



SCHOOL INSPECTION SERVICE

Progress monitoring report

School name	London Steiner School
DfE registration number	208/6344
Inspection dates	5 June 2018
Reporting inspector	Mrs Jane Cooper
Supporting inspector	Mrs Sally Jenkinson

SECTION A: Information

Information about the inspection

This inspection was conducted by the School Inspection Service (SIS) at the request of the Department for Education (DfE). It was carried out by SIS in accordance with Section 109(3) of the Education and Skills Act 2008, and it follows the inspection framework agreed with the DfE.

The last full inspection of this school took place on 16 - 18 October 2017. It found that a number of independent school standards in Parts 3, 4, 5, 7 and 8 were not met. Some of the EYFS requirements were also not met. As a result, the DfE asked the school to produce a statutory action plan. SIS evaluated the action plan on 18 December 2017. The school was given time to implement its intended action and a Progress Monitoring inspection took place on 16 March 2018 without prior notification to the school. This inspection found that the school had made good progress with its action plan and that most, but not all of the independent school standards were met. As standards 7, 11, 34 and the EY requirement 3.74 remained unmet, the DfE commissioned a further inspection in June 2018.

This second Progress Monitoring inspection took place on 5 June 2018. It was conducted by an independent professional inspector, accompanied by a Steiner Community Consultant. As requested by the DfE, the inspectors looked for progress against the previously unmet standards. The inspection took place without prior notification to the school.

Information about the school

The London Steiner School is an independent co-educational school for pupils aged three to fourteen. It follows the international Steiner Waldorf curriculum developed by the Austrian philosopher Dr Rudolf Steiner. The school moved to its present site in 2012. There are 87 pupils on roll including those in the Early Years department (13 children attending part-time). There are eleven pupils who have English as an additional language (EAL) and one pupil with an education health care plan (EHCP). The kindergarten classes include children aged from three to six. Those up to five years of age follow the Early Years Foundation Stage (EYFS) with agreed modifications and exemptions in respect of literacy, mathematics and technology.

The trustees have management and oversight responsibilities similar to those of a governing body. The school has no headteacher and so the responsibilities of senior management are exercised by the College of Teachers, in consultation with the trustees.

SECTION B: Progress in relation to the school's action plan and compliance with the independent school standards

Summary of developments

Since the last Progress Monitoring inspection in March 2018 the school has made very good progress and its leaders, managers and trustees have ensured that all independent schools standards are now met. The details of compliance with each standard which was not met at the previous monitoring inspection are set out below:

Paragraph 7(a) & (b): make arrangements to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State.

These standards are met.

This standard was not met at the previous monitoring inspection due primarily to concerns about the arrangements for safeguarding pupils when the school's experienced designated safeguarding lead (DSL) was not in school. The school did not provide adequate staff cover during the period of the DSL's absence. In addition, there was no evidence of updating training for the DSL nor of recent safeguarding training at an appropriate level for the deputy DSL, leaving the school vulnerable in the event of a safeguarding issue arising. The school was asked to ensure that all staff responsible for safeguarding are appropriately trained; and to update the training of the DSL and the deputy DSL so that the school would be in a position to safeguard pupils at all times.

The school has made very good progress to address these matters and to improve its ability to safeguard pupils. Since the last monitoring inspection, the DSL has undergone full refresher training at the appropriate level with the local authority, which has covered, among other matters, multi-agency working. She has also undertaken a wide range of online safeguarding courses covering diverse issues such as female genital mutilation, child sexual exploitation, radicalisation and extremism. The DSL is knowledgeable: she is alert to the signs of possible abuse and to identifying patterns which might raise concern. She knows the pupils well and follows up assiduously and records all matters which come to her attention, seeking advice from the local authorities where necessary. The safeguarding policy is displayed on the website. It is comprehensive, useful and informative, and is being updated further in the light of recent and projected changes to government guidance. The advice on handling allegations and disclosures is clear. The DSL has a clear role in providing training, advice and guidance to staff, including as part of the induction process. She provides comprehensive guidance to staff on the school's staff code of conduct, which offers protection for both staff and pupils. All staff have been trained in the school's safeguarding policies and understand their role in safeguarding children. They have all been issued with a copy of Part 1 of *Keeping Children Safe in Education 2016* and have signed to confirm that they have read and understood the document. Safeguarding is a standing item on the agenda of meetings of the College of Teachers, ensuring that any child who is failing to thrive or is causing concern is discussed and prompt action is taken to support them.

Two new deputy DSLs have been appointed from the staff. Both have received enhanced training for this role and have undertaken a wide range of additional online courses in safeguarding and related matters. Training places have been secured for both colleagues at the earliest possible opportunity on the face-to-face course for DSLs provided by the local authority. One of the deputies is based in the kindergarten. This colleague has, in addition, an in-depth knowledge of e-safety and the use of modern technologies. She has provided training for pupils at an age-appropriate level throughout the school to help them understand the pitfalls of social media and how to stay safe online. Talks and information on this subject have also been given to parents. This work has strengthened considerably the school's ability to protect pupils and help them to use electronic media wisely. E-safety is part of a wider programme of pastoral advice and support which covers, at age-appropriate stages, information and discussion on spiritual, moral and social concerns including sex and relationships, drugs and substance abuse and mental health. This programme supports pupils' personal development well, enabling them to make sensible lifestyle choices, thus preparing them well for adult life in modern British society. The safeguarding trustee is highly experienced and has received safeguarding training at the higher level. She liaises closely with the DSL and provides both support and challenge for this colleague.

The school has further strengthened its recruitment process and its single central record (SCR) of staff appointments. Six key members of staff are trained in safer recruitment and have used this training to create a clear proforma for the recruitment process, ensuring that appropriate information is sought, checked and recorded at all stages. The SCR is a clear and comprehensive document supported appropriately by information in confidential staff files. It demonstrates the school's commitment to ensuring that only suitable people have contact with pupils.

Paragraph 11: ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

This standard is met.

The last inspection found that the school's health and safety policy had not been updated, did not reflect practice and was poorly implemented and monitored. Responsibility for health and safety rested with one person.

The written health and safety policy has been revised and is now fit for purpose. The staff are aware of its contents and ensure that it is implemented appropriately. Emergency procedures are rehearsed at frequent intervals. The policy is supported appropriately by other suitable policies and processes such as those for first aid, accidents, risk assessment and fire safety. Key staff have received appropriate training which is all up to date. The management of health and safety in the school is much improved because it is now the responsibility of one of the administrators to monitor the implementation of the policy and to check that lessons are learned where needed, for example through scrutinising the accident book, fire drill record or risk assessments and ensuring that any necessary improvements are made. This action ensures that risk to pupils' health and safety is minimised.

Paragraph 34 (1)(a) (b) & (c): managers demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently and fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils.

These standards are met.

All the independent school standards are now met. The effectiveness of leadership and management has improved since the previous inspection and the school now has in place systems to check continued and consistent compliance with the independent school standards. The additional mechanism for monitoring the implementation of policies is effective. This includes close monitoring of the professional development records to ensure that staff training is refreshed before it becomes out of date. There are appropriate skills and knowledge among the senior staff to ensure that the well-being of the pupils is actively promoted and all staff are now working effectively and consistently as a team for the benefit of the pupils.

Both trustees are knowledgeable and experienced people who are doing a very good job, but the Board of Trustees should consider augmenting their number in order to spread the burden of their workload.

EY 3.74: ensure that the school's complaints policy meets statutory requirements for the Early Years Foundation Stage

This requirement is met.

The complaints policy has now been revised to make clear the timescale for the resolution of a complaint. It now meets the EYFS requirements.

Compliance with the requirements of the Education (Independent School Standards) Regulations 2014¹

The school meets The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

¹ www.legislation.gov.uk/uksi/2014/3283/contents/made.

SCHOOL DETAILS

Name of school:	London Steiner School			
Address of school:	9 Weir Road Balham SW12 0LT			
Telephone number:	0208 772 3504			
Email address:	office@londonsteinerschool.org			
Web address	www.londonsteinerschool.org			
Proprietor:	Philip Martyn			
Chair of Trustees/Governors:	Philip Martyn			
Chair of College:	Helen Kinsey			
Early Years Manager:	Diana Buonaparte			
DfE Number:	208/6344			
Type of school:	Independent school			
Age range of pupils:	3.5 - 14			
Gender of pupils:	mixed			
Total number on roll:	full-time	74	part-time	13
	Boys:	48	Girls:	39
Number of pupils with Education Health and Care Plans (EHCP):	Boys:	1	Girls:	0
Number of pupils with English as an additional language:	Boys:	5	Girls:	6
Type of inspection:	Progress monitoring inspection under Section 109 of the Education and Skills Act 2008			
Date of inspection:	5 June 2018			
Inspector(s):	Mrs Jane Cooper Mrs Sally Jenkinson			

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