

FROM NEWLY FOUNDED TO FULL MEMBER SCHOOL

The purpose of accreditation:

Steiner Waldorf education centres are independent, self-administering bodies that have chosen to associate in order to promote, advance & develop the method of education, founded upon Spiritual Scientific activity & study as indicated by Rudolf Steiner. The Steiner Waldorf Schools' Fellowship is the associative body for the UK & Republic Ireland* is in turn a member of the European Council for Steiner Waldorf Education, which consists of representatives of similar bodies. The Trustees of the SWSF carry legal responsibility for the UK association & its activities.

In order to be able to play a full part in this associative work & carry the responsibilities this implies, it is recognised that individual projects & initiatives need to establish themselves on firm foundations. The stages of membership reflect this. Full member schools substantially subsidise services to developing ones. The SWSF has a duty to promote & support the provision of a quality education in all its member organisations.

Stages of accreditation:

1. Normally, projects moving to the Sponsored school stage will have begun as "Interest Groups" registered with the SWSF. Registration, including subscription, is prerequisite for any group wishing to use the words "Rudolf Steiner" or "Waldorf" with regard to their educational activity (Service Mark 1289689 registered in part A of the register covering educational services included in class 41 under the provisions of Act of Parliament). Educational work with younger children (Early Years) where parents are not present, involves registration with the appropriate official bodies, & recognition from the SWSF conferred via the Steiner Waldorf Early Years Group (SWEYG). Initially a setting would receive provisional recognition (intended only as a transitional stage) as a prelude to full recognition as a Recognised Early Years Group following a successful accreditation visit. Early Years' settings providing formal care & education will need to be registered as an early years' provider with Ofsted (or national registrar – See different arrangements for Scotland, Wales & Northern Ireland)
2. Unless a project is setting up as an Early Years centre & as a school simultaneously, it must have had its Early Years work recognised before acceptance as a provisionally Sponsored school can take place. In the former case, the two processes of recognition would take place alongside one-another
3. In order to operate legally as an independent school, the project must register with the Department for Education. All the requisite regulations & requirements must be fulfilled accordingly & the initial inspection will have had to have been successful
4. Before setting up as a school, an initiative group should establish contact with two Waldorf educators (usually colleagues employed in a full member school & supported by their College to undertake the responsibility) who, with the agreement of the SWSF Council (& their home school, where appropriate) are prepared to act as Sponsors. These named sponsors are thus able to act as individual representatives of a sponsoring school.
5. With the agreement of the SWSF Council, following recommendation from the Council Representative of the sponsors' school(s) along with that of the appointed SWSF officer ('Designated Person'), provisional recognition as a Sponsored school is conferred initially. Confirmation of Sponsored school status follows once the initial OfSTED inspection has been successfully managed

* School in the Republic of Ireland are currently welcome to opt-in to SWSF until such time as Irish schools decide to formalise an association with the requisite services for & among themselves

6. **N.B.** The SWSF Council has the right to refuse such acceptance according to the terms of its legal objects in the event of infringement of its agreed criteria or for any other reason it may determine. It is under no obligation to provide explanation for such decisions.
7. Membership of the SWSF thus normally follows the following stages:
 - Registered Interest Group**
 - Provisionally/Recognised Early Years Centre**
 - Provisionally/ Sponsored School**
 - (Full) Member School.**

Provisional Sponsorship:

1. The SWSF should be informed of the intention to found a school, usually at least eighteen months prior to the intended opening. During this phase, a Contact Person from the SWSF Steering Group will be able to provide some assistance with planning &, where necessary, identifying Named Sponsors (see "Guidelines for the Role & Responsibilities of Sponsors).
2. Where an initiative has previously existed as an Early Years Centre, it is important that all SWEYG criteria, & communication with the SWEYG Regional Representative has been properly maintained.
3. **Provisionally Sponsored School** status will normally be conferred at the point a school opens, provided it is shown that:
 - a) There has been adequate preparation, including anthroposophical study,
 - b) An Anthroposophical impulse lies at the heart of planning for the school, including the Waldorf curriculum
 - c) A registered company with charitable status has been established which includes a wording to the effect that the purpose of the activity is to provide education based upon the principles of Rudolf Steiner (or similar)
 - d) There is a viable group of children, parents & supporters of the initiative to sustain a school
 - e) There are suitably trained & experienced teaching staff
 - f) Suitable premises are available
 - g) There is sufficient & appropriate administrative support
 - h) There is effective planning addressing key areas, such as: study & communications, public relations & publicity, curriculum & evaluation, governance & finance
4. During the first year a Designated Person appointed by the SWSF will visit. A report of the visit will be made available to those responsible for the school. If satisfactory **Sponsored School** status is conferred following a successful OfSTED inspection (Subject to agreement by SWSF Council).
5. Provisionally Sponsored status is intended to be transitional & would not normally continue beyond the third year following the school's founding.

Sponsorship:

1. As indicated earlier, Sponsored schools are not represented directly as Trustees of the SWSF. Sponsored schools are represented through the representative of the school to which their individual Sponsors belong. However, Sponsored schools are invited & warmly encouraged to attend part of most SWSF Trustees meetings. This provides opportunity to work with colleagues from other schools in the movement & gain useful experience of the issues involved
2. The SWSF Contact Person also provides a regular point of contact. Part of a Council meeting annually will be open to representatives of Sponsored Schools. In addition, the regular reviews indicated below will be conducted in the presence of representatives of the school concerned. Reports pertaining to the review process should be considered to be "public documents".
3. It is intended that the period of Sponsorship should not normally last more than twelve years. However, all times indicated are subject to negotiation so that sponsorship may, in reality, take more or less time depending upon circumstances. The aim is not to set strict deadlines, but to ensure that the sponsorship has a momentum towards full Member status.

4. The review process will be conducted on the basis of each school's self-evaluation (see enclosed self evaluation forms), a small "reporting team" appointed by the SWSF will visit the school in order to "moderate" its appraisal & to assist with development planning for subsequent stages. The reporting team will normally include the SWAS Co-ordinator & one or more advisory colleague (although this will depend upon the size & complexity of the school). The individual sponsors contribute their view of the school as part of this process & this would form part of the response to the report & its recommendations.
5. The SWSF Council have set the Member subscription at 2% of educational income. (See schedule of subscription charges for other forms of membership, available from admin@steinerwaldorf.org) Following a successful "final" review & Council agreement to confer full membership, schools can negotiate an incremental raise of subscription level to 2% usually over two years.

Member Schools:

1. Provisional Membership is envisaged settling-in period, during which the school & its representative would take full part in all SWSF meetings & activities. However, it must be emphasised that this is an informal, enabling arrangement. Schools at this stage will be considered to be full members for official purposes, including published information &c.
2. Member Schools have agreed to receive "reporting" visits every six to seven years.
3. The foundation of an **Upper School** is to be based on the following guidelines:

Guidelines for Upper Schools:

Starting an upper School has implications for the SWSF as a whole. The SWSF Council must be informed of the intention to found an Upper School. On being informed, the Council will appoint an appropriately qualified "Contact" to assist the founding process. The Contact may provide help in drawing up curricular, setting up processes for appraisal & appointment & may, on request, provide other practical support according to circumstances & need. The Contact would need to have evidence of work to achieve the following requirements:

1. Suitably trained or experienced lead teacher(s),
2. An adequate teaching team to manage the curriculum proposed
3. An appropriately wide curriculum suitable to the needs of adolescence, taking into account entry to higher or tertiary education or employment
4. A workable balance of subject areas
5. Adequate premises, or realistic shared facilities to enable the above (e.g. sports, laboratory, drama, eurythmy, crafts)
6. Planning for the management of transition of pupils from lower school to Upper School
7. Evidence of planning, including an adequate business plan
8. Sufficient prospective pupil numbers to secure socially healthy groups
9. Adequate numbers *throughout the lower school* to sustain an upper school

Process: An initial proposal document should be presented by the Upper School Contact person appointed by the SWSF Council along with representatives of the school at least three meetings before the proposed upper school is due to start. This report should include sections detailing the way the above guidelines will be implemented. The Council may require a further presentation including more detail subsequently.

Documentation for this report should be delivered in readiness for this presentation should include:

1. Names of teachers or prospective teachers
2. Posts recruited & posts advertised
3. A provisional curriculum & timetable
4. A projection for five years with finance plan & forecast budget
5. An indication of what work has been done with the whole school community.

6. Documentary or other evidence of support for the proposal by the College, Trustees, and parent body
7. Evidence of adequate planning & development work to sustain the project through inevitable difficulties an upper school will bring with it

Affiliated Organisations:

1. Organisations (not necessarily schools) that wish to associate with & support the work of the SWSF can seek Affiliate status. Affiliated status is granted on application & by approval of the SWSF Council. Affiliated organisations will receive the SWSF newsletter & other information, including conferences & share the benefits of Registered Interest Groups.
2. Affiliation does not imply recognition, or inspection by officers of the SWSF, but does allow for a relationship of mutual acknowledgement & provides a basis for co-operation & mutual benefit

Self-evaluation Forms:

The forms that follow are for the use of formally registered schools (i.e. registered with DfE) usually with an existing recognised early years' department seeking accredited membership of the Steiner Waldorf Schools' Fellowship. The criteria set out above should be regarded as the basis for qualitative appraisal of a school or setting. The items featuring in the self-evaluation form set out the most significant areas from which evidence of effective running of the school can be drawn. Schools should ensure that they have good internal review & appraisal & make full use of advisory services in developing their work.

SPONSORED SCHOOLS' SELF-EVALUATION

FIRST STAGE REVIEW

(Initial & first review .i.e. first year & third/fourth)

School (please provide full address & contact details, DfE number, website &c.):

Date:

Please indicate the groups consulted in completing this evaluation:

Completed by (please include contact details):

Names of Trustees:

Number of children in the school & their classes:

Number of families:

Approximate annual income from fees/contributions:

Approximate income from other sources (please specify):

Age range of children:

Number of children with Special Educational Needs (if any):

Name of Child Protection Officer:

Qualified First Aiders:

School doctor:

Please ensure that you have completed the SWSF returns ("Purple Pages", teacher qualifications, Audited Accounts &c.)

Your school:

Please characterise the nature of your school & the area it serves, indicate any special qualities, features of education – including combined, composite or single-age classes, social or organisational aspects. **Please include a copy of your school's Plan for Development indicating age to which it is intended to carry your first group of children, planning for curriculum, in-service training, accommodation questions &c. Please also include the current budget.**

1. Please comment on how the school carries out “child studies”, in-service, staff development & anthroposophical study:

2. Premises & up-keep:

2.01 Does the school own the building (s)?

2.02 If not under what terms does it have use of the premises?

2.03 Do you consider the accommodation adequate to the needs of the school? What changes would you wish to make?

2.04 Does the school make use of any other buildings or spaces (church hall or sport’s ground) to help overcome any shortcomings?

2.05 What planning exists to meet the needs of the school’s present & future development?

3. Part 10 of the Education Act 2002 requires that all independent schools must be registered with the Department for Education and Skills. Applications for registration by new schools must be made before a school begins to operate and admit pupils.

Compliance with statutory requirement for registration of an independent school as follows:

Regulations made under the Education Act 2002 set out a range of standards that all independent schools in England must satisfy as a condition of registration. The regulations cover:-

- The quality of education provided,
- The spiritual, moral, social and cultural development of pupils
- The welfare, health and safety of pupils
- The suitability of proprietors and staff
- The premises and accommodation
- The provision of information and the way in which complaints are handled.

(Please provide a copy of your most recent OfSTED inspection report, Independent Schools’ Inspectorate or OfSTED Early Years, along with any Action Plan that may have resulted from this inspection.)

Please comment on the school’s compliance with the above:

Please refer to the SWSF Code of Practice & comment on the schools status as to its implementation in your school

Once you have completed this review as a self-evaluation, retain a copy for your own records & please send copies to your sponsors & the SWSF designated Contact. Following receipt of this, a visit, normally by the Contact, will be arranged in order to assist the school, in consultation with Sponsors, to decide what next steps are appropriate.

SPONSORED SCHOOLS' SELF-EVALUATION

SECOND STAGE REVIEW

(Seventh-Eighth Year)

The second stage evaluation & review will be based on stage one. **Please update all information accordingly.** The review at this stage consists of two elements: a simple checklist of policies & procedures (please refer to SWSF Code of Practice) & a brief survey for all staff & parents who may wish to complete the questionnaire. A review will be conducted by SWSF based on your self-evaluation. Those conducting the review will informally survey older children in the school, provided this is felt to be appropriate, with a view to gaining helpful insights for those responsible for the school. The school's sponsors are invited to complete the survey form.

Please complete the following checklist*. Add any comments you feel to be appropriate:

CHECKLIST

Governance & Management:

1. Are there sufficient independent Trustees to enable the handling sensitive issues such as employment?
2. How is the Trustees informed of what is happening in the school?
3. How are Trustees appointed?
4. How is Trustee recruitment & training managed?
5. How does the school maintain clarity with regard to governance & management?
6. What management planning is carried out?
7. How are these plans communicated to other teams within the school?

Personnel & staff development:

1. Vacancies are openly advertised:
2. Staff members appointed following receipt of references & interview procedure:
3. All members of staff receive Terms & Particulars of Employment:
4. There is an appropriate Grievance & Disciplinary Procedure:
5. There is a procedure for the resolution of conflicts between staff members:
6. CRB & other Child Protection Procedures are in place:
7. There are adequate procedures for the initial induction & mentoring of staff:
8. There are procedures for ongoing co-mentoring, evaluation & appraisal:
9. There is support for professional development & a budget for conferences &c:
10. There are regular staff training days:
11. There is a policy for lesson preparation, record keeping & reports:

Admission procedures:

1. Interview & admission policy & procedures are freely available to parents:
2. The admission policy accords with equal opportunities legislation & Disability Right Act:
3. Children interviewed by more than one suitably qualified & experienced member of staff:
4. Staff are routinely trained in how interviews are to be carried out:
5. S.E.N.s are assessed before acceptance:
6. All teachers are informed of admissions & any special circumstances notified appropriately:
7. Reports & records are kept appropriately:
8. There is a clear & consistently followed policy for "trial periods" if these are used:

Behaviour, discipline & exclusions:

1. There is an age-appropriate behaviour policy for children which includes sanctions or disciplinary procedures that may be used:
2. Policy & procedure for these matters are available to parents prior to an incident that may give rise to its use:
3. The procedures ensure that every effort is made to handle a difficult situation effectively before either fixed term or permanent exclusion is resorted to:

Communications:

1. Annual reports (or more frequent, if appropriate) of pupil progress are given:
2. Copies of these are kept centrally with appropriate records in pupil files:
3. School leaving report forms are available & used showing accomplishments in basic skills:
4. There is information to enable parents to know where to bring concerns &c:
5. There is a grievance & conflict resolution procedure for parents:
6. Nature & level of any formal complaints
7. There is documentation indicating circumstances when a child leaves:
8. Information about school policies &c. are provided to parents:
9. There is a regular information/news sheet:
10. The prospectus outlines all the information a normal enquirer needs:
11. There are class evenings & information evenings for parents individually & as a group:
12. There are Open Days/events open to wider public:
13. There are an identified people to whom parents or members of staff can take concerns that cannot be dealt with by more immediate means:

Finances:

1. There is an annual budget & monthly management accounts:
2. Annual accounts are "audited" & made available to parents & interested parties:
3. There is a statement of bases for financial arrangements with parents:
4. There is an annual budget & regular (at least termly) management accounts:

Development Planning:

1. Please attach a copy of you most up-to-date development plan & indicate how this is reviewed:

Please add any comments regarding any of the items above:

*** N.B. This is a highly summarised review based on the SWSF Code of Practice. Please add a copy of your most recent CoP review**

SPONSORED SCHOOLS' SELF-EVALUATION

THIRD - FINAL OR PRE-MEMBERSHIP - REVIEW

This final review will recapitulate & build on first & second stage reviews*. The visit of the review team might provide opportunity for a school festival, with a verbal report being given to the whole or an invited part of the school community. A written evaluation report will be made publicly available (on request).

Please provide copies of OfSTED reports to date & SWSF Code of Practice review.

1. How do you feel the school has developed since the previous reviews?
2. What challenges has the school faced since the previous review?
3. Please append full details of your most recent SWSF Code of Practice review
4. How would you characterise the particular qualities of this school now?
5. How do you see your school in relation to the SWSF & wider movement? In particular, are there any areas of development for which you might wish to have SWSF support, or particular questions on which you might wish to contribute?

*** N.B. The questionnaires for the second stage should be completed again for the third stage review.**

For further information, please contact **Kevin Avison** (Advisory and Membership Coordinator) or **Janni Nicol** (Early Childhood Representative and Registration Co-ordinator for Early Childhood Centres) Other information is available via the SWSF website: www.steinerwaldorf.org.uk

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SURVEY FOR STAFF, TRUSTEES & SPONSORS

Please give your impressions regarding the following five qualities of your school. Replies will be used to assist the school's self-evaluation & the contribution of SWSF accreditation review in helping the school to develop & further improve its work. Individual replies will be treated confidentially:

1. Please comment on the **effectiveness** of the school in its teaching, working arrangements & practices, management & governance:
2. What **positive** qualities & developments do feel the school exhibits? Please identify any current challenges you feel to be of particular concern:
3. In what ways do you feel the school demonstrates the quality of **respect** for the needs of children, parents & staff? Are there ways in which you feel this could be clearer?
4. Would you describe the school as a "learning community"? Please give some examples; do you feel there are ways in which this aspect of the school could be improved? (**On-going education**)
5. Do you feel that the school appropriately encourages all those involved to **contribute** to its success? What guidelines are there ensure that people can contribute positively & according to the needs of the school? Can you suggest ways in which this could be usefully developed?

Add extra sheets as needed. Please number your replies as above. Replies should be returned to a designated person in your school. These will be made available to a Steiner Waldorf School Fellowship appointed survey group before they visit the school. They will make a report based on the school's self-evaluation in order to assist future planning & development. Thank you for your help.

***Steiner Waldorf Schools' Fellowship Accreditation Review
Survey for Parents***

We would appreciate your help in reviewing St Michael's Steiner School for full-membership of the Steiner Waldorf Schools' Fellowship. Please complete this survey & return it to the school office for collection by the SWSF Review Team. The school will make available a secure reception point for your completed forms. The Review Team will examine the forms in order to help their decision as to awarding the school full accreditation. The forms are anonymous & your answers are confidential. No staff will see your comments, but the report will refer to the views of parents generally & to significant points made by members of the school community without identifying the authors in any way. Information about the age & class-group of your child are included here purely for the purposes of analysis.

How old is your child?

In which class is your child?

		<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
1	My child likes this school.					
2	My child was helped to settle in well when he or she started at the school.					
4	Pupils behave well in school.					
5	Teaching is good.					
6	Staff expect my child to work hard & do his or her best.					
7	The homework that is given builds well on what my child learns in school (if appropriate).					
8	Staff treat all children fairly and with respect.					
9	I am kept well informed about my child's progress.					
10	I feel comfortable about approaching the school with questions, suggestions or a problem.					
11	I understand the school's procedure for dealing with complaints.					
12	I understand the responsibilities of College, Council & other school groups.					
13	The school is well run.					
14	It is important for me & my children that the school offers Steiner education					
15	Anthroposophy is at the heart of the school					

If you wish to add any further comments, please use the back of this questionnaire, or add further sheets as required. Please do not refer to individual members of staff by name.