Steiner Waldorf Schools’ Fellowship
FROM NEWLY FOUNDED TO FULL MEMBER

The purpose of accreditation:
Steiner Waldorf education centres, generally known in the UK & Ireland as ‘Steiner Schools’ are independent, self-administering bodies that have chosen to associate in order to promote, advance & develop the method of education, founded upon the model created by Rudolf Steiner for the first Waldorf School & developed subsequently through the educational practice & research of educators & settings worldwide. The Steiner Waldorf Schools’ Fellowship is the associative body for Steiner Schools in the UK & Republic of 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 and 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, in recognition of their co-responsibility & inter-dependence. 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 will have begun as “Interest Groups” registered with the SWSF. Registration, including subscription, is prerequisite for any group wishing to use the name “Steiner School” in relation to their educational activity. Educational work with younger children (Early Years) where parents are not present, involves registration with the appropriate official bodies, in addition to SWSF recognition. Initially a setting would receive provisional recognition (intended only as a transitional stage) as a prelude to full recognition as a Recognised Early Years Setting following a successful accreditation visit. Early Years’ settings providing formal care & education will need to be registered as an early years’ provider with Ofsted (England or national registrar – See different arrangements for Scotland, Wales & Northern Ireland or the Republic of Ireland)

2. Unless a project is setting up as an Early Years setting & as a school simultaneously, it must have successfully complete its SWSF Early Years’ accreditation before the process for acceptance as an Associate member can commence. Settings intending to provide Early Years’ & school education from the first would need to follow a parallel process of accreditation

3. Early Years’ provision such as a kindergarten, nursery, or other in which education” takes place in the absence of parents (i.e. not as a “Parent & Child Group”), must register with the appropriate authority (e.g. Ofsted in England, Care Inspectorate in Scotland). SWSF membership & accreditation follows from this - similarly

4. In order to operate legally as an independent school, the project must register with the Department for Education, Welsh Assembly, or relevant body. All the requisite regulations & requirements must be fulfilled accordingly & the initial inspection will have had to have been successful

5. Before setting up as a school, an initiative group should establish contact with two Waldorf educators (normally colleagues employed in a full member school & supported by their Collegiate to undertake this responsibility) who, with the agreement of the SWSF Council are prepared to act formally as mentors.
6. With the agreement of the SWSF Council, following recommendation from the Council Representative of the mentors’ school(s) along with that of the appointed SWSF officer (‘Designated Person’), provisional recognition as a new Associate school is conferred initially. Confirmation of Associate membership can only take place once the initial registering inspection has been successful.

7. **N.B.** The SWSF Council has the right to refuse membership according to the terms of its legal objects in the event of infringement of its agreed criteria or for any other reasons it may determine. It is under no obligation to provide detailed explanation for such decisions.

8. Membership of the SWSF thus normally follows the following stages:

- Registered Interest Group
- Provisionally/Recognised Early Years’ Setting
- Provisionally/Associate Member School
- (Full) Member School

**Free school applications:**

Initiative groups intending to apply to the government via the “Free Schools/Academy route would need to apply for endorsement of their proposal by the SWSF before submitting their application to the Department for Education. Endorsement is additional to registration as an Interest Group & this should precede a “free school” application. Without endorsement, a free school would be in breach of the SWSF trademark & no such applications can be authorised. New publically-funded settings would follow the same path of accreditation as independent Steiner Waldorf settings. Existing schools or Early Settings applying for free school status would, normally, maintain their existing level of membership unless a substantial change of personnel or other circumstances warrants an alteration. Such alteration would be negotiated at the time & in the light of the particulars of the case.
Accreditation of Early Years’ Settings (becoming a Recognised Early Year’ Setting):

1. The SWSF should be informed of the intention to move from providing informal to formal early years’ provision (refer to national criteria for registration) twelve months in advance of the intended opening. During this phase, a Contact Person from the SWSF Executive Team &/or members of the SWAS Early Years’ advisory team will be able to provide advice & assistance with planning (see the Guidance for the Recognition of Steiner Waldorf Early Years’ Settings document).

2. Settings would need to show that –
   a) There has been adequate preparation –
      i. There is commitment to & understanding of the fundamental principles of Waldorf education, & in particular, the Waldorf curriculum as relevant to Early Years’ work.
      ii. There is a viable group of children, parents & supporters of the initiative to sustain it.
      iii. There are suitably qualified & experienced teaching staff.
      iv. Suitable premises, equipment and outdoor facilities are available.
      v. There is sufficient & appropriate administrative support.
      vi. There is sufficient planning relevant to the size of the initiative for key areas, such as: study, ongoing professional development, communications & public relations, curriculum & evaluation, governance & finance*.

2. During the first stage an adviser from the SWSF advisory service will visit. A report of the visit will be made available to those responsible for the school. If satisfactory, an accreditation visit & report would follow. After successful accreditation visit a setting becomes a SWSF Recognised Early Years’ provider & receive annual certification & opportunity to earn the SWSF Early Years’ Quality Mark.

3. Provisional recognition is intended to be transitional & would not normally continue beyond the third year of operation.

4. Settings at all stages must fulfil their responsibilities as members of the SWSF, including the payment of contributions.

* N.B. Regarding governance – There is no requirement for REYS to be formal not-for-profit, or charitable organisations. However, adequate structures are needed to ensure the work can be managed in accordance with legal & regulatory requirements & with a view to sustainability. In the absence of formal governance structures, it is strongly recommended that an early years’ practitioner wishing to establish a new setting identifies local supporters & others with appropriate skills or expertise to be part of a “Circle of Support” with regular meetings to provide mentoring, advice, listening & reflection for those working in the setting. For settings intending to develop towards becoming schools, it is recommended that charitable, or not-for-profit, status is sought early on.

Provisional Associate Membership:

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 Executive Team will be able to provide assistance with planning &, where necessary, helping to identify potential mentors (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 criteria & that there have been regular contact & effective communication with SWSF & the relevant groups.

3. **Provisional Associate membership** will normally be conferred when a school opens, provided it is shown that:
a) There has been adequate preparation -  
   i. There is commitment to & understanding of the fundamental principles of Waldorf education, in particular the Waldorf curriculum  
   ii. A registered company with not-for-profit 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)  
   iii. There is a viable group of children, parents & supporters of the initiative to sustain a school  
   iv. There are suitably qualified & experienced teaching staff  
   v. Suitable premises, equipment and outdoor facilities are available  
   vi. There is sufficient & appropriate administrative support  
   vii. There is effective planning addressing key areas, such as: study & communications, public relations & publicity, curriculum & evaluation, governance & finance

5. 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 Associate membership is conferred following a successful OfSTED/SIS inspection (Subject to agreement by SWSF Council)

6. The appropriate SWSF subscription is paid in a timely manner

7. Provisional Associate membership is intended to be transitional & would not normally continue beyond the second year following the school's founding.

8. The SWSF Code of Practice provides a basic organisational tool-kit, a format for policy review, which underpins the process of accreditation

9. Settings at all stages must fulfil their responsibilities as members of the SWSF, including the payment of contributions

**Associate members:**

1. As indicated earlier, Associate member schools are not represented directly as Trustees of the SWSF. Associates are represented through the representative of the school(s) to which their mentors belong. However, Associate members are invited & warmly encouraged to attend part of most SWSF Council meetings (with the exception of that reserved for Trustee business). This provides opportunity to work with colleagues from other schools in the movement & to gain useful experience of the issues involved

2. The SWSF Contact Person also provides a regular point of contact. Review of settings will be conducted in the presence of representatives of the school(s) concerned. Reports pertaining to the review process should be considered to be “public documents” (circulated to staff Trustees of the school concerned & to those attending SWSF Council meetings)

3. Associate membership is time-limited to a period of seven years. However, subject to negotiation, this may be extended when a school has faced particular difficulties that have prevented or undermined the expected development in identifiable ways. The aim is to ensure that Associate membership has a momentum towards full Member status & the accreditation process is designed to provide settings with appropriate & supportive objectives & guidance

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 (this will depend upon the size & complexity of the school). The mentors of the Associate member are invited to 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 (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, usually over two years.

6. In the event of an Associate member either failing to progress its accreditation appropriately, or being deemed to fall short of basic standards, the SWSF Trustees reserve the right to reassign the setting as “Under Review”. A setting under review will be deemed to have effectively returned to “provisional membership”. An Associate under review would need to produce an action plan with an agreed time scale to remedy its shortcomings. Failure to do this in any particular could lead to a debarring of the setting. “Under Review” status can, subject to the decision of Trustees of SWSF, also be applied to any organisation failing in its duties as a member setting

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 and kindergartens or early years settings wishing to do so may become part of the SWSF Quality Development Scheme & apply for a SWSF Quality Mark (see appendix)

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 and appointment and 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:

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

Process: An initial proposal document should by 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 providing education for young people of school age) 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 accreditation but exists to facilitate a relationship of mutual acknowledgement, providing a basis for co-operation & mutual benefit as appropriate for the organisation concerned

**Self-evaluation Forms:**

The forms that follow are for the use of legally registered settings (i.e. registered with DfE, Scottish Government &c.) 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 SWSF advisory services & local resources in developing their work.
ASSOCIATE SCHOOLS’ SELF-EVALUATION

FIRST STAGE REVIEW
(Initial & first review. - from provisional to Associate Membership)

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 (if available): 

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 & indicate the results of you SWSF Code of Practice review:

1. Please comment on how the school carries out “child studies”, in-service, staff development, research & study (please refer to SWSF Code of Practice):

2. Please provide an outline of how the school plans to develop & maintain an appropriate, practical Waldorf ethos (please refer to SWSF Code of Practice):

3. Please outline systems for governance & management (please refer to SWSF Code of Practice):

3.01 Does the school have charitable or (other appropriate) “not-for-profit” status? Please indicate “charitable objects”:

3.02 What procedures are in place for the appointment, induction & review of the work of Trustees individually & as a team (please refer to SWSF CoP):

4. Premises & up-keep: Does the school own the building (s) & under what terms does it hold them?

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

4.02 What planning exists to meet the needs of the school’s present & future development?
N.B. 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 inspection report &/or Early Years' inspection report, along with any Action Plan that may have resulted from this)

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

Please refer to the SWSF Code of Practice & comment on the school's 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.
ASSOCIATE SCHOOLS’ SELF-EVALUATION

SECOND STAGE REVIEW
(Usually during third or fourth 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 are 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 & Equality 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 an effective 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
ASSOCIATE SCHOOLS’ SELF-EVALUATION

(Normally during the seventh year - 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).

1. Please provide copies of OfSTED reports to date & SWSF Code of Practice review. How do you feel the school has developed since the first & subsequent review?

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 Settings) Other information is available via the SWSF website: www.steinerwaldorf.org

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01223 890988
SURVEY FOR STAFF, TRUSTEES & MENTORS

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 ...... 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? |

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<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
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<tr>
<td>1</td>
<td>This school provides a good all-round education</td>
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<td>My child was helped to settle in well when he or she started at</td>
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<td>3</td>
<td>Pupils behave well in school.</td>
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<td>Teaching is good.</td>
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<td>5</td>
<td>Staff encourage the children to work hard and do his or her best.</td>
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<td>6</td>
<td>The homework that is given builds well on what my child learns in school (if applicable).</td>
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<td>7</td>
<td>Staff treat all children fairly and with respect.</td>
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<td>8</td>
<td>I am kept well informed about my child’s progress.</td>
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<td>9</td>
<td>I feel comfortable about approaching the school with questions, suggestions or a problem.</td>
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<td>10</td>
<td>I understand the school's procedure for dealing with complaints.</td>
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<td>11</td>
<td>I understand the responsibilities of College, Trustees/Council &amp; other school groups.</td>
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<td>12</td>
<td>The school is well run.</td>
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<td>13</td>
<td>It is important for me &amp; my children that the school offers Steiner education</td>
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<tr>
<td>14</td>
<td>The ethos of the school is positive, humane &amp; supportive</td>
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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.

Obtaining the Steiner Waldorf Quality Mark

- The term “setting” is used throughout this document to describe schools and independent early years’ settings
- The SWSF Quality Mark has been established in order to give settings the opportunity to demonstrate, by means of self-assessment and peer review, that they are able to provide high quality Steiner education
- A necessary first step for settings aspiring to the SWSF Quality mark is that they meet all relevant statutory requirements
- The Quality mark would normally depend upon a setting having already achieved a “good” judgement from formal inspection & good general standards
- The Statement of Principles & Aspirations found at www.ecswe.org/downloads/statements/ecswe_principlesstatement.pdf gives a useful introduction to what is understood by “high quality Steiner education” and provides the basis for the descriptors used here
- The SWSF QM identifies excellent Waldorf practice in settings that provide an exceptional educational environment. The QM thus has a role in identifying & celebrating high quality practice & can support the sharing of this between schools

Descriptors:

N.B. The following descriptors are intended to apply to any setting in context. A small setting with only Primary provision will have as much prospect of achieving a Quality Mark as a much larger & apparently better resourced one providing for young people up to or above statutory school age. It must therefore be emphasised that these are interpretative rubrics illustrating the attributes upon which judgements can be made in terms of what is sufficient, applicable & appropriate to the needs of a specific time, place & situation

1. **Code of Practice:**
The principles & aims of the SWSF CoP are evident in the ethos of the setting. A basic level is met in all areas & in terms that are appropriate & relevant to the circumstances of the setting. In addition, best or better practice is achieved in most areas. Regular review using the SWSF Code of Practice is conducted, identifying areas for improvement, refining policy in line with regulatory change & in the light of situations where specific policies are tested (e.g. following a serious complaint). Basic documentation is available & staff members are fully aware of their responsibilities relative to this. INSET, or training days ensure that staff keep up to date with relevant policy development

2. **Governance, Management & Leadership:**
All those in positions of responsibility have an adequate understanding of the aims & objectives of the setting. The day-to-day life of the setting is congruent with its aims & policies. All involved are aware of the overall governance structure, can identify the individuals or groups to whom they are responsible & accountable & act accordingly. Trustees have effective oversight of all key areas of policy & work & there is good communication between them & those with management responsibility. Employment matters are handled at all times with respect for the dignity of the individual & according to appropriate procedures. Individuals feel that they work in an environment of mutual
confidence in which while they have a great deal of freedom, their work is evaluated & appreciated so that they are encouraged to learn & improve through the work they do. There is also clear accountability, including processes to identify failings or concerns & to rectify them following any necessary investigation or enquiry (for which procedures are appropriate, especially with regard to conflict of interest). Planning & review processes support & include those working & learning in the setting in reforming & sustaining its "mission". Pupil behaviour is generally good & issues such as bullying are dealt with appropriately, consistently & promptly. There is good internal communication & a supportive structure for staff members who, for one reason or another may struggle to fulfil their responsibilities. There is also, however, a clear sense of core purpose & responsibility to educate & promote the present & future young people & collegiality & support are not allowed to compromise that duty.

3. Teaching & Learning:
The setting is comprehensive, with policy & implementation aligned so as to respond to the needs of each child. The setting provides a broad & balanced curriculum founded on Waldorf principles\(^1\), commensurate with development of its pupils & in keeping with the twin principles of freedom in determining educational content through action research & a thorough application of core values. Thus methodology & curriculum is determined & developed through a process of individual action & deep reflection (including meditation) by the relevant members of staff, moderated by subsequent study & collegial dialogue. The relationship between staff & pupils is open, warm & appropriate. A majority of lessons or sessions effectively engage pupils (in terms of activity & discussion, but also inwardly, by appeal to imagination) so that learning is constructively enhanced over time\(^2\). Teachers & other members of staff participate in regular dialogue & training aimed at improving their professional capability, supported by regular review & records of pupil progress, including peer moderation. Pupils show commitment & enthusiasm for their learning & are prepared to make every effort to master new or difficult material. They are active, in variety of ways subject to their educational needs, age & relevant circumstances, in developing understanding of themselves, others & the wider world & in making a positive contribution to their environment & communities. An artistic quality pervades the work of the setting, which has a rich cultural life.

4. Community & Communication:
The setting provides information effectively & appropriately to all stakeholders, including those in its surroundings, including information about aims & values. The setting demonstrates the quality of "hospitality" in its life & work & encourages respect for the diversity of backgrounds, types & characters represented within the setting & out with the wider community (or communities). Admissions procedures are clear & fair & make every practical effort to be inclusive. That inclusivity is, nonetheless, realistic in terms of the support for young people with additional learning needs & what is best for the individual in light of available resources, training &c. There is participation in any appropriate local events, festivals, inter-school activities &/or facilities are made available to local groups or societies (as relevant). Issues are dealt with consistently & effectively. The setting is alert

\(^1\) Refer to A Statement of Principles & Aspirations found at www.ecswe.org/downloads/statements/ecswe_principlesstatement.pdf
\(^2\) Regarding the evaluation of teaching practise, it is essential to note that intense focus on the evaluation of single lessons can be result in a distorted picture & can tend to misdirect staff effort. Learning takes place over time & the emphasis must be – over & beyond the evidence of individual lessons – that of the general learning climate & what may be being achieved incrementally & over the longer course
to its duties to maintain good local & public relationships as part of its duty to pupils & as an organisation representing of Steiner Waldorf education

5. Premises & immediate environment:
All facilities are used to the best effect. Buildings, grounds & fabric are maintained appropriately & to the highest standard achievable. A high quality of care & attention is evident throughout the setting, both with regard to aesthetics (including tidiness) & to matters of the health, safety & well-being of staff, pupils & visitors. Pupils & all members of staff play their part in cultivating a safe, secure & attractive environment in which to work & learn. Play areas, grounds & other spaces are used to the optimum benefit of all involved in using or working in the setting & especially for the purposes of learning. Signage is practical & attractive & there is an appropriate reception facility for the type of setting

6. Special Quality or Significant Development:
What aspect(s) of the setting stand out as positive & progressive? This may or may not be included within the descriptors above? What significant development(s) does the setting identify for itself?

QM Form 1
Setting Self-evaluation Form for SWSF Quality Mark

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Self-evaluation &amp; evidence</th>
<th>Other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Code of Practice:</td>
<td>Our setting works with the aims &amp; principles of CoP in the following ways: Our most recent CoP review was undertaken. It’s findings. Who is responsible for this? How does the setting contribute to the collegiality of Steiner Waldorf schools?</td>
<td></td>
</tr>
<tr>
<td>Governance, Management &amp; Leadership:</td>
<td>Characterise what makes the setting’s leadership effective: Who holds leadership positions? How is leadership determined?</td>
<td></td>
</tr>
</tbody>
</table>
they are responsible & accountable & act accordingly. Trustees have effective oversight of all key areas of policy & work & there is good communication between them & those with management responsibility. Employment matters are handled at all times with respect for the dignity of the individual & according to appropriate procedures. Individuals feel that they work in an environment of mutual confidence in which they have a great deal of freedom, one in which their work is evaluated & appreciated & where they are encouraged to learn & improve through their work. There is, however, also clear accountability & processes to identify failings or concerns & rectify them following any necessary investigation or enquiry (for which procedures are appropriate, especially with regard to conflict of interest). Planning & review processes support & include those working & learning in the setting in reforming & sustaining its "mission". Pupil behaviour is generally good & issues such as bullying are dealt with appropriately, consistently & promptly. There is good internal communication & a supportive structure for staff members who, for one reason or another may struggle to fulfil their responsibilities. There is also, however, a clear sense of core purpose & responsibility to educate & promote the present & future young people.

<table>
<thead>
<tr>
<th>Trustee responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Treasurer/finance:</td>
</tr>
<tr>
<td>Child Protection:</td>
</tr>
<tr>
<td>Health &amp; safety:</td>
</tr>
<tr>
<td>Personnel matters:</td>
</tr>
<tr>
<td>Other areas?</td>
</tr>
<tr>
<td>Is there an adequate balance of independent Trustees with parent Trustees or others related to staff?</td>
</tr>
<tr>
<td>Is there a trustee Job Description?</td>
</tr>
<tr>
<td>How are trustees recruited &amp; inducted?</td>
</tr>
<tr>
<td>Please comment on trustee skills &amp;c including awareness of educational policy &amp; Waldorf principles &amp;c. Is the ECSWE Statement of Principles &amp; Aspirations made available to them, or does the setting provide a similar document?</td>
</tr>
<tr>
<td>Please comment on frequency &amp; effectiveness of meetings, how decisions are communicated, followed through &amp; evaluated?</td>
</tr>
</tbody>
</table>

3. Teaching & Learning:

The setting is comprehensive with policy & implementation aligned to respond to the work & needs of each child. The setting provides a broad & balanced curriculum founded on Waldorf principles, commensurate with development of its pupils & in keeping with that alignment. The methodology & curriculum is determined & developed through a process of individual action & deep reflection.

| In what ways does your setting seek to maximise the grounds & environment for education? |
| Who is responsible for educational quality & how is this sustained? |
| What arrangements are there for educational study, including child studies, class reviews & curriculum development? |
| How is quality of the educational work assured? |
Who is responsible for this?

Please list any specific innovative approaches made during the last 3-4 years:

How have you evaluated these?

What responses have you had from pupils about educational developments?

What responses have you had about the work of the school as a whole (parents & young people):

<table>
<thead>
<tr>
<th>4. Community &amp; Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The setting provides information effectively &amp; appropriately to all stakeholders &amp; those in its surroundings. The setting demonstrates the quality of “hospitality” in its life &amp; work &amp; encourages respect for the diversity of backgrounds, types &amp; characters represented within the setting &amp; within the wider community (communities). Admissions procedures are clear &amp; fair &amp; make every practical effort to be inclusive. There is participation in some appropriate local events, festivals, inter-school activities &amp;/or facilities are made available to local groups or societies (as relevant). Issues are dealt with consistently &amp; effectively. The setting is alert to its duties to maintain good local &amp; public relationships as part of its duty to pupils &amp; as an organisation representing of Steiner Waldorf education</td>
</tr>
<tr>
<td>How do you inform parents &amp; prospective parents about the setting's mission, ethos &amp; practices?</td>
</tr>
<tr>
<td>How successful is setting in this? How do you know?</td>
</tr>
<tr>
<td>In what ways does the setting sustain &amp; develop links with the local community(ies)?</td>
</tr>
<tr>
<td>How are concerns &amp; complaints dealt with &amp; what means are used to deal with issues at an early stage?</td>
</tr>
<tr>
<td>What features of the setting make it one in which Waldorf education is experienced as enlightened, spiritually-informed &amp; human-centred?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Premises &amp; Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Within the limits of resources &amp; available space, how does the setting make best use of premises,</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>All facilities are used to the best effect. Buildings, grounds &amp; fabric are maintained appropriately &amp; of the highest standard achievable. A high quality of care &amp; attention is evident throughout the setting, both with regard to aesthetics (including tidiness) &amp; to matters of the health, safety &amp; well-being of staff, pupils &amp; visitors. The limitations imposed by slender budgets do not dictate low aspirations or poor standards, dereliction or neglect. Pupils &amp; all members of staff play their part in cultivating a safe, secure &amp; attractive environment in which to work &amp; learn. Play areas, grounds &amp;/or other spaces are used to the optimum benefit of all involved in using or working in the setting. Signage is clear &amp; there is an appropriate reception facility for the type of setting grounds &amp; general environment (including the wider community)?</td>
</tr>
<tr>
<td>What are the arrangements to ensure appropriate standards of physical safety for all concerned?</td>
</tr>
<tr>
<td>What practical arrangements are there to ensure the highest possible standard of maintenance, care &amp; reasonable security of the grounds &amp; premises?</td>
</tr>
</tbody>
</table>

| 6. Special Quality or Significant Development: What aspect(s) of your setting stand out as positive & forward looking? This may or may not be included within the descriptors above? What significant developments do you identify for your setting? How are these developments managed & sustained? |

**QM - Form 2**

**Evaluation Form for Evidence, Comment & Appraisal of Settings Seeking a SWSF Quality Mark**

Appraisers: Please refer to setting’s self-evaluation form. Enter your comments & evidence in the space provided. During the visit you will need to interview at least one trustee (Chair or one designated on behalf of the governance team), administrator, Bursar, or Finance Administrator (if different), the Chair or representative of Collegiate, & the school’s SWSF representative, a parent representative. The form below is to assist you with the interviews & for recording your findings.

<table>
<thead>
<tr>
<th>Descriptor</th>
<th>Interview with or other information</th>
<th>Evidence provided &amp; identified</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 CoP</td>
<td>Administrator or member of staff responsible for CoP overall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Review of CoP &amp; sample policies</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1 Trustee representative (e.g. Chair). Governance review of CoP. When? How?</td>
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<tr>
<td>1 Random sample of staff ad hoc</td>
<td></td>
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<tr>
<td>2 G M &amp; L Trustees/Administrator SWSF rep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Characterise what makes leadership effective:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who holds leadership positions?</td>
<td></td>
<td></td>
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<tr>
<td>How is leadership determined?</td>
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<tr>
<td>2 Trustee responsibilities (indicate if interviewed): Treasurer/finance:</td>
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<td></td>
<td></td>
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<tr>
<td>Child Protection:</td>
<td></td>
<td></td>
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<td>Health &amp; safety:</td>
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<td></td>
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<tr>
<td>Personnel matters:</td>
<td></td>
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<tr>
<td>Other areas? -</td>
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<tr>
<td>2 Is there an adequate balance of independent Trustees with parent Trustees or others related to staff?</td>
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<tr>
<td>2 Trustee Job Description?</td>
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<tr>
<td>Trustee recruitment &amp; induction?</td>
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<td></td>
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<tr>
<td>Trustee awareness of educational policy &amp; Waldorf principles &amp;c Is the ECSWE statement made available to them?</td>
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<td></td>
<td></td>
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<tr>
<td>2 Frequency &amp; effectiveness of meetings, how are decisions made, communicated, followed through &amp; evaluated?</td>
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<tr>
<td>Is the setting well run?</td>
<td></td>
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<tr>
<td>3 T &amp; L Interview: Chair of Collegiate/Educational Co-ordinator/lead teacher (Questions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

POLICY AGREED 2.11.12
Policy Updated October 2014, March 2015
POLICY REVIEW November 2015
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>In what ways does the setting seek to maximise the use of grounds &amp; environment for education?</td>
</tr>
<tr>
<td>3</td>
<td>Who is responsible for educational quality &amp; how is this sustained?</td>
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<tr>
<td>3</td>
<td>What arrangements are there for educational study, including child studies, class reviews &amp; curriculum development?</td>
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<tr>
<td>3</td>
<td>How is quality of the educational work assured? Who is responsible for this?</td>
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<tr>
<td>3</td>
<td>Is there evidence of innovation/outstanding practice? How has this been evaluated?</td>
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<td></td>
<td>Has the setting evidence from pupils &amp; parents about this?</td>
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<tr>
<td></td>
<td>&amp; what evidence is there of evaluation of the work of the school as a whole (parents &amp; young people):</td>
</tr>
<tr>
<td>3</td>
<td>What is your general impression from the classrooms, common areas &amp; grounds of the setting &amp; of the artistic work on display?</td>
</tr>
<tr>
<td>4</td>
<td>Is information to parents &amp; prospective parents about the setting’s mission, ethos &amp; practices sufficient &amp; clear?</td>
</tr>
<tr>
<td>4</td>
<td>In what ways does the setting sustain &amp; develop links with the local community (ies)?</td>
</tr>
<tr>
<td>4</td>
<td>Are concerns &amp; complaints dealt with adequately? What means are used to deal with issues at an early stage?</td>
</tr>
<tr>
<td>4</td>
<td>In your view is the setting one in which Waldorf education is experienced as enlightened &amp; human-centred?</td>
</tr>
<tr>
<td>5</td>
<td>Within the limits of resources &amp; available space, does the setting make good use of premises, grounds &amp; general environment (including the wider community)?</td>
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<tr>
<td>5</td>
<td>Where relevant interview groundsman/maintenance</td>
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</tr>
<tr>
<td><strong>staff/setting H&amp;S officer:</strong></td>
<td>What are the arrangements to ensure the highest possible standard of maintenance, care &amp; reasonable security of the grounds &amp; premises?</td>
</tr>
<tr>
<td>5</td>
<td>What is your impression of the setting &amp; its general aesthetic (insofar as the setting can determine this)?</td>
</tr>
<tr>
<td>6 SQ</td>
<td>In your view, what characteristics deserve to be celebrated here?</td>
</tr>
</tbody>
</table>

Supplementary question: What is your assessment of the way this setting represents Steiner Waldorf education & of its “collegiality”/co-responsibility for this within the wider movement? (If appropriate, what enhancement of this might you recommend?)

Any other relevant matters: