and communicate creatively.

Educate children to become independent, responsible individuals who contribute productively to society, confident in themselves and their abilities.

Work consciously with the whole family, encouraging a strong, committed school community who work together, and with the wider community, co-operatively, with respect, responsibility, gratitude and care.

Please register your interest in sending your child to Steiner Academy Exeter by completing your details.

We will keep you updated on the progress of the application via email.

Name	Date of birth of child (one line per child please)	Postcode	Address and e-mail/ phone no.	Steiner Academy Exeter is my first choice for the education of my children (signature of parent/carer)

Summary of responses

A total of 792 children had been entered either on the website of the paper form, as of 21st February 2012. The parents of 744 children indicated that Steiner Academy Exeter would be the first choice for their child, and a further 48 requested more information. Of the 744 first choices, 22 provided insufficient or unclear information about the age of the child; 29 of the children were age 16 or older. 693 children age 1 to 15 were, therefore, represented in the data, as follows:

Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number	31	59	53	64	58	63	87	59	53	50	35	23	26	18	14

Postcode data

Postcode data was collected for all children. Of the 612 children in the age range one to eleven, 71% were from the urban Exeter postcodes of EX1, EX2, EX3 and EX4, with the largest group in almost every age range being in EX4.

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

Action / event	Overview
Steiner Academy Exeter Website	We have a web presence at www.steineracademyexeter.org.uk and are running a regular blog keeping interested parties up to date on the progress of our application.
Facebook	Steiner Academy Exeter has its own active Facebook group with over 100 members receiving regular posts.
Twitter	Steiner Academy Exeter is on Twitter.
Facebook Advertising 23rd January 2012 – 23 February 2012	The advertisements direct prospective parents to the Steiner Academy Exeter Website and have reached 20,000 + people (parents, interested in education, health and well-being, and the environment, and who live within 40 km of Devon).
Press Release	Issued to 40+ contacts in local, regional and national media, including TV and radio, newspapers and feature magazines.
Press coverage	Coverage in: Western Morning News, Reconnect Magazine, Express and Echo Online: BBC news online, Thisisexeter.co.uk, MidDevonStar.co.uk, ThisisDevon.co.uk, ThisistheWestCountry.co.uk We also have coverage from local bloggers and community sites.

Spotlight- BBC local news Aired on BBC1 local TV at 1pm and 6.30pm 3rd Feb	News feature on Steiner Academy Exeter's Free school application.
Canvassing door to door and distributing fliers	Throughout January and February we have walked the streets of Exeter informing a full cross section of the community about our project and gathering support/feedback. The areas targeted so far are those documented by the City Council as being areas of significant deprivation (please see table 1 for details).
Stall in the Guildhall Shopping Centre Exeter 28th January 2012	An information stall in the city centre to inform all elements of the community about our project. A team of Steiner Academy Exeter Supporters handed out fliers, collected signature support and answered questions.
Visiting Children's Centres around Exeter: Beacon Heath, Wonford St Thomas (West Exe), Heavitree and Polsloe Whipton	We have visited centres, informing staff of the project and requesting that fliers are available in groups with parents and children. We will continue to attend these groups.
Stall at the 'Exeter Baby Market' Magdalen Court School December 2011 & 28th January 2012	An information stall to inform all elements of the community about our project. A team of Steiner Academy Exeter Supporters handed out fliers, collected signature support and answered questions.
Flier Distribution	Various Outlets (please see details in table 2)
A stall at Matford Car Boot Sale Exeter Sunday Mornings Throughout January and February	Throughout January and February a team of Steiner Academy Exeter Supporters handed out fliers, collected signature support and answered questions.
Steiner Academy Exeter Newsletter	A Newsletter is sent regularly to over 200 Steiner Academy Exeter Supporters, keeping them up to date with the progress of the application.

<p>Public Consultation meeting at Exeter City Library</p> <p>7th February 2012</p> <p>7.00pm- 9.00pm</p>	<p>We hosted a public meeting, well attended by local councillors, teachers, teaching union members, 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. Video footage of the meeting can be seen on our website.</p>
--	--

Source: Strategic Intelligence Devon County Council 2010

Table 2 (below): Distribution of fliers

Table: 1 (below) Detailing target areas for signature canvassing

Deprivation at a local level

Parish (or Exeter Ward)	Overall IMD ranking where 1 is the most deprived
Cowick	1
Mincinglake	2
Newtown	1
Priory	3
St David's	2
Whipton & Barton	2

Picture House Cinema, Exeter
Phoenix Arts Centre Exeter
Museum (RAM) Exeter
Natural Health Centre
Chagford Cafe
Exeter Gym Club
Darts Farm Exeter
Exe Valley Farm Shop
Green House, Crediton
Seasons, Exeter
Shillingford Organics, Exeter

Two Rivers Kindergarten
Exeter Playgroups and Preschool (36)
Westpoint, Exeter
Escot Park
Exwick Nisa
Alphington Community Centre
BP Garage, Cowley, Exeter
Crealy Park, Exeter
Bramford Speke notice board
Upton Pyne notice board

Section E: Evidence of demand and marketing – part 2

Please refer to pages 21-23 of the 'How to Apply' guidance for what should be included in this section.

The Steiner Academy Exeter will be an inclusive urban school, reaching out to all members of the community. Although Exeter is culturally rich and has areas of great prosperity, it has significant areas of social deprivation, as well as ethnically diverse communities. 11 of the Super Output Areas in Exeter are within the worst 20% in the country on measures of social deprivation. We will work hard to build relations with all sections of the community, with a programme of work in school and out aimed at specific groups.

Exeter has a number of different language groups, whom the school will endeavour to reach, if necessary by having key information translated. As the school grows, we will appoint parent co-ordinators who will welcome new families and go through the school handbook and other information with them, wherever possible in their own language.

We will work with groups such as the Polonica Exeter Polish Association, the Global Centre, Exeter Community Initiatives, the Exeter Mosque and Islamic Cultural Centre and Devon Community Foundation to disseminate information about the school and encourage interest and support.

Exeter has several Gypsy and Traveller communities, including two authorised and three unauthorised sites in or close to the city. We will work with Gypsy and Traveller liaison groups, including Devon Consortium Travellers' Education Service, to facilitate gypsy and traveller children in the school.

The extreme levels of deprivation in Exeter may often seem hidden, and equally hidden are a large number of hard to reach families, including the homeless, asylum-seekers or refugees and black and minority ethnic families and lone parents and families with one or more disabled parent. There is also an identified problem with separated parents, particularly fathers, becoming disengaged from their children's lives. We will work with Sure Start Exeter, the Refugee Support Group, Exeter Community Initiatives and other groups operating children's centres and family services to develop programmes of communication and adult education to work with these families.

We will continue our door to door and street-based conversations in deprived areas, to spread the word about what the proposed school has to offer. We plan specific public events and projects – such as community art and craft projects, storytelling days, parent and toddler groups and activity days – to reach out to families whom web-based and printed materials do not easily reach.

We will also seek to develop contacts with the extensive home education

networks in the area of Exeter.

Exeter has an excellent network of support and voluntary organisations promoting equality and diversity in the city, with which the proposers already have a good working relationship. These organisations include the Global Centre, Refugee Support Group, Transition Exeter, St. Sidwell's Centre, the Carousel Project and Exeter CVS. We will work with all these organisations, as well as the city and county councils, to actively promote equality of opportunity, eliminate discrimination, harassment and victimisation, together with the fostering of good relations and removal of prejudice through promotion of mutual understanding and tolerance.

We will seek to operate regular volunteer cafés, drop-in sessions and activities for specific groups in the community, such as elderly people, young parents, single parent families and fathers. These activities will also be part of our plan to engage the school's families, which is an integral part of life in a Steiner school life. In particular, we feel it is important for children to feel part of an extended community that includes all sections of society. To that end, we will encourage older children in the school to contribute to cafés and community groups, whether it be behind the counter at a café, or, for example, putting on a carol concert which the public are invited to attend.

Discussions with the local authority

In December 2011, the Proposer team met with Devon County Council officers from the Strategic Planning and Education Departments to discuss the plans for the Academy. From these discussions it was clear that there is a current shortfall of primary places in Exeter, as well as in East and North Devon. There is also a projected shortfall of secondary places in Exeter from 2016 onwards.

Current provision in Exeter is concentrated on the east side of the River Exe, with only one secondary school in West Exe, despite the fact that there is a resident population of 29,500 with a high proportion of under 16s. We understand that proposed developments in Exeter over the next ten years will necessitate at least one additional secondary school and two primaries on the east side of the city and at least one primary and secondary on the west side. There are three new major developments planned around the outskirts of the city, adding nearly 8,000 homes:-

- › The new town of Cranbrook, to the east of the city, will add 2,900 homes;
- › Monkerton, on the eastern boundary of the city near Pinhoe, will add 2,300 homes;
- › A proposed major housing development on the Exeter/Teignbridge border near Alphington, on the west side of Exeter.

Work has already begun on laying the infrastructure for Cranbrook and Monkerton, including access roads and plans for a railway station on the Exeter-Waterloo line. Both Monkerton and Cranbrook are near to one of the sites the project team has been investigating at Brookhayes. The Alphington/Teignbridge development is adjacent to West Exe.

Section F: Capacity and capability

Please refer to pages 24-27 of the 'How to Apply' guidance for what should be included in this section.

Section F

Note of clarification

Several of the Proposer team members and advisers have connections with either the Exeter Steiner School or the South Devon Steiner School. It should be emphasised that all of these are supporting the proposed new Steiner Academy Exeter in their private capacities, as an expression of their wish to see Steiner education made universally available, and not limited on the grounds of parental means.

The proposal, which is supported and has been greatly assisted by the Steiner Waldorf Schools Fellowship (the membership organisation for existing Steiner schools in the UK), is for an entirely new school, with a new, distinctive team, with no formal connection to any existing one.

Exeter Steiner School fully expects to continue in existence as a parent-funded school offering specialist pre-school and school education in small groups (it currently has 20 school-age pupils). Its trustees have offered general support and goodwill to the new Academy proposal as an expression of their charity's overall educational objectives.

Section F1

██████████: Education lead

██████████

██████████: Teacher

██████████

██████████: Teacher

██████████

SEN advisor: ██████████

██████████

Education outreach advisor: ██████████

██████████

Section F2

██████████: Project finance lead and proposed Chair of Governors

██████████

██████████: Advisor on state school budgets

Biographical details: see Section F1, above.

[REDACTED]: Advisor on Steiner school budgets and business accounting

[REDACTED]

Section F3

Members

[REDACTED]

[REDACTED]

[REDACTED]

Biographical details: see Section F1, above.

[REDACTED]

[REDACTED]

Directors

[REDACTED]: Joint Project Manager and proposed Chair of Governors

[REDACTED]

[REDACTED]: Joint Project Manager and Premises lead

[REDACTED]

Other Team Members and Advisers

[REDACTED]: Marketing

[REDACTED]

[REDACTED]: Marketing

[REDACTED]

[REDACTED]: Human Resources

[REDACTED]

[REDACTED]: ICT specialist

██████████

██████████: **Construction**

██████████

Other resources

The Proposer team expects to require additional project management resources in relation to any significant capital expenditure on premises, the extent of which cannot be determined at present. The team is also aware that it has no qualified legal expertise, and is researching to possibility of pro-bono work in this area from local firms.

Section F4

Final staffing structure

Senior leadership team

The senior leadership is responsible for making possible the work of the teachers, ensuring that the educational practice and outcome of the school is consistent with its principles and vision, that it meets statutory requirements and that pupils progress to the extent of their capacity. A key part of this role is to ensure that the collaborative educational practice, which has been at the heart of Steiner education since the first Steiner school, is maintained and deepened. Steiner education is inherently cross-cultural and interdisciplinary, and requires a shared educational vision that is renewed daily and weekly through meeting and study.

Principal: overall leadership responsibility. See job description in F5, below.

Vice Principal / Senco: reports to the Principal; a qualified special educational needs co-ordinator who takes overall responsibility for pupil progress, including maintaining SEN, EAL and Gifted and Talented records and pupil assessment data; pastoral care; parent engagement.

Vice Principal: reports to the Principal; responsible for the organisation of teaching and learning; chair of weekly teacher meetings; co-ordinates timetable, activities, use of teaching facilities, sharing of resources, teacher co-mentoring, teacher assessments, professional development.

Finance manager: reports to the Principal; responsible for ensuring that the teachers have access to the resources to carry out their work, with emphasis on financial planning and good management. Produces annual

accounts for audit; administers financial information system and submits statutory returns.

Business manager: reports to the Principal; responsible for ensuring that the teachers have access to the resources to carry out their work, with emphasis on facilities and systems. Manages premises, Health and Safety, administrative ICT, purchasing and HR administration.

The connection between the Senior leadership and the teaching body

In the teaching body itself, leadership is collegial and distributed. The chair of each teacher meeting (Kindergarten, Years 2 to 9 and Upper School) plays a co-ordinating role with the leadership team. Teaching is a cultural and social activity rooted in direct human relationships with colleagues and pupils, but a framework is needed for connecting this creative pedagogical work with the world outside – a two-way connection in which, on the one hand, the teachers can access the resources that they need, and on the other they are held firmly accountable for the outcomes of their work. It is the task of the leadership team to provide this connection: this small, co-ordinated group covers efficiently the four key areas – pupil progress, curriculum organisation, financial and physical resources – that allow the cultural and social nature of Steiner education to flourish.

The teaching body

This comprises six Kindergarten Teachers; 16 class Teachers; four Upper School sponsors and a range of specialist subject teachers. Each Kindergarten teacher teaches a mixed-age group drawn from Year R and Year 1; Class Teachers stay with their class group throughout Years 2 to 9, and teach them for 40 – 50% of their timetable; Upper School sponsors are appointed to each class group for Years 10 and 11 and will also teach them certain subjects. In addition to their teaching, all these teachers perform pastoral, organisational and management tasks for their class group and are responsible for their well-being and progress, for which they account to the relevant Vice Principal. They will also chair teacher meetings (in Kindergarten, Years 2 to 9 and Upper School) probably on a rotating basis, termly or annually.

Subject specialists supplement the teaching of the Class Teachers, teaching progressively more lessons as the children get older. There will be four full time specialist science and maths teachers, focused on Years 8 to 11; in addition there will be about ten FTE specialist subject posts, likely to comprise full time posts in Eurythmy, French, Music, Gardening, Handwork, Games, Art and Craft, and several smaller part-time posts in these subjects, as well as German. Class Teachers will be recruited who can also contribute to subject specialisms; the object is to maximise the number of full-time or nearly full-time teaching posts, in order to provide a stable and consistent social environment within which the teaching can take place.

Lesson loads for full-time teachers will be set at a level that allows them to contribute to the provision of cover for sick and absent colleagues. This also avoids the problem of seeking suitably qualified Steiner teachers at short notice, allows essential timetabling flexibility and creates time for the higher levels of preparation, planning and assessment (see next paragraph).

Teacher salaries

The teacher-pupil ratio is relatively lower in Steiner schools, compared to the norm for the National Curriculum. This reflects the higher proportion of hands-on, physical and experiential activities throughout the age range, for which class groups are often split into two for safety and practical reasons. It also reflects a slightly lower lesson load per week for Class Teachers, who each carry management responsibilities and have relatively higher preparation, planning and assessment loads.

The logical consequence of this is also the reality, namely that teacher salaries will be, on average, lower than those that pertain in the maintained sector, by a factor of c. 15-20%, and that this is accepted by those entering the profession. In considering whether it is viable to budget on this basis, the Proposers have taken into account the salaries that pertain in the parent-funded Steiner school sector, which in some cases are very much lower still, and the continued flow of applicants to posts even at those low levels.

Although there is evidence (see Teacher Recruitment, below) that some Steiner trained teachers are prevented from working by low pay considerations, this has to be placed in the context of some exceptionally low rates. Although nobody comes into Steiner education to get rich, the Proposers consider that a salary level within a range of + or – 10% of UK median full time pay is acceptable, and likely to attract a high standard of applicants.

The teaching salary structure allows some degree of individual incentive in relation to pay. A higher salary level has been built in for hard-to-find teachers, specifically Maths and Science teachers for the older years.

Teaching assistants

Teachers are supported by teaching assistants, working as (i) Kindergarten assistants, (ii) classroom assistants, supporting hands-on experiential learning in sciences, gardening and crafts, (iii) a technical assistant, to service equipment and facilities for this learning, and (iv) SEN assistants.

Within the final staffing structure are six Kindergarten assistants; 12 classroom assistants (2.4 FTE posts, i.e. c. 100 lessons per week); a full time technical assistant, 12 SEN assistants also amounting to 2.4 FTE, a pianist for Eurythmy lessons and a pastoral co-ordinator.

Administration and facilities team

The team operates as a service-provider to the educational staff in relation to teaching resources, office support, IT facilities, register management, etc. The administration team is part of the “cultural community” of the school - in other words, it is equally focused on the educational outcomes that are the school's *raison d'être*. To reinforce this focus, opportunities will be sought to combine part-time teaching assistant and administration posts.

The final staffing structure is as follows:

- › **P.A. To Principal** – to ensure efficient use of time of the senior leadership;

- › **Office Manager** – to organise all non-teaching resources, support the work of the Business manager, maintain IT based and paper record-keeping systems, act as clerk to the Governors, process admissions enquiries;
- › **Curriculum Clerk** (term time only) – to support the needs of teachers: organise teaching resources and timetable, including use of teaching spaces; order supplies; arrange staff and student travel, class trips and outside facilities; organise cover for sickness and absence;
- › **Finance Clerk** (part time; term time only) – to support the work of the Finance Manager;
- › **Receptionist / register supervisor** (2 posts, term time only) – to ensure 100% attendance on visitors, telephone calls and emails; to maintain class registers and record them electronically; to contact parents / carers in the event of unidentified absences; to provide secretarial support to teaching staff as appropriate;
- › **Caretaker** – to organise and undertake (in so far as possible) the care and maintenance of indoor and outdoor premises, including security and evening and weekend access and supervision;
- › **Lunchtime supervisors** (3 part time posts)
- › **Cleaners** (3 part time posts)
- › **Catering** (6 part time posts, estimated – subject to demand for school meals).

Phased build up of staff

The numbers of teachers and educational support staff increase in line with pupil numbers, with little variation. Lunch-time supervisors, cleaners and caterers increase similarly. The build up of other staff has been planned carefully to minimise the requirement for dis-economy funding, as follows:

Pupils		Leadership	Admin and support
130	21%	Principal performs the function of both Vice Principal roles, with outsourced SENCO support. 70% - 100% Business/ Finance manager.	PA to Principal, 85% for 2 years, then full time. Assists with Reception / registers for 4 years;
182	29%		Office Manager 50% for 4 years;
260	42%		Caretaker 50% - 70%; Receptionist / registers 50% - 75%;
338	54%	30% Vice Principal post, ideally combined with a part time subject teaching post (at the lower rate of pay) to enable to post-holder to	Finance Clerk 50%; Receptionist / registers 100%

		become thoroughly familiar with the school and its ethos. Grows to FT over 4 years.	
416	67%	Second Vice Principal / Full time SENCO is introduced, to replace the out-sourced service.	Caretaker 100% Curriculum Clerk 50% Receptionist / registers 150%
468	75%	50% Finance manager introduced	Curriculum Clerk 100%
520	83%	Principal / Vice principal team complete.	Receptionist / registers 200%
572	92%	FT Business and Finance managers	
624	100%		

Section F5

Safer Recruitment

All recruitment for the Steiner Academy Exeter will have careful regard for best *Safer Recruitment* practice. Both [REDACTED] and [REDACTED] are trained in Safer Recruitment, and it will be a requirement for the post of Principal that the successful candidate either has this training or undertakes it upon taking up the post. Appropriate members of staff, including the Business Manager, will all so be required to undertake the training. Members of the pre-opening team also have experience in setting up an operating a *Single Central Register* of employees.

Principal Designate

The appointment of the Principal designate will be co-ordinated by [REDACTED], Chair of the proposed Governing Body, and [REDACTED], who leads on state funded schools for the Steiner Waldorf Schools Federation and is Chair of Governors at Steiner Academy Hereford, will be part of the selection board, which is also likely to include at least one founding company member. At least one selection board member unconnected with the proposal will also be sought.

The starting date for the Principal designate will be up to two terms prior to opening, i.e. as soon as possible in the calendar year 2013. In tandem with the pre-opening team they will take the lead in translating the Proposers' vision for the new school into practical reality. Central to this will be two key tasks - the recruitment of high quality teaching staff and building on the proposer team's work of reaching out to and embedding itself in the local community.

Many Steiner schools, including the majority of parent-funded schools in the UK, have collective teacher leadership arrangements in which the formal role of Principal does not feature. Nonetheless, the Proposer team is convinced on the basis of direct experience that a Principal-led management model has very considerable advantages for the effective

management of a Steiner school, relieving the wider teaching body of many management concerns and responsibilities and enabling it to renew and redouble its focus on collaborative educational practice.

The Proposer team is equally clear, however, that for a Principal to oversee the creation of a new Steiner School, and for that school to develop an authentic Steiner ethos, a deep knowledge – derived from substantial experience – of the principles and practice of Steiner education is an absolute pre-requisite. The proposer team is acutely aware of the challenge that it faces in this regard; there is no deep pool of experienced Steiner teachers in the UK with individual school leadership and management experience; on the other hand it is not possible for experienced school leaders from other walks of education to acquire the necessary knowledge and experience in a short space of time.

Under these circumstances the Proposer team is extremely fortunate to have engaged the commitment of [REDACTED] to the post of Principal Designate. [REDACTED] is one of the most experienced Steiner Teachers in the UK and has recent leadership and management experience as the Education Co-ordinator of the South Devon Steiner School. He has considerable teacher training experience on Steiner programmes and performs a range of management, outreach and education development tasks in his current role with the Steiner Waldorf Schools Fellowship. Alan's CV is attached at the end of this section.

The Proposer team considers that [REDACTED] is likely to prove an exceptionally strong candidate for the post of Principal Designate, but [REDACTED] has requested and the team have decided that this should be tested competitively through an open recruitment procedure. It will be a requirement for any candidate appointed that they should undertake a programme of school leadership training, both to develop personal leadership skills and to reinforce the specific and statutory requirements for leadership in a publicly-funded school (unless they can provide clear evidence of this, based on experience).

The relative proximity of Exeter to the Steiner Academy Frome, due to open in September 2012, creates welcome opportunities for collaboration in school development within the state-funded Steiner movement. The candidate appointed to the Steiner Academy Exeter will be expected to work closely with [REDACTED], currently [REDACTED] and now appointed to be [REDACTED], in developing best leadership practice for Steiner schools in the state sector.

The recruitment process for Principal Designate will commence as early as possible within the context of the Free School process, ideally no later than October 2012. Advertisements will be placed on the Steiner Academy Exeter's website, on the website of the Steiner Waldorf Schools Fellowship, in *New View Magazine* and in the national press. Notices will also be sent for distribution in existing UK and EEA Steiner schools.

The selection process will combine interview with paper-based and collaborative tasks. Assessment of capacity and suitability will be made against the job description, of which the following is an initial draft.

Principal Designate – draft job description

1. Headline responsibilities

The Principal shall: -

- understand the status of the Academy as an independent state school
- be accountable to the Board of Governors
- 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 to provide excellent Steiner education
- create a harmonious environment where pupils feel safe and can learn effectively without pressure manage resources within budget
- promote and secure the equal opportunities and achievement of students and staff.

2. Leadership

The Principal shall ensure: -

- effective communication with the Governing Body 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 groups contributing to the management of the school have well
- defined roles and functions and their inter-relationships are clearly understood

3. Pastoral care

The Principal shall ensure: -

- the strong pastoral care system based on the Class teacher system is supported and developed
- respectful relationships between pupils and their teachers underpin ~~the performance and behaviour of pupils in all areas of school life~~
- the Class teacher encourages pupil participation in activities that they

- might not otherwise have the opportunity for in the school parental involvement in the school life is encouraged through the celebration of Festivals in particular and also through creating volunteering opportunities and parent oriented events.

4. Curriculum

The Principal shall ensure: -

- the curriculum is appropriate for all pupils and is supported by high quality teaching so that it can deliver the best outcomes for all pupils
- the teaching and learning is monitored to safeguard best value with resource management
- school organisation is monitored and reviewed in line with changing needs and demands of the teaching and learning
- effective assessment and recording systems are developed and maintained which track pupils' progress and identify for them and their families what progress is being made each term
- assessment is used to improve teaching and learning
- the school's structure and organisation is effective.

5. Personnel

The Principal shall ensure: -

- strong distributed leadership so that teams and individuals can be effective in their work with the children
- conditions exist that support good working relationships among all members of the school community
- recruitment and selection of teaching and support staff is carried out in line with the school's policy and the requirements of *Safer Recruitment*
- appropriate personal and professional development of all staff
- promotion and implementation of strategies which ensure that all pupils feel safe at school with an emphasis on pastoral care, discipline and high morale throughout the school community
- performance management of all staff is in line with best practice.

6. Finance

The Principal, assisted by the Finance / Business manager, shall ensure: -

- sufficient resources for the school to deliver its vision
- a sustainable budget that can deliver best value
- that the Governing Body is adequately briefed on the formulation of the annual and projected yearly budgets in order that the Academy secures its objectives
- that finances and resources are managed to ensure maximum benefit for its pupils
- effective administration and audit control.

7. Premises

The Principal shall: -

- > be responsible for the Academy buildings, equipment and grounds
- > manage and organise accommodation efficiently to ensure this 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
- > ensure that the school's outdoor spaces are maintained and enhanced in line with the school's ethos and specialism
- > be accountable for health and safety requirements.

CV Of [REDACTED]

[REDACTED], Ashburton, Devon [REDACTED],

mobile: [REDACTED]

email: [REDACTED]

Personal Statement

[REDACTED]

Key Achievements

[REDACTED]

Relevant experience

[REDACTED]

Education

[REDACTED]

Interests

[REDACTED]

References

[REDACTED]
[REDACTED]
University of Plymouth

[REDACTED]
Plymouth
[REDACTED]

[REDACTED]
Much Dewchurch
Hereford [REDACTED]
[REDACTED]

Teacher recruitment

Teacher recruitment within UK Steiner schools draws from four part-time courses and five school-based courses across the UK. In addition, two new early years (Kindergarten Teacher) courses are projected to start in September 2012. These courses are currently training slightly more than 200 teachers. Given that UK Steiner schools employ within the region of 600 full-time equivalents, there is currently a surplus of applicants to vacancies. Most schools are enjoying fuller levels of staffing and carrying fewer vacancies than at any time in the last twenty years, largely as a result of growing interest in Steiner education and a steady growth in the number of people wishing to train in order to work in Steiner schools.

There is also evidence that a significant number of graduates of these courses have not entered the profession in recent years because of the low levels of remuneration offered by many of the parent-funded Steiner schools, most of which are under-resourced. The prospect of working in an appropriately-funded setting is expected to tempt a significant proportion of these trainees to take a fresh view.

Although Qualified Teacher Status is not conferred by any of the present training courses, 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 Exeter would expect to follow the example of the Steiner Academy Hereford in enabling those teachers without QTS to follow this route.

The Exeter team is also in dialogue with the Steiner Academy Frome (September 2012 opening) and Steiner Academy Hereford in order to pilot a programme within the government's new *Schools Direct* initiative. With support from the TDA and in collaboration with CCCU the Hereford Academy has bid for a small number of funded places on the understanding that a Steiner training route within *Schools Direct* would benefit Steiner schools nationally and especially those in the West and South West.

The Steiner Waldorf Schools Fellowship is currently in dialogue with 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. The projected start date is September 2013.

Within this context Steiner Academy Exeter will be well placed to attract both experienced Steiner teachers and the very best of the newly trained. The routes for doing so are well established: in addition to advertising in national and local press, vacancies in Steiner schools are all posted on the well-frequented Steiner Waldorf Schools Fellowship website and in a number of Steiner-specific publications, including *New View*. Notices will also be placed on the Steiner Academy Exeter's website, and sent for distribution in existing UK Steiner schools.

Experience as a teaching assistant is commonly a route to a full teaching position for newly-trained Steiner teachers. A similar approach to recruitment, therefore, will be adopted, with notices sent to all teacher training courses.

Administrative posts

Administrative posts will be advertised as appropriate in national and local press, and on relevant websites. The focus will be on high levels of skills and experience, together with adaptability and openness in the context of a school ethos and working environment that may not be familiar. In the case of part time administrative posts, the Academy will be open to the possibility of combining these with part-time teaching or educational support posts, in order to foster the spirit of shared endeavour that links the administration and teaching teams.

Governors

Among the Proposer team, [REDACTED] has expressed an interest in becoming a governor of the school, and [REDACTED] is the Proposed Chair. Both have board of governors experience in Steiner education. [REDACTED] has also been approached with a view to becoming Governor with specialist financial oversight. His many years experience reporting to governors on financial matters makes him especially qualified for this role. Relevant details of these three are in Sections F1, 2 &3, above. A governor from within the Steiner Waldorf Schools Fellowship will also be sought.

In addition, the Governing body will include two elected parent governors and at least one staff governor to be appointed by the Members. The Members will also seek to appoint as Governor a member of the senior management from within the educational community in Exeter, preferably from one of the Sixth Form or FE colleges to which Academy pupils may expect to move when they leave the school. This will provide the Governing body with an appropriate additional point of focus on end-of-school outcomes.

The Proposer team considers that this group of eight Governors, operating as a unitary group, is likely to be appropriate for the school in its first few years. As the size and complexity of the school grows, consideration will be given to the appointment of additional Governors and the development of a committee structure reflecting broadly the two reporting streams represented by the two Vice Principals, i.e. (1) pupil progress; pastoral care; parent engagement, and (2) the organisation of teaching and learning; teaching facilities; teacher assessments; professional development.

Section F6

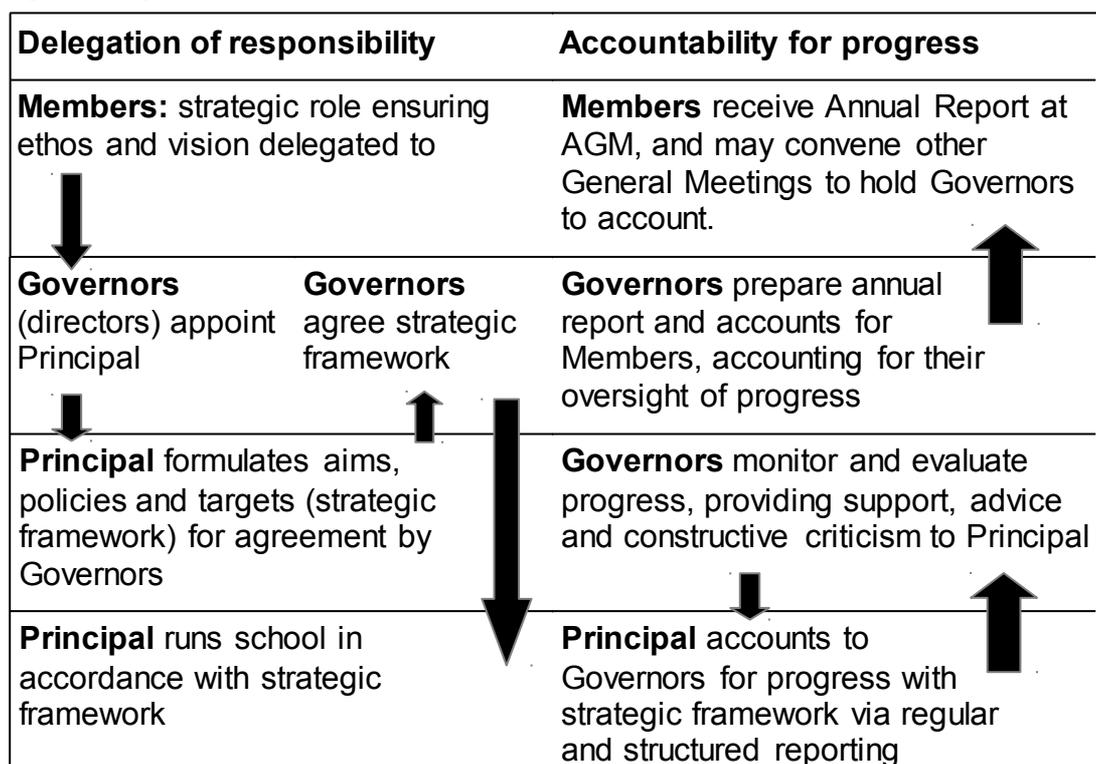
Governance roles

The members of a company are its legal owners and have ultimate control over the company. They have a strong commitment to the ethos and vision of the school, and a strategic role in ensuring that the school is run in accordance with these. They are not required to be experts but are expected to fulfil their responsibilities by appointing suitably qualified, knowledgeable and able people to act on their behalf. These people are the Directors.

Directors, also known as Trustees and, once the school is open, Governors, are the members of the Governing Body who assume a strategic role in the direction of the school on behalf of the Members. They are responsible for ensuring the day-to-day management of the school and they fulfil this responsibility in a governance role rather than involving themselves in it directly. The Directors appoint a suitably qualified and able person as Principal to run the school. The Principal is accountable to the Governing Body for everything that happens in the school, and the Directors must have the qualifications, knowledge and abilities to hold the Principal to account effectively. They do this with reference to a set of aims, policies and targets for the school, which together make up its strategic framework.

The Principal is responsible for managing the school in accordance with the strategic framework set down by the Directors. S/he is also responsible for formulating aims, policies and targets to be submitted to the Directors and agreed by them. Once agreed, the Principal runs the school on the basis of these aims, policies and targets and reports to the Directors on the progress that is being made.

The lines of delegated responsibility and accountability can be shown figuratively like this:



Pre-opening governance structure

The governance arrangements prior to the opening of the school will differ in as much as the project and short-term success criteria of creating a new school differ from those of running an existing one. The skill-set required of those delivering it may be different, and the Directors will expect to be more “hands-on” in this phase.

It remains the role of the Members to ensure that appropriately qualified, knowledgeable and able Directors are in place. An early task of the directors will be to appoint the Principal. The appointed candidate will be employed two terms before opening, when a formal “shadow” governance structure will be put in place, similar to that which will operate when the school is open, in which the Principal Designate formulates and agrees with Directors a plan for delivery of the new school.

The Directors at this point have a specific responsibility to ensure that the resources are in place to allow delivery of the plan. Subject to funding, it may be possible to appoint other key staff prior to opening, most importantly a Business and Finance manager, who will ensure that the school is properly resourced from opening. The directors are also, however, responsible for co-ordinating the role of the wider Proposer team, including specialists and advises.

Independent challenge and conflicts of interest

The Proposer team has maintained carefully the distinction between Member and Director. Neither Director is a member; they retain, therefore a clear reporting responsibility and will not be “reporting to themselves”. Strict adherence to the company's Articles of Association will ensure that no financial conflicts of interest arise for Directors, who work as volunteers.

The team recognises, however, that the Membership, currently of three people, has, in practice, a representative function on behalf of the community that the school serves, to ensure that it fulfils its stated educational objectives in accordance with its ethos and vision.

Consideration will therefore be given as to how this representative function can be given a more tangible form. The question is complex, since the term “community” reflects a range of interest and operates on a wide scale, from the local to the national, even international. The range of interest represented by a Steiner school is similarly wide, since Steiner schools work closely together both nationally and internationally, to deepen, develop and enhance the quality of the education they bring.

It is in this context that the Proposer team is keen to explore with other State-funded Steiner schools the potential advantages of creating an umbrella trust or federation arrangement, which could bring a common governance structure to a group of schools which share an ethos and educational approach. This would provide a higher tier of independent challenge, backed with the resources and expertise of the wider Steiner movement but designed to focus specifically on the framework of governance and accountability in which Academies operate.

Section G: Initial costs and financial viability

--

Section H: Premises

Please refer to pages 33-35 of the 'How to Apply' guidance for what should be included in this section.

At the moment we have no confirmed preferred site. We have been in contact with Partnerships for Schools regarding sites and the search is on-going.

Following discussions with the Local Authority, combined with information gathered during our support surveys, we have identified two possible preferred locations. One is the area known as West Exe, on the western side of the city, which includes the wards of Alphington, Cowick, St. Thomas and Exwick and has a population of just over 30,000, of which around 20% are under 16 years of age. Six primary schools serve this area but only one secondary school. The next nearest secondary provision is three miles away across the city.

The second area with a clear need is Priory Ward, in the south of the city. This is the most densely populated area of the city and is served by two primary schools – Walter Daw and Wynstream – and one secondary – Isca College of Media and Arts. During our survey of this area, parents expressed the wish for an additional school as they felt they were limited in their options. The ward has a population of nearly 10,000 and has the highest proportion of lone parent households (15.2%) and the the highest proportion of adults (39.5%) with no qualifications in the city. Nearly 25% of the population is under 16 years of age – again, the highest proportion in the city.

We have also considered two other areas: St. David's, in the city centre, and Monkton on the eastern edge of the city. In St. David's, the residential population has risen dramatically in the last five years. The existing primary school in the ward is under pressure and the catchment area has reduced to a few hundred yards because of the population influx. The nearest secondary schools are Isca College or St. James, both a twenty minute journey away.

Our investigations and contacts have produced a number of leads, although firm information has been difficult to obtain in some cases. We have spoken to a variety of public and private property and landowners in the city, including Devon County Council and Exeter City Council, the University of Exeter, University of Plymouth and Exeter Royal Academy for Deaf Education. We have also contacted local commercial estate agents and property developers to investigate possible sites.

One option, although far from ideal, for temporary accommodation for the school, which would last for two years, is the newly refurbished Exeter Community Centre (<http://www.eccentre.org>) on [REDACTED]. The centre has a three storey block which could be isolated from the rest of the

complex. Locating the school here would put the school at the heart of an existing learning community. St. David's Primary School is 100m away and staff there are already keen to co-operate with the academy. In addition to this, the community centre itself will be home to the Global Centre <http://www.globalcentredevon.org.uk> and the Refugee Support Group, a community café, a centre for adult learning and groups supporting adults with physical and learning disabilities.

Monkton/Pinhoe is on the eastern edge of the city. The area of Monkton is scheduled to be developed for residential purposes, delivering 2300 new homes by 2026. It is approximately four miles from the city centre and has excellent transport links, being close to the M5, served by two railway lines and numerous local bus routes. The area is mostly greenfield land currently, some of which is owned by Devon County Council. The existing development in the area includes homes, a superstore, St Luke's Secondary School and two care facilities owned by DCC. Exeter Business Park, including the headquarters of the Met Office, is on the southern edge of the area.

We have contacted DCC about the possibility of one of their facilities, Brookhayes, [REDACTED], becoming available in the near future. We are awaiting a reply. Brookhayes is currently a care home the future of which is under consideration as part of a reorganisation of DCC children's services. The building itself is small, but it sits in large grounds with potential for development.

Other sites we have looked at:

1. [REDACTED], [REDACTED] – a former hall of residence and listed building on the [REDACTED]. Although planning permission has been obtained by the University to convert it into a hotel and conference centre, the project was due to be completed in September 2011. However work has not yet started on the conversions. We have been in tentative discussions with the University about the possibility of this as a site for the school. It has excellent transport links and grounds for expansion, as well as being part of the University main estate.
2. The Civil Service Sports Club, which we understand may close. The land belongs to Exeter City Council. This would be an ideal location, but it is unclear whether the site is to become available.
3. A disused building believed to be owned by the University, close to Isca College. We are making further enquiries.

Annexes

If there is any additional information that you wish to submit as part of your application please include it here.

© Crown copyright 2011

You may re-use this information (excluding logos) free of charge in any format or medium, under the terms of the Open Government Licence.

To view this licence, visit <http://www.nationalarchives.gov.uk/doc/open-government-licence/> or e-mail: psi@nationalarchives.gsi.gov.uk.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available for download at www.education.gov.uk/publications

Department for
Education