



EDINBURGH  
**STEINER**  
SCHOOL

## **Improvement Plan 2019/2020**

<p><b>Priority 1:</b> Review and revise the School's 'Outing Procedure' and associated policies and procedures to incorporate the recommendations submitted to College in Autumn 2019 by the Working Group led by Charlotte Willson and Andrew Phethean.</p>		
<p><b>Key themes:</b> Leadership and management</p>	<p><b>Quality indicators:</b> 1.4, 2.1, 3.1</p>	
<p><b>Outcomes and impact on learners:</b></p> <ul style="list-style-type: none"> <li>The current Outing Procedure was created in 2009 and its overdue for comprehensive review and revision. While all School policies were reviewed and revised in 2018/2019, the Outings Procedure is not a 'policy' as such and was not included. Given that significant changes have been made to other procedures, policies and handbooks, the Outings Procedure must be revised to ensure it is compatible and consistent with other documents. This will have the effect of reassuring parents and learners that outings are properly and safely organised.</li> <li>The revision and updating of policies and procedures associated with the main Outings Procedure (for example, in relation to discipline of school outings) will provide clarity for learners (expectations/sanctions) and reassurance for parents and teachers</li> <li>Paperwork and administrations associated with outings will be simplified and greater consistency in the planning of outings will be welcomed by parents, pupils and teachers</li> </ul>		
<p><b>Resources (including CPD)</b></p> <ul style="list-style-type: none"> <li>Time during College of Teachers' meetings and Trustees meetings to consider proposals for new and revised policies and procedures.</li> <li>Access to Government guidance documents such as 'Going Outdoors.'</li> <li>Support from parent body, including active participation by a parent or parents on the Working Group</li> <li>Cooperation between Management, Office Staff and teachers to share, implement and monitor the new policies and procedures</li> </ul>		
<p><b>Monitoring and evaluation impact</b></p> <ul style="list-style-type: none"> <li>Feedback from, teachers and parents</li> <li>Monitoring by Management and College of Teachers (e.g. through complaints log)</li> <li>Trustees</li> </ul>	<p><b>Tasks/By whom</b></p> <ul style="list-style-type: none"> <li>Working Group (Alistair Pugh, Mark Burgess and parent rep or reps)</li> <li>Trustees (provide oversight)</li> <li>Management (coordination)</li> </ul>	<p><b>Timescale</b></p> <ul style="list-style-type: none"> <li>New draft Outings Procedure and associated policies by June 2020, to be adopted by the end of the session and implemented in August 2020</li> </ul>

<p><b>Priority 2:</b> Growing Spaces Project: the ongoing implementation of a series of development initiatives across the campus. Working within the constraints of the existing site, proposals include the renovation and extension of existing buildings and the rationalisation of available spaces.</p>		
<p><b>Key themes:</b> Successes and Achievements</p>	<p><b>Quality indicators:</b> 3.1, 3.2</p>	
<p><b>Outcomes and impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Following the renovation of the Coach House, a number of small projects will be undertaken during the remainder of the session 2019-2020, including necessary alterations to ensure adequate provision for the Playgroup, which, when registered, will have longer hours and require more space.</li> <li>• More space for the Playgroup will deliver a better facility for children between the ages of 2 and 3 and a half.</li> </ul>		
<p><b>Resources (including CPD)</b></p> <ul style="list-style-type: none"> <li>• Funding to make the necessary alterations to Craigneen, including adequate toilet and changing facilities.</li> <li>• Continuing input from the School's in-house fundraiser to help replace depleted funds and sustain later, more ambitious phases of the project.</li> <li>• Training for the Playgroup coordinator(s) and assistants.</li> </ul>		
<p><b>Monitoring and evaluation impact</b></p> <ul style="list-style-type: none"> <li>• Management/Trustees, via the Steering Group</li> <li>• Monitoring and evaluation by Trustees (financial) and College of teachers (educational)</li> </ul>	<p><b>Tasks/By whom</b></p> <ul style="list-style-type: none"> <li>• Estates group (Nick Brett) to oversee works</li> </ul>	<p><b>Timescale</b></p> <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

<b>Priority 3:</b> Introduce and embed, in Classes 8 and 9, the Integrated Education Certificate (a qualifications arising from the ACTS project, a partnership with schools from across the UK and Scandinavia which lasted between 2015 and 2018).		
<b>Key themes:</b> Curriculum; learning, teaching and assessment; raising attainment and achievement	<b>Quality indicators: 2.2, 2.3, 3.2</b>	
<b>Outcomes and impact on learners:</b>		
<ul style="list-style-type: none"> <li>• The ACTS project, which was funded by the European Union via the Erasmus scheme, contributed to the development of a European area of Skills and Qualifications. The suite of qualification that has arisen out of it now includes a Certificate at Level 2 (equivalent to GCSE) and a Diploma at Level 3 (equivalent to A-Level). These qualifications are portfolio based, not exam based, and will therefore improve choice for learners.</li> <li>• Having successfully completed a pilot with pupils in Class 8 in 2018-2019, the School registered with the provider, Crossfields, as a centre to deliver Integrated Education. A cohort of pupils has now embarked on the full Certificate. This opportunity has helped motivate pupils by validating their Class 8 project work and, in future, their main lesson work.</li> <li>• The Integrated Education qualifications are more suited to the Steiner/Waldorf approach to learning, combining the highly-focused, analytic thinking and memory training involved in formal education with the softer focus, non-verbal, experience of interconnections and context that is often found in non-formal and informal learning. Added to which, all forms of learning (non-formal and informal, inside school and out) can count as 'evidence' for the Certificate, making this qualification truly inclusive.</li> </ul>		
<b>Resources (including CPD)</b>		
<ul style="list-style-type: none"> <li>• Engagement from, Upper School main lesson teachers.</li> <li>• Parents are required to pay a fee for the qualification (as would be the case for any other exam or portfolio course) and the School must pay an annual registration fee to Crossfields.</li> <li>• Time for the coordinators (currently Andrew Phethean and Alistair Pugh) to complete the necessary administration and internal quality assurance; time and opportunity for external quality assurance by Crossfields.</li> </ul>		
<b>Monitoring and evaluation impact</b>	<b>Tasks/By whom</b>	<b>Timescale</b>
<ul style="list-style-type: none"> <li>• Quality assurance in partnership with Crossfields</li> <li>• Review by Crossfields Institute (the awarding body)</li> <li>• College of teachers to keep under review</li> </ul>	<ul style="list-style-type: none"> <li>• Alistair Pugh (Internal Quality Assurer); Andrew Phethean will continue to mentor pupils and liaise with parents</li> </ul>	<ul style="list-style-type: none"> <li>• The full 'certificate' is allocated a notional 240 hours. Under normal circumstances, all candidate evidence associated with the first cohort must be submitted and graded within three years of the commencement of the pilot in 2018.</li> </ul>

<b>Priority 4:</b> A full review of the process of transition from Kindergarten to Class 1 to encourage a collaborative and holistic approach to meeting the needs of children.		
<b>Key themes:</b> Learning Provision: learning, teaching and assessment; transitions	<b>Quality indicators:</b> 2.3, 2.5, 2.6	
<b>Outcomes and impact on learners:</b> <ul style="list-style-type: none"> <li>• Children’s needs will be reviewed and seen across different areas of the School to achieve a more joined-up approach to their learning and wellbeing.</li> <li>• Parents would be given more time to liaise with teachers around the question of their children ‘staying in Kindergarten for an extra year’ if this is recommended. This would reduce anxiety for parents and children.</li> <li>• A new ‘checklist’ for 5-year-olds would be developed using the ‘Up, Up and Away’ tools. This would improve transparency and the accuracy and reliability of the recommendations, delivering a more thorough approach to Class 1 readiness assessments.</li> </ul>		
<b>Resources (including CPD)</b> <ul style="list-style-type: none"> <li>• Time</li> <li>• A willingness to implement changes based on findings (e.g. changes to Transition Group/Class 1 readiness)</li> </ul>		
<b>Monitoring and evaluation impact</b> <ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• Pupil Support Group</li> <li>• Lower School</li> </ul>	<b>Tasks/By whom</b> <ul style="list-style-type: none"> <li>• Charlotte Wilson (Lead)</li> <li>• Kindergarten Coordinator, Kindergarten Teachers, Pupils Support, Class 1 Teacher and subject teachers</li> </ul>	<b>Timescale</b> <ul style="list-style-type: none"> <li>• October 2019-July 2020</li> </ul>

<p><b>Priority 5:</b> To create a Pupil Support Department to integrate a number of existing practices and procedures under the umbrella of Wellbeing to develop a more accountable, transparent and responsive structure.</p>		
<p><b>Key themes:</b> Learning provision/Leadership and management</p>	<p><b>Quality indicators:</b> 1.4, 2.1</p>	
<p><b>Outcomes and impact on learners:</b></p> <ul style="list-style-type: none"> <li>• Intervention strategies will be improved through better communication and documentation. These strategies will recognise the central role of the Class Teacher/ Class Guardian and Kindergarten Teacher, while providing additional support from the Pupil Support Team for them.</li> <li>• Communication will be improved between the School and parents, professional services and others.</li> <li>• Pupils will become more involved in their own support strategies. This will be empowering and enabling.</li> <li>• The integration of ISAMS within the recording systems of the school will allow for more effective information-sharing</li> </ul>		
<p><b>Resources (including CPD)</b></p> <ul style="list-style-type: none"> <li>• Time to share information during the weekly Whole School Meeting.</li> <li>• Reduced pupil contact timetable for coordinator(s) to allow for administration requirements of set-up</li> </ul>		
<p><b>Monitoring and evaluation impact</b></p> <ul style="list-style-type: none"> <li>• Feedback from teachers, pupils and parents</li> <li>• Monitoring by Pupil Support Department</li> <li>• Oversight via regular reports to College</li> </ul>	<p><b>Tasks/By whom</b></p> <ul style="list-style-type: none"> <li>• The establishment of the department will be coordinated by Anne Fleming, Charlotte Willson and Ann Jardine; Nick Brett from Management</li> </ul>	<p><b>Timescale</b></p> <ul style="list-style-type: none"> <li>• The Pupil Support Department should be fully established by Easter 2020</li> </ul>