



EDINBURGH
STEINER
SCHOOL

Improvement Plan 2025-2027

Priority 1: Make changes to the composition and accommodation of Early Years groups and Classes (Seedlings and Kindergarten) to allow for clearer, quicker progression and more developmentally appropriate pedagogy up to and into Class 1		
Key themes: Learning Provision; Successes and achievements	Quality indicators: 1.3, 2.2, 2.3, 2.6, 3.1, 3.2	
Outcomes and impact on learners:		
<ul style="list-style-type: none"> Evidence of ‘impact’ will be established in three ways: numbers of pupils remaining in the school beyond school starting age and transitioning into Class 1 (greater retention of pupils at school starting age, or higher numbers transitioning to Class 1 will indicate greater confidence among parents and a desire by pupils to remain in the school); behaviour of older EY pupils will be monitored to reveal whether they are more engaged with daily rhythms and activities; data from parent surveys (annual). Changes in the age structure of EY groups will allow the School to manage the impact of VAT. Limiting the impact of additional costs and allowing for expansion of capacity in younger age groups might help the School limit future fee rises. The forming of groups within the early years with a narrower age range will allow practitioners to target their practice (including stories, activities and play opportunities) in a more focussed way, which will meet the needs of a greater number of pupils. In the ‘Kindergarten’ phase, planning will be more responsive, taking account of the experiences and needs of individuals rather than ranging across the whole spectrum of Waldorf EY pedagogy. In the transitional ‘Treetops’ phase (age 4.5-5.5), pedagogy will be enriched with more challenging physical and craft activities (such as woodwork). Activities which help develop literacy and numeracy will feel more like ‘school’ work, while retaining a creative/imaginative emphasis. This pedagogy will ensure that older children—many of whom are eager for a more ‘mature’ approach—can be engaged and inspired, which will increase the appeal of Class 1. Admissions to Seedlings will respond to demand, allow the School to grow according to capacity. Age groups will be established and adjusted to ensure a mix of ages but within a relatively narrow range, with an expectation that children transition when they reach a particular age. Properly managed and monitored, this should feed a viable number of pupils into Class 1 each year. 		
Resources (including CPD)		
<ul style="list-style-type: none"> Adjustments to EY spaces as required (e.g. nappy changing areas to be added or moved) CPD for practitioners: EY teachers will benefit from seeing how similar models have worked in other schools Time and support from Maintenance, SMT, Office Information sharing: parents will need to be informed as soon as possible, which might be before Christmas 		
Monitoring and evaluation impact	Tasks/By whom	Timescale
<ul style="list-style-type: none"> Senior Management Team College of Teachers Early Years Department 	<ul style="list-style-type: none"> Early Year College Working Group (transition to Class 1), report SMT to communicate and enact changes 	<ul style="list-style-type: none"> Changes in EY accommodation by January 2025. Changes in age group structure in EY beginning in August 2025

<p>Priority 2: Restructure the Upper School timetable to deliver deeper and richer experiences, allowing new opportunities for choice and opportunity and progression, and extending the existing range of timetabled qualifications in the Upper School to include IEC at Level 3 and additional Advanced Higher courses.</p>		
<p>Key themes: Learning Provision; Successes and achievements</p>	<p>Quality indicators: 1.3, 2.2, 3.1, 3.2, 3.3</p>	
<p>Outcomes and impact on learners:</p> <ul style="list-style-type: none"> Align the Main Lessons in the Upper School to allow for more science lessons in Class 9. This will lay the foundation for pupils to choose National 5 chemistry in Class 10 and open a pathway to Advanced Higher in Class 12. This will meet the needs of pupils who might require Advanced Higher Chemistry to progress into further education courses such as medicine. Timetabling and planning to allow a full, protected hour of Main Lesson in Classes 9-12 would allow for teacher availability throughout the Main Lesson period in Class 9, whereas under the current timetable many Class 9 Main Lessons are interrupted at 1005 when the teacher is simultaneously timetabled for exam subjects. Additional provision for exam subjects alongside opportunities for arts, crafts and drama to deliver flexible pathways will increase choice throughout the Upper School, and introduce choice at a younger age, which will meet the needs of pupils. This in turn should support pupil retention. The introduction of additional timetabled Advanced Higher courses and comparable qualifications (IEC, Level 3) would meet the needs of the most able pupils. Evidence of impact will be collected by the Careers Department using feedback from UCAS applications data and percentage of pupils receiving offers from first choice institutions. 		
<p>Resources (including CPD)</p> <ul style="list-style-type: none"> Financing as required, including staffing Additional input from experienced staff throughout 2025 and 2026 (examinations coordinators; Support for Learning; TLCs, Careers Teacher; Timetable Group). IT infrastructure and support (Staff Drive); data on UCAS applications and outcomes Information sharing: consultation with pupils (Student Council) and parents; links to PTA 		
<p>Monitoring and evaluation impact</p> <ul style="list-style-type: none"> College of Teachers Careers Department SMT 	<p>Tasks/By whom</p> <ul style="list-style-type: none"> College Working Group to report to Whole School meeting SMT to communicate with teachers, parents and pupils 	<p>Timescale</p> <ul style="list-style-type: none"> Information to parents through spring 2025 To be confirmed in time for work on the 2025/2026 timetable from April 2025.

Priority 3: Continue to implement the transition to an alternative whole school structure for leadership, governance and management.		
Key themes: Leadership and Management	Quality indicators: 1.1, 1.3, 1.4, 1.5	
Outcomes and impact on learners:		
<ul style="list-style-type: none"> The appointment of permanent members of a Senior Management Team (SMT) with specialised remits (Head of School, Operations Manager and Pedagogical Manager) has begun to streamline decision-making and improve communication throughout the School. Senior managers are working to raise standards and expectations, delivering greater consistency and quality of teaching to learners. Additional resources must be focussed on the consistency of teaching and learning via direct observation, monitoring and feedback. SMT should focus on the experiences and outcomes of pupils who are neurodivergent or vulnerable, or who are anxious about learning. The Support for Learning Department can monitor, record and recommend forms of support, but lacks the resources to drive necessary improvements in classroom practice (such as differentiation) which are necessary for all pupils to feel included. A line-management structure, combined with a stronger departmental structure and more regular oversight of the work of Mandate Groups is delivering greater accountability and efficiency. Mandate Groups and individual teachers have been relieved of some 'managerial' duties to focus on core tasks, such as teaching and specialised training. This has benefit learners directly (for example, with teachers having more 'contact' lessons, and more teachers offering to be one-one mentors for pupils). The effects of these reforms should be fully audited and assessed, for example, via interviews with teachers. The College of Teachers, as the spiritual heart of the School, has been relieved of many of the managerial and administrative responsibilities which have been added to its agenda over recent years, allowing it to focus on its core task of developing and deepening the Waldorf curriculum. 		
Resources (including CPD)		
<ul style="list-style-type: none"> Continued engagement by all members of staff: regular reporting to staff and parents via letter/email and Tuesday Notice; open meetings with parents and Pedagogical Meetings where progress can be reported, and questions can be asked. Continued financial commitment to cover the salaries of SMT. 		
Monitoring and evaluation impact	Tasks/By whom	Timescale
<ul style="list-style-type: none"> Oversight and review by Trustees and College Monitoring by SMT 	<ul style="list-style-type: none"> Nick Brett (Head of School) Helen Newton (Operations Manager) 	<ul style="list-style-type: none"> Full implementation continuing during session 2024/2025 Review and evaluation during 2025/2026

Priority 4: Middle school/lower school College working group?		
Key themes: Leadership and Management	Quality indicators:	
Outcomes and impact on learners: •		
Resources (including CPD) •		
Monitoring and evaluation impact •	Tasks/By whom •	Timescale •