

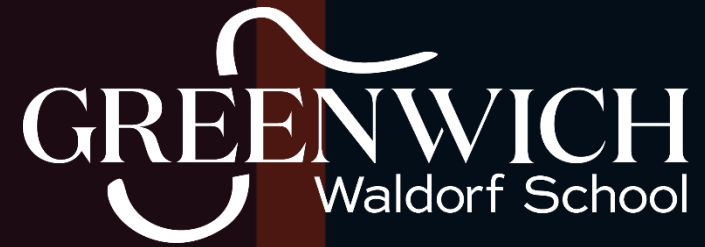


GREENWICH

Waldorf School



**The school's 5-year plan continues to focus
on 4 strategic objectives**



To thrive:

To plan our future with a strategic focus on a more sustainable operational and governance model that builds our capacity to do even more with our Waldorf agenda. Our ability to thrive is to run a fair school attracting and looking after a wider diversity of families.

To excel:

To continue to embed excellence in the delivery and outcomes of our Steiner Waldorf education.

To grow:

To grow our school numbers by finding the right solutions for expansion.

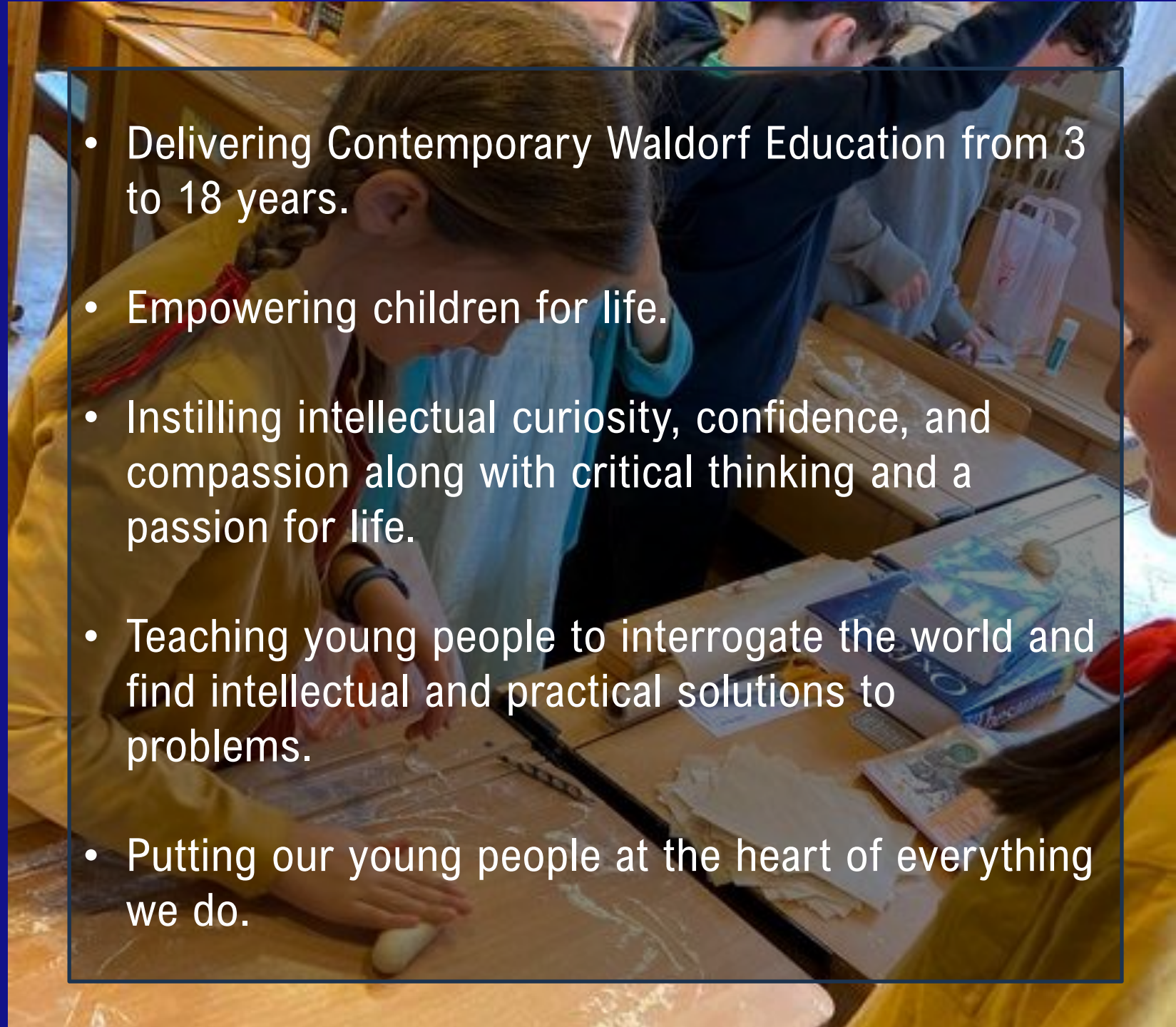
To look forward:

To engage more with our community and wider communities – to become outward looking, actively partnering with others.



Celebrating our School

- Delivering Contemporary Waldorf Education from 3 to 18 years.
- Empowering children for life.
- Instilling intellectual curiosity, confidence, and compassion along with critical thinking and a passion for life.
- Teaching young people to interrogate the world and find intellectual and practical solutions to problems.
- Putting our young people at the heart of everything we do.



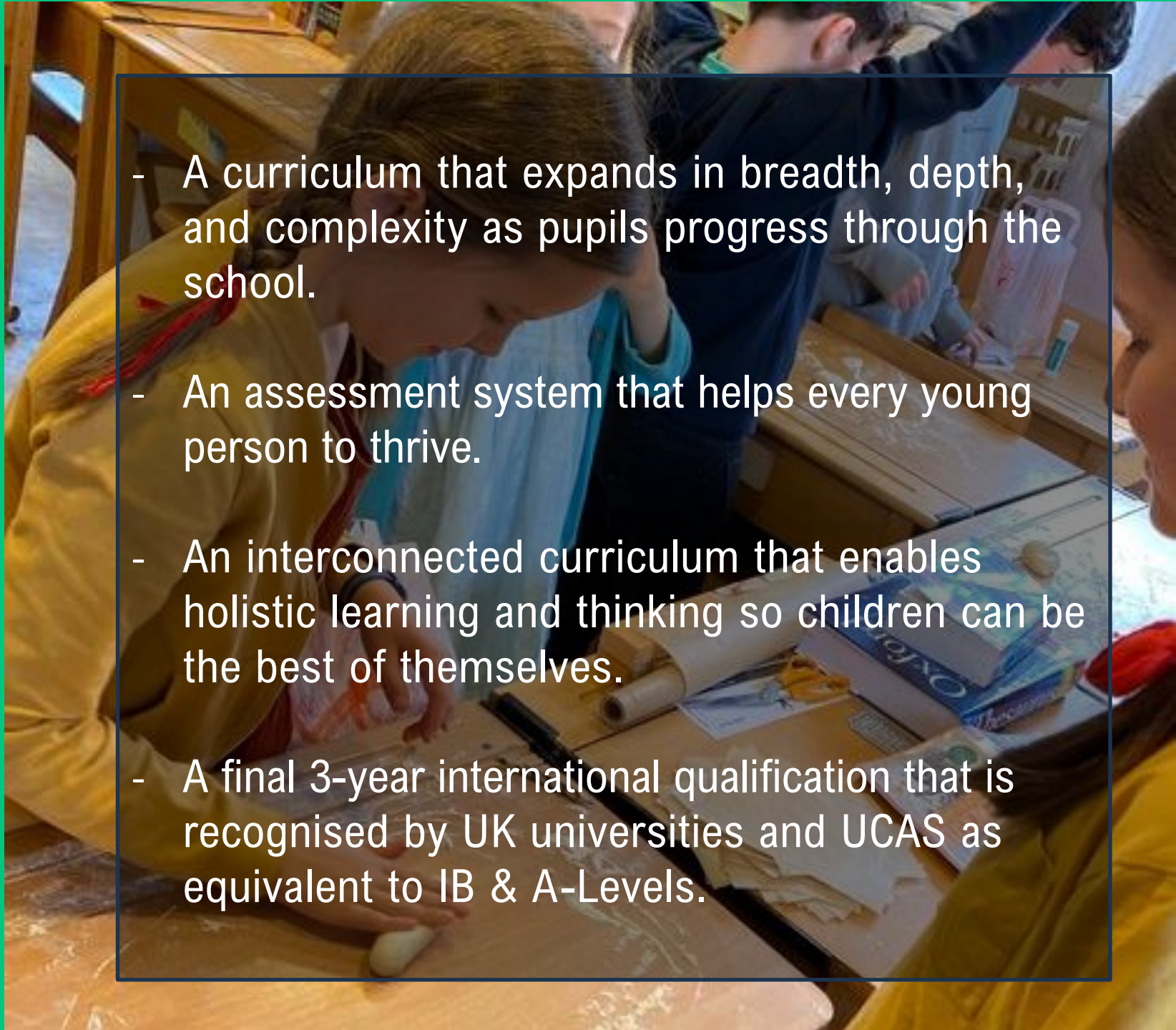
Why Waldorf Education?





An education
model that
considers the
child

- A curriculum that expands in breadth, depth, and complexity as pupils progress through the school.
- An assessment system that helps every young person to thrive.
- An interconnected curriculum that enables holistic learning and thinking so children can be the best of themselves.
- A final 3-year international qualification that is recognised by UK universities and UCAS as equivalent to IB & A-Levels.





An education
that promotes
creativity and
critical thinking

- Teaching that goes beyond remembering facts and figures to enabling independent thinking and an understanding of how to use knowledge.
 - Teaching that is academically rigorous and delivered through integrated and dynamic themes rather than narrow single subjects.
 - Develops the key skills needed for our complex, globalised and increasingly digitalised economies and societies.
 - A curriculum that empowers an ability to problem solve, come up with ideas and think 'outside-the-box' with a 'can-do' attitude.
 - Enables children and young people to embrace whatever changes happen in their lifetime.
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- A photograph of children in a theatrical performance. They are wearing costumes and are on a stage. The lighting is dramatic, with a strong blue and purple hue. The children are in various poses, some holding props. The background is dark, and the stage floor is visible.



An education
that is relevant
for today

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- A photograph of children's hands playing with colorful beads (green and blue) on a table. The image is slightly blurred and serves as a background for the text on the right side of the slide.
- Prepares children and young adults for growing up into a world that is changing rapidly.
 - Prepares children and young adults to confidently find their place and play an active part in their world.
 - Supports children and young adults to be happy in themselves and to have self-belief.
 - Enables children and young adults to make a positive contribution to society.
 - An education that is recognised internationally and so is easily transferable to abroad.



The Role of Trustees

- To provide strategic oversight that supports & champions the vision and ethos of the school.
- To provide financial oversight of the school.
- To provide oversight of compliance & best practice within the school.



How do we
support our
school leaders?

We review financial reports alongside structural and financial policies to be confident that the school has adequate resources, and that these are being used appropriately.

We are kept informed through educational and compliance reports which we review and challenge as appropriate.

We ensure that the board has the necessary skills and experience so that we can be an effective source of challenge and support to senior leaders. We build positive relationships with school leaders so that we are trusted as a critical friend.

A high-angle photograph shows two individuals with long hair kneeling on dark, damp earth. They are engaged in a craft project, using smooth, light-colored stones to form a circular border around a central area. One person on the left holds a long, thin stick, while the person on the right is focused on the stones. The ground is scattered with twigs and small plants. A semi-transparent white oval is overlaid on the lower half of the image, containing the text 'Active Priorities of the Board'.

Active Priorities of the Board



**To ensure that operations,
school priorities and
outcomes for children and
young adults are not
disrupted as the school
transitions to an interim
leadership team, and later to
a permanent leadership team.**



- We will consider the experience and skills necessary for a 3 – 18 school when recruiting a new principal and approving senior leaders.
- We are aspirational when recruiting senior leaders.



To strengthen our business model to enable our Waldorf education to thrive.



- We understand that budget for staff salaries should incentivise new candidates and support retention of our talented and passionate staff body.
- We appreciate the value of supporting school leaders to be able to protect training budgets that enable staff to continually develop their knowledge, and to reach their professional potential.
- We recognise that external audits and inspections are necessary to ensure that we have skilled oversight to achieve robust compliance in all areas.
- We strive to ensure school leaders can seriously consider the wellbeing and mentoring support that is available to keep teachers happy and fulfilled in their roles within the school.



To support the leadership team to enable progress against the school development plan.



- We recognise that the operations of the school will be more streamlined, and the school would be more efficient with one purposefully designed building.
- We provide strategic support to school leaders for the workstreams associated with the school development as per the 5-year plan.
- We provide strategic oversight and support to enable the school to build numbers, particularly in kindergarten, to increase occupancy and build resource.



**We continue to work closely
with Waldorf UK**



- To input to the development of fit for purpose Articles of Association that govern Waldorf schools and to adopt and adapt these to meet the specific needs of our school at Greenwich.
- To ensure that we learn from negative experiences of other schools within the movement and continue to build financial security.
- To attract independent trustees with the necessary skillset, especially in safeguarding and education.



Meet the Trustees



Chair of trustees Katie Ballard

Katie has followed her passion for placing happiness and well-being at the heart of education and in 2014 she opened an independent day nursery in Kent, inspired by the childhood centre of Reggio Emilia in Italy. Katie brings her experience and commitment to improving lives of children through effective holistic education to the governing board at GWS.

Katie takes her responsibilities to the board seriously with genuine effort to do the right thing by all; recognising that quality care is paramount, and understanding that education is an industry you enter to make a difference. She joined the board in 2020 for early years, then acted as the vice chair with safeguarding through 2021 and 2022 and took the chair role in January 2023. Her younger 2 children both attend GWS, in classes 1 and 6.

Inspired by her eldest son, not at GWS, Katie has spent many years on the board of a children's disability charity that supports medical developments and awareness of a rare genetic disorder.



Vice chair
Dan Keohane

Dan joined the board of trustees in 2019, initially with a focus on building partnerships with local businesses and community groups. More recently this has shifted to supporting the school with Health and Safety, from policy and documentation to external audits.

With over 25 years' experience in Market Research Dan has spent much of his working life in leadership roles building diverse international teams. He has enjoyed several long stints living abroad, most recently in India with the whole family.

He has two sons at the school, currently in Class 4 and Class 6, both of whom continue to enjoy the special environment that is Greenwich Waldorf School.



Finance & resource chair
Hayley Spedding

Hayley joined the board in October 2023 with considerable transferable experience. She has 30 years of safeguarding and child protection experience and is highly skilled in strategic business management, risk management, project management.

Hayley has employment experience working as an education CEO, leading transformational Change. She is experienced in working in policing, intelligence and technology start-up sector.

Hayley has a strong interest in education, particularly pastoral care and approached the school with a particular interest in the benefits a Waldorf curriculum brings to children of all ages.



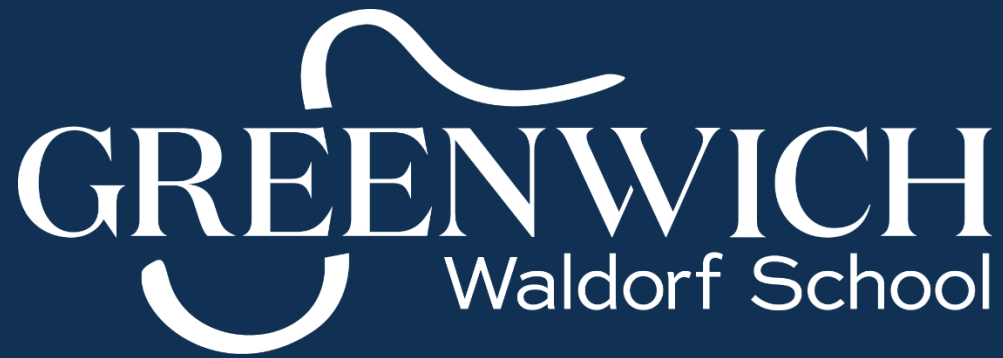
Finance link trustee
Brendan McNelis

Brendan joined the board in November 2023 as a Finance Link Trustee. He brings with him significant experience in financial and programme management, regulatory compliance, strategic planning, leadership, and governance.

As a Finance Link Trustee, Brendan works closely with the Leadership team and Board, with responsibility for overseeing the financial management and compliance with the relevant external authorities. He supports the development, review, and implementation of financial policies and procedures, provides financial oversight, and ensures good governance.

Brendan has a proven track record of success in these areas and is committed to ensuring the long-term sustainability of the school.

Brendan has been with the school for 11 years and has a son in Class 9.



SEN link trustee Ricky Nestfield

Ricky joined the GWS board in January 2023. His background is one that crosses between professional sports and education. He has worked for many years for professional football clubs and qualified as a UEFA-licensed coach.

In education, he is currently a Head of Science and Assessment Lead in an independent school. Ricky is a current Doctorate student developing a thesis in education studies.

Ricky offers insight into pedagogy and curriculum development, along with a specialist in managing individual education needs to raise the attainment level of students.

As a life-long resident of the borough, his local attachments support his position as a governor of the school, where he aims to support the continued efforts of the leadership and governance to support the plans and progressions of the school.



Clerk to the trustees Patricia Sewell

Trisha has been the professional clerk for the GWS governing board for eighteen months. Her experience consists of 15 years as an HR practitioner, over 20 years running an event management business and 6 years in school governance.

The Board is accountable for the actions of GWS under UK law and it is the role of Tricia to provide the necessary support to the school by supporting the governing body's efficient functioning, management and driving of change to the benefit of children.

Trisha ensures that the trustees are aware of current legislation and standards and providing a consistent interpretation of governance to all stakeholders is of key importance.

Trisha is present at all meetings to take minutes and her vast experience and expertise is utilised whenever guidance, support or appropriate challenge is requested, or necessary.