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Glasgow Steiner Community School

Draft Business Plan

**A proposal to establish a state-funded community led
Pre-School and Lower School**

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1. Background and Summary

1.1 Purpose

The purpose of this draft document is to present a case to the Scottish Government for direct funding to support the establishment of a state-funded, community led Steiner Pre-School, (up to the age 5/6) and Lower School, (ages 6-14). In the fullness of time an Upper School (age 14-18) will be created the Glasgow area, this will be the subject of a separate bid to the Scottish Government and is not included in this request.

This proposal is in response to the need to deploy innovative and proven solutions to expand, diversify and improve the quality of education in Scotland. Steiner, Montessori and many other types of education are widely available and state-funded across Europe, including England. Steiner education would provide greater diversity and parental choice within the Scottish state-funded education system. This would be based on a holistic and integrated model. Not only does the approach support the various dimensions of the growing child, it provides the opportunity for a more efficient, cost effective model which can give rise to higher attainment levels –particularly in later years. Steiner pupils consistently achieve higher results far above the national average. For example, in 2011, Edinburgh Steiner pupils, where some Glasgow pupils are currently sent, achieved an A-C Higher pass rate of 96% against a national average of 74%. Recently, more than 50% of its final year pupils achieved 5 Grade A's, or better, at Higher.

There is growing evidence that autonomous schools can deliver a range of benefits. They, first of all, give teachers greater control whilst bringing parents, teachers and the local community closer together. The important aspect here is that the provision of education is much more of a combined effort and helps parents become involved and more responsible for their own child's success and good behaviour. As outlined in more detail in Section 1.3 (6) the aim of a Steiner School is to *"create a learning community consisting of teachers, parents and children."* Parents are involved in the life of the school community on a daily basis in close partnership with the teachers. In addition, local businesses can also join in the cause, by providing prompt and cost effective goods and services to the school.

The existing Glasgow Steiner School has been running effectively, in various formats, since 1988, it provides a solid foundation from which to build a community led school. The community school would offer a practical demonstration of the benefits of such a model in terms of nurturing the balanced development of children. It is considered that the school will provide a more tailored learning experience which is also cost effective, compared to the prevailing state-funded system.

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1.2 The Vision

The vision is for an emotionally nurturing learning environment where pupils can flourish as whole people and achieve success and excellence from strong foundations in a wide range of skills.

The core values and ethos have at their heart the wellbeing of the whole child and the nurturing of his or her creativity in a culture of collaborative learning, where every pupil is valued as a human being, each with their own gifts and challenges regardless of, sex, race, religion and belief, and academic ability.

The school recognises its responsibilities in preparing pupils for life in a culturally diverse society and showing by example the value of respect for each other. We believe our school will encourage all children, regardless of ability, to find the joy in learning, to believe in themselves and to be motivated to succeed in their chosen path in life. We acknowledge that the establishment of a state-funded Steiner School in Glasgow is an opportunity to demonstrate that commitment both as a community resource provider and as a local employer.

Our overarching priority is to support every child to fulfil his or her unique destiny and to provide him or her with firm foundations so that they can develop into a free, morally responsible and integrated person.

With the Steiner approach, education is seen as a journey, not a race, which should engage the head, the heart and the hand. It is believed that education should develop resourcefulness and creativity through supporting children to experience their childhood to the full and that time given to developing strong social, linguistic, imaginative and emotional foundations builds capacity to learn.

Glasgow Steiner School, working in collaboration with the Hometown Foundation, aims to provide all of its pupils with the best possible learning experience. Both organisations firmly believe that a good quality and inclusive education, irrespective of religion, background or wealth, forms the foundation of every successful society. Furthermore, it is considered vitally important that we draw on best practices to ensure that not only can Scotland keep up with its competitors, but we can jointly help children to achieve more balanced and fulfilling lives.

In order to do this, the proposition is to establish a school which presents an alternative model to the state and independent school models which currently exist in Scotland.

The proposal has multiple objectives, which include:

Outcomes from autonomy - it will demonstrate, in a carefully controlled way, the positive impacts upon children's development, as a result of school autonomy and the application of Steiner principles – where the teachers, parents and children work as a unit to carefully nurture individuals talents and potential;

Costs - it will provide a benchmark to the Scottish Government which illustrates that high educational outcomes can be achieved more cost effectively than is currently the case. This

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is as a result of reduced overheads and the ability to attract greater parental voluntary engagement and financial support. Under this scenario, greater available resources can be spent on the direct delivery of education, reducing class sizes to optimum levels and removing unnecessary management layers and bureaucracy;

Variety and Diversity - it presents an alternative to the current education system, which is seen to be too uniform and lacks the required diversity to excel. As outlined in The Commission on School Reforms report, *By Diverse Means: Improving Scottish Education* – “the lack of diversity has led to a very consistent level of education across the board, but not to an exceptional level and that lack of diversity has almost certainly levelled-down the overall achievement”.

The proposal introduces another model into the state-funded education mix, which will allow comparisons to be drawn on cost efficiencies and effectiveness and provide the necessary environment to allow the school to do extremely well; and

Parental and community ethos – the proposal will foster greater social cohesion and put pupils at the heart of the community. Through a partnership between teachers, pupils and parents greater potential will be obtained by children of all abilities. This is as a result of greater “ownership” of the learning and as mentioned previously, it is more of a combined effort.

1.3 Steiner Education (and its principles)

Steiner (Waldorf) Education is currently one of the fastest growing alternative educational models. The principles of this education are based on Rudolf Steiner’s deep insight into child development. Through his lectures and writings the first Steiner school was founded for the children of the workers in the Waldorf Astoria Factory in Stuttgart in Germany in 1919 (hence the name – Waldorf).

Currently there are over 1000 independent schools in 60 countries across the world and over 30 in UK working to this model. Moreover other state and private schools as well as educational programmes (e.g. Curriculum for Excellence) are increasingly using methods drawn from Steiner (Waldorf) Education.

The principles of Steiner approach to educating a young person are specific and different from the main stream approach in many respects, the key ones are outlined as follows:

1. **Balanced development of a whole person at the core of education**

A Steiner School provides a nurturing environment for balanced development of children. Each child is valued as an individual and developing human being of distinct needs in four main areas: physical, emotional, spiritual and intellectual.

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2. Curriculum responding to the developmental needs of children

The Steiner School curriculum mirrors and responds to the specific needs of the children at their particular stage of development. A special consideration is given to a child's readiness to grasp certain concepts or ideas and hence find an intellectual and emotional satisfaction in them. Joy of learning and intellectual discovery is carefully cultivated, so that it may translate into a life-long commitment to learning and zest of life. The motto: *"Learning is not about filling a bucket, but kindling a fire"* finds its reflection in the lack of testing system and marks in Lower School. Children learn at their own pace and for the sake of learning. Teachers' involvement with and respect for every child as an individual create an ambience in which learning becomes a privilege rather than a chore.

Observation of children shows how differently they learn at different stages in their development and so Steiner schools are usually divided broadly into three age groups: □ Pre-School (up to age 5/6), Lower School (ages 6-14) and Upper School (ages 14-18).

The Pre-school child learns mainly through experiencing the world, through absorbing its surroundings and actively participating in what's going on there. In the Kindergarten children are engaged in domestic activities every day: baking, preparing soup, basic woodwork, gardening, crafts etc. They are also given plenty of time to free play (simple toys are hand-made of natural materials), and socialise, which helps them to develop confidence, imagination, good communication and other social skills. At the snack they all sit together by the table and say a grace before enjoying the meal they helped to prepare. "Kinde children" experience spoken language through ring-time with verses, songs and games as well as through stories and puppet-shows. Outdoor activities are important part of the day "whatever the weather". Natural materials, simplicity of the play environment and a special care given to beauty in details of the room and behaviour create an ambience in which children feel happy and nurtured.

By about 6 or 7, the feeling life is developing in a new way and the child now relates to the world more strongly through its feelings. The subjects of the Lower School curriculum are presented in a lively, imaginative way, interwoven with colour, music and movement in a 2-hr "Main Lesson" given by the Class Teacher each morning. The topics of the Main Lessons relate to the general developmental age of the class and are taught in blocks of 3-4 weeks allowing a good immersion in the subject being studied and time for the children to create their own records of the Main Lesson in beautifully illustrated books. □ After Morning Break, there are the subject lessons: Foreign languages (from Class 1), music, painting, drawing, crafts, games etc. all of which relate to the children's developmental stages and often link up with the theme of the current Main Lesson.

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In the Upper School, the Main Lessons continue, their themes now relating to the adolescent's developmental stages, but they are taught by specialist subject teachers. □ In the 10th class (15/16 year olds), the pupils sit the first of the national exams and will go on to the higher levels in classes 11 and 12 with very good results.

3. Nature and Festivals

The importance of human connectedness with nature and its rhythms is one of the basic principles of Steiner Education. Knowledge, respect and love for Mother Earth are at the core of the curriculum. The respect for the natural rhythm of the year finds its expression in celebrating seasonal Festivals. They are one of the highlights of Steiner Education. Being a source of invaluable knowledge of both nature and cultural lore they also serve as a powerful way of celebrating life and community. Through the artistic media (story-telling, songs and performances) where everybody has their part in preparing and performing, the spirit of community is maintained as a constant source of security, sense of belonging, happiness and inspiration.

Many activities and projects of the curriculum are held outdoors, but the love of nature is also woven into the everyday curriculum – in stories, songs, verses, plays and many artistic and craft activities. Natural materials are usually the basis of the decorations of the school and of crafts. Respect towards the beauty and order of nature helps children to feel part of their natural environment and care for it from early years.

4. The artistic element as an integral part of the curriculum

Artistic activities are viewed as a valuable educational resource and therefore are used daily. Painting, drawing, form-drawing, rhythmic work, eurythmy, singing and performing – are all parts of the curriculum in a Lower School and are brought in the context of the current theme a class is working on. They help children to “digest” and assimilate information as well as memorise it (e.g. the method of teaching the multiplication tables with movement and rhythmic recitation).

In the Lower School children do not work from textbooks, but make their own record of the Main Lesson theme in beautifully illustrated books, at first under the teacher's guidance, and gradually incorporating more of their own work.

Unique to Steiner Education is Eurythmy, a new art of movement inspired by Rudolf Steiner, which brings music and speech to visible expression through artistic movement.

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Handwork is a separate lesson but it is also related to the current “main” theme. The course of handwork is designed so it may assist children to grasp and ground new concepts and ideas. For instance knitting is introduced together with first two mathematical processes in Class 1 – it gives children an opportunity to practice addition and subtraction with their own hands and eyes. In Class 4 cross-stitch is supporting the understanding of the concept of fractions. In this context the slogan “*nimble fingers – nimble minds*” is very accurate.

5. Spirituality and development of moral qualities

Moral development of the human being is at the core of the integrated Steiner curriculum and every Steiner teacher is aware of the importance of emotional and spiritual development of the children. The curriculum involves many stories of human strife and courage, perseverance, compassion and love, which are told by the teacher, and then carefully illustrated either by drawings or in the children’s performances. Weekly lessons of Religion are a part of curriculum from class 1 and are not tied to a particular faith. They focus on human being and the journey through life, which demands so many virtues, but also brings so many rewards.

Care is given to periods of quietness and contemplation amongst the happy business of the school day. The morning begins with a verse recited by the classes and their teachers, grace is recited before meals and there is a good-bye verse at the close of the day for the younger classes. These help children to be mindful and at peace with themselves and others.

6. Community ethos and parental involvement

The aim of a Steiner School is to create a learning community consisting of teachers, parents and children. Children feel every day that they are a part of a wider community of a class, a school, the Steiner school movement (inter-school enterprises, visits etc.), their community, country and humanity as a whole. Teachers carefully nurture the individual talents and potential of each child helping them to recognise these potentials, strengthen them and weave them into practical, social life. There is emphasis on group involvement, respectful help and self-realisation, rather than competition. This helps children to develop self-confidence and trust, but also compassion and collaborative skills.

Parents are involved in the life of a school community on an everyday basis. They co-create the school environment, help with many practical and managerial tasks and support whole-school enterprises. They are also engaged in their child’s learning in partnership with the teachers.

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2. Existing Business Details

School Name

Glasgow Steiner School (Charity Number: SC045314)

Address (temporary):

Theosophical Society
17 Queens Crescent
St Georges Cross
Glasgow, G4 9BL

Telephone number:

07710 023649

Current legal status:

A Company with Charity Status (SCIO) has been established to run the school. The new Kindergarten was registered in 2015. Education Scotland are in the final stages of registering the Lower School (for 6-12 year olds), this is expected to be obtained in the near future.

2.1 Current Business- background

The Glasgow Steiner Community currently provides pre-school and home education for 28 pupils, this is provided by both the registered Kindergarten and Home Education group. The intention is to expand this number to 192 with 24 children in Kindergarten. At present children from the area are being educated in temporary accommodation at the Theosophical Society in Queens Crescent and the Scout Hall at Ripon Drive at Glasgow. In addition, other pupils travel from Glasgow to Edinburgh.

The schools objectives are the advancement of education through promoting the principles and methods of Steiner Education to the wider community including parents, teachers, voluntary workers, local authorities and wider community members. The principle object and activities of the new school will be to provide free education and care for pupils of varying abilities between the age of 4 and 14.

2.2 Key personnel involved

Key personnel involved in the existing education provision and new school can be made available on request, including – positions held, experience and knowledge of the education sector, previous employment, key skills and academic and professional qualifications. There is also a very supportive network within the Steiner Community and good practice will be drawn from the other four state-funded Steiner schools in the UK.

Hometown Foundation

Steiner Glasgow has been and will continue to work in close partnership with the Hometown Foundation, a Scottish registered charity with an interest in education. The Foundation has an extensive network of qualified and experienced professionals. These individuals are well versed in all aspects of education, including setting governance structures, school budgets and the transfer of publicly owned property to local communities.

3. Current School Offerings

The current school provides Kindergarten and home education. The proposal is to extend this to a Kindergarten and Lower (Primary) school. Subject to funding, Upper School education will be provided from year 5 onwards.

4. Ethos

The adopted philosophy is to create an emotionally nurturing learning environment where pupils can flourish as whole people and achieve success and excellence from strong foundations in a wide range of skills.

The core values and ethos have at their heart the wellbeing of the whole child and the nurturing of his or her creativity in a culture of collaborative learning, where every pupil is valued as a human being, each with their own gifts and challenges regardless of, sex, race, religion and belief, academic ability, sexual orientation, gender reassignment, pregnancy, and maternity.

The school recognises its responsibilities in preparing our pupils for life in a culturally diverse society and showing by example the value of respect for each other. We believe our school will encourage all children, regardless of ability, to find the joy in learning, to believe in themselves and to be motivated to succeed in their chosen path in life. It is acknowledged that the establishment of a state funded Steiner School in Glasgow is an opportunity to demonstrate that commitment, both as a community resource provider and as a local employer.

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Our overarching priority is to support every child to fulfil his or her unique destiny and to provide him or her with firm foundations so that they can develop into a free, morally responsible and integrated person.

5. Market Research

5.1 Market Trends

- It is considered that the Scottish education system no longer ranks amongst the best in the world. Improvement is not as rapid as it is in many other countries and there is a risk of Scotland falling behind. Of importance, is Scotland's continuing failure to successfully tackle the educational consequences of social and economic disadvantage;
- In Scotland, there has been a growing public interest in education and its relative performance compared to other countries, the growing attainment gap and the poor standards of numeracy and literacy. In response to some of these concerns it has been recommended by The Commission on School Reform and others that other models need to be considered in order to promote diversity, which is a vital part of schools becoming "learning organisations";
- In order to promote diversity, increasing the autonomy of individual schools is seen as the best way of meeting this objective;
- Autonomous schools can promote innovation in the delivery of the Curriculum Framework;
- Every school should have maximum control over its resources to allow them to innovate and take well-considered risks;
- Teachers should be allowed to make decisions that directly contribute towards the effective running and success of the school; and
- There are currently low levels of job satisfaction and high levels of stress experience by teachers in the current state education system.

5.2 How we know this

- Serious concerns about Scottish educational standards have been expressed by employers and academics as well as parents and these concerns need to be addressed;
- There is currently an under provision of state-funded autonomous schools and the demand for them is growing;
- Communities are increasingly wanting schools that can provide teachers with the flexibility of operating a successful school without too many constraints and bureaucracy;

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- Parents want to send their children to schools that provide the best education with flexible and enhanced choices and stimulating learning experiences. In many circumstances, this is restrictive in state schools; and
- Highly motivated and passionate teachers will be appointed who will be attracted and appointed to the new school – particularly those enthusiastic about Steiner principles and the treatment of children in a holistic way.

5.3 Profiling Demand

- There is a current demand within the local community and there will be an increased demand when the school is formally formed with pupils who currently commute to Edinburgh for Steiner education returning. Growth has been restricted in numbers due to parent's ability to pay and also the schools restricted and temporary premises;
- Parents are already enquiring about plans for the transition to Upper school. Plans are currently being developed to ensure that there will be continuity of education provision. However, this will only be possible with Scottish Government Support to the principle of state-funding;
- There is also a latent demand from children and parents within the wider Glasgow conurbation; and
- Parents and Communities are looking for more choice, alternative and effective models which achieve higher educational standards. When you put this in the context of Community Empowerment and the movement towards greater localism, there is a compelling case for a school model which brings teachers, parents and the local community closer together. Such a school allows the local community to have a significant say in its effective running whilst meeting national expectations and delivering higher standards.

5.4 How we know there is demand?

- The current Glasgow Steiner School has been running successfully since 1988 (in various forms – Kindergarten, formal school and home education) and experience has shown that parents are keen to send their children to an educational facility which provides a nurturing environment which meets the specific needs of children at their particular stage of development. The Community led Steiner school model would provide free education with the application of Steiner principles that are restricted in state run establishments.

6. Goals for the school

The primary goal for the school is to provide the best possible education for its pupils, so that they not only become knowledgeable, but are also inwardly free, secure and creative adults. The broad curriculum is designed to meet the needs of the child at each stage of his/her development. The goal is to inspire the children, encouraging them to discover and learn for themselves.

6.1 Anticipated achievements in the next 5 years

The school will:

Provide Kindergarten and Lower school education in the first 5 years. This will provide education for pre-school up to the age of 5/6 and lower school, ages 6-14. The intention, subject to state-funding, will be to move from the temporary, split site accommodation to a permanent site in Glasgow.

6.2 Anticipated achievements 5-10 years

The school will:

The school will continue to provide Pre-School and Lower School Steiner education, but will provide Upper school education from year 5 onwards. In addition, action plans will be implemented which embed Steiner education into the wider community where it has been permanently established. Links will be made to training and wider employment opportunities through developing linkages to the wider community and alumni.

8 Profiling Competitors

| Competitor | Strength | Weakness |
|--------------------|-----------------------------------|-------------------------------------------------------------------------------------|
| State Schools | Premises, funding, infrastructure | Lack Innovation Static learning, varying performance and costly to the tax payer |
| Independent School | Facilities, Innovation | Can be too expensive, unaffordable to many, can be exclusive |

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8.1 Cost Comparisons

Spend per pupil varies greatly across Councils, in 2012/13 this ranged from £4,433 to £10,821. Factors influencing how much councils spend on school education per pupil include rurality, the proportion of promoted posts and the number of chartered teachers employed.

Spend per pupil across Scotland in 2012/13 was higher in the secondary sector at £6,525 per pupil, than in the primary sector at £4,667 per pupil.

In 2012/13, the average spend per pupil across Scotland was £5,468 and varied across urban councils, from £4,782 in Renfrewshire to £5,899 in West Dunbartonshire – £1,117 difference.

For the purpose of comparisons in this Plan costs of £4,600 per primary school pupil has been used as a means of comparing primary education with lower school costs. In addition a request is made to fund pre-school costs. An allowance has also been made to allow a contribution to building maintenance (this is obviously linked to the condition of the asset). However, there is not an allowance for any new capital spend. To allow a fair comparison to take place between the costs of delivering education in an autonomous school vs. local authority controlled, it is suggested that the capital costs are removed through either the Scottish Government paying for the capital set up separately or the local authority providing a suitable public asset transfer. It should be noted that, in the context of current local authority expenditure, there is also an overhead of anything between 8% and 16% of total expenditure on “support services”. (Audit Scotland), this is in addition to new capital school project expenditure.

8.2 Steiner Community led School—allowing pupils to flourish

The school will provide a model which will bring the best of both worlds together i.e. that of the independent and state sector. It will provide balanced and holistic learning experiences; achieve higher attainment, whilst keeping costs lower. A detailed cost model is available, for the purpose of this Business Plan it is assumed that at optimal capacity there will be 192 children at the school, with 24 in Kindergarten.

The school will provide free education whilst offering excellent facilities to its pupils. It will provide an environment which will allow the teachers to “promote the joy of learning and intellectual discovery” and be creative and exert time and effort in improving delivery of education rather than being caught up with internal politics and bureaucracy.

The facility will provide greater community based learning which will meet the expectations of parents as well as support the development of a stronger and more cohesive community. As much as anything, it will provide a balanced and inclusive way of delivering education to the pupils.

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9. Fees

The Independent school sector currently has an expensive fee structure which is prohibitive to many. With no support from the public sector they have to cover the costs of delivering high quality education. Community led schools funded by the state will have the resources to match their offerings. It brings the best of both worlds together and gives better opportunities to pupils. This will allow the school to operate on zero term fees.

It is anticipated that parents will have to pay for some costs for non-core activities that the school may identify. This will be delivered through the establishment of a "*Friends of the Glasgow Steiner community school,*" via monthly voluntary donations and fund raising events. Steiner Hereford raises in the region of £40,000 - £50,000 p.a. using this format.

10. Managing market risks

10.1 Key Risks Identified

- A main risk is that there is status quo bias, i.e. that there has been a comprehensive education system for 50 years and since an industry has built up around it (with associated vested and conflicted interests) there is a reluctance to change it although it is not working very effectively; and
- There is a perception that autonomous schools, such as Steiner, can be unregulated. However, there are clear policies, rules and protocols for teacher parent relationships and child participation which will ensure high quality education and attainment.

10.2 Managing Key Risk

- Other Countries, such as Finland, even when their schools are performing effectively (compared to the competition) are not slow in responding to any relative decline in standards. Progressive countries should be responsive, and be open to ideas where tried and tested models are adopted;
- It could be argued that the new school model would be more "comprehensive" since it adopts liberty, equality and also strengthens fraternity (the much needed neglected community engagement in the current system);
- An Autonomous School Framework (ASF) will help mitigate and manage any perceived risk. Details of this are available on request. The ASF will include the following - Curriculum Frameworks, Methodology, Collaboration Tools, and QUIG

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which will ensure compatibility with Curriculum for Excellence (CfE) frameworks. This will allow the Steiner school to focus on developing the pupils while being innovative in its approach towards delivery of experiences;

- Stakeholders such as the Scottish Government can be assured that the ASF will regulate the autonomous schools and assist it to deliver beyond expectations;
- The school has no hierarchical structure and no head teacher. Overall responsibility will lie with the Board of Trustees, supported by the office manager and office assistant. The education policy making body of the school is called the College of Teachers (or “college” for short). All the important pedagogical decisions involving the school are finalised by the college. Decisions are reached by consensus. College is responsible for admissions, maintaining standards in the curriculum and all other areas relating to learning and teaching. College is made up of teachers who have been at a Steiner school for at least a year and have shown their commitment and dedication. This structure is adopted by the majority of Steiner schools throughout the UK and abroad. In addition, a number of sub-groups of the College will be formed for matters such as maintenance, staff development and improvement. Day to day running of the school will be dedicated to the management group;
- Whilst core funding should be supported directly by the Scottish Government, it is our view that project-based support can also be supplemented by the local community and enterprises. This will allow a true partnership between the school and third parties, further opening the doors for opportunities and enhanced pupils learning.

11. Legal structure and Governance

In terms of legal structure and governance, careful consideration has been given to the establishment of strong corporate governance arrangements. A Scottish Charitable Incorporated Organisation has been established for the purpose of setting up and running the school. The school will be managed by a Board of Trustees with responsibility for overseeing school operations, including agreeing strategic direction, establishing accountability for the performance of the school and the best use of available funds. In addition the costs include provision for an office manager and office assistant who will be responsible for the day to day running of the school. Education in the school will be managed by a College of Teachers, as outlined in Section 10.2, with responsibility for the overseeing all education matters.

It is requested that the school is funded by a direct grant from the Scottish Government, as such; the school will be neither a local authority school, nor a private or independent school. No fees will be paid, and there will be no academic selection of pupils. Although Steiner education based on CfE framework will be provided the main aspect of this initiative is that it is about developing children in a holistic way to maximise their potential and self-realisation. The school will be open to all children from the local community.

The projected school roll will be 192 with 24 places in Kindergarten (pre-school). The current school roll for Glasgow Steiner school is 28, however this has been restricted due to the size of the premises and the need to charge fees.

12. Running the school / Staffing Arrangements for the school

The school would be structured in the following manner

12.1 Pre-Kindergarten

Lead by an individual teacher and joined by the parents of the children where they learn many important skills to support their children's nurturing and development. This would be available to children between the ages of 3 and 4 prior into entry into Kindergarten.

12.2 Kindergarten teachers

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In the kindergarten class children attend from approximately 4 years of age until approximately 6 years. These children are supervised by a teacher and assistant teacher. On completion of the Kindergarten they would join Class 1 with a new teacher and effectively in age they would be equivalent primary 2 children in the mainstream.

12.3 Class teachers for classes 1 to 8

When the child has reached the natural developmental stages they would transition into Class 1 and will remain with their new teacher until year 8 where they will be approximately 14 years of age and ready to enter into secondary education. Whether Steiner or mainstream.

If children are continuing into state secondary schooling the school would provide a transition programme. As evident in other Steiner schools, this transition is relatively seamless.

12.4 Subject teachers.

To offer a complete Steiner curriculum there is a need for the following subject teachers - Music, Handwork, Eurhythmy, French, German and Learning Support. These are all included in the enhanced cost plan and assumptions, see Section 14.

13. Premises

Background

There are various options available in terms of property provision. Currently, the Glasgow Steiner School is using rented accommodation, on a split site, which is provided at a discounted cost. However, in terms of the future operation of the school it is deemed to be limited in size, which constrains the amount of pupils which can be accommodated. There is a need for sufficient space to house pre-school and lower school in the first five years. The minimum space requirement is two kindergartens and eight classrooms. There is also a requirement for an assembly/gym/games hall with adequate outdoor space. Kitchen/cooking facilities/staffroom/library and toilets. Initial enquiries have been made to Glasgow City Council. The ideal scenario would be to acquire a surplus school building through a public sector asset transfer, supporting Community Empowerment.

It is difficult at this stage to identify capital costs since these would be specific to the building chosen and a specific building has not been identified at this stage, given that this would be presumptuous. However, the space requirement for the school and its associated space would be between 1,500 and 1,700 sqm (gross internal). Property would likely require to be acquired and re-purposed, costing in the region of £1.3 - £1.5M, obviously depending on the property finally identified.

As part of the overall discussions with the Scottish Government and Glasgow City Council, the Hometown foundation would commission an independent firm of property surveyors to carry out a market valuation and facilitate discussions with the Council or any private interests.

14. Finance

Estimated ongoing annual expenditure

Kindergarten and Lower School – based on 192 roll (Year 5)

£

| | |
|-------------------------------------------------------------------------------------|--------------------------|
| The preferred Option is an asset transfer or an outright purchase by the Government | 0 |
| Equipment (covered by a set-up contribution, by Government) | 0 |
| Training and Professional Services (estimate) | 8,000 |
| Council tax(not applicable under proposed legal structure) | 0 |
| Utilities (gas, electricity, water etc.) – based on similar school costs* | 48,000 |
| Personal and property insurance – based on similar school costs* | 20,000 |
| General housekeeping expenses - based on similar school costs* | 20,000 |
| Resources (includes some annual one-off cost) – estimate – text books etc. | 12,000 |
| Phone and internet | 1,200 |
| Car tax and insurance (not claimed) | 0 |
| Car running expenses (not claimed) | 0 |
| HP repayments (N/A) | 0 |
| Hire charges (Bus, Event, Conference) – paid by parents and “Friends of Steiner” | 0 |
| Subscriptions to journals, professional bodies, etc. | 2,500 |
| Savings plans & pension contributions& staff motivation | 15,000 |
| Contingencies (%) | 20,000 |
| Wages (Lower school and Kindergarten)@ Year 5 | 579,000 |
| | 0 |
| National Insurance /PAYE | 55,000 |
| Other – N/A | 0 |
| | 0 |
| | Total expenditure |
| | 780,700 |

Estimated costs for Primary school and pre-school via Local Authority

| | |
|-------------------------------------------------------------------------------------------------------------------------|---------|
| | |
| Per Child Contribution by Scottish Government for Primary child based on 168 children = 168*4600 (Primary/Lower school) | 772,800 |
| | 46,080 |
| Estimate contribution to Nursery provider 600hrs x £3.20 X 24 children (estimated average costs are being obtained) | 818,880 |

Private and confidential

| | | |
|--------------------------------------------|--|--|
| Estimated total for Primary and pre-school | | |
|--------------------------------------------|--|--|

Estimated savings for Steiner school compared to average state-funded schools

Estimated costs for Steiner school with a total roll of 192 and 24 children at pre-school (Kindergarten) at Year 5 (costs build up from £530,070 in Year 1 to £579,000 in year 5) **Estimated annual costs @ Year 5 = £780,700**

Estimated cost to Local Authority for 24 pre-school places and 168 primary/lower school places = £772,800 + £46,080 = £818,880

Annual savings £38,180

Additional parental leverage - In addition the school is likely to be in a position to attract funding of circa £40,000-£50,000 to fund additional educational support.

Note: This is a surplus based on a comparison between a state-funded autonomous school and monies which have been provided to secondary education in 2012/13, using average cost figures from Audit Scotland. The figures are based on actuals, anticipated costs. Obviously the main capital and maintenance costs will become firm when the final property option is identified. Detailed cash flows over 3-5 year periods will be provided as part of the iterative process and discussions with the Scottish Government. In addition, the Early Learning Directorate will provide the estimated average cost for nursery provision. This information will be derived from the support work carried out for the Children and Young People (Scotland) Bill (SP Bill) as introduced in the Scottish Parliament on 17 April 2013. A discussion would also need to take place with regards to set-up costs.

Note: This is a surplus based on a comparison between a state-funded autonomous school and monies which have been provided to secondary education in 2012/13, using average cost figures from Audit Scotland. The figures are based on actuals, anticipated costs. Obviously the main capital and maintenance costs will become firm when the final property option is identified. Detailed cash flows over 3-5 year periods will be provided as part of the iterative process and discussions with the Scottish Government.

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