

Waldorf Cambridge School

Hinton Road, Fulbourn, Cambridgeshire, CB21 5DZ

Unique reference number (URN): 131937

Progress monitoring inspection report:

25 February 2026

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

At its most recent inspection, the school was judged to not meet all of the independent school standards.

The purpose of this inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.

Part 8. Quality of leadership in and management of schools

When we carry out progress monitoring inspections of independent schools, we report on the school's likely compliance with part 8 of the independent school standards first. Under part 8, the proprietor is required to ensure that the school meets all of the independent school standards consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

This standard was not met at the last inspection as the proprietor and governing body did not demonstrate robust oversight of curriculum delivery or of provision for pupils with special educational needs and/or disabilities (SEND). Neither had they provided sufficient checks on how well behaviour incidents and/or attendance information were tracked and monitored.

Since the last standard inspection, the proprietor and leaders have made a concerted and successful effort to restore the necessary rigor to how they check all aspects of the school's work. They have been successful in addressing all the areas for improvement from the last inspection. Leaders have taken on the feedback about their school improvement action plan submitted to the Department for Education (DfE). This action plan is now fit for purpose. It has clear, detailed and measurable actions to support sustainable change in the school. These actions are being adhered to and are having the desired impact. Leaders have put in

place effective systems and processes to ensure accurate and detailed reporting to the proprietor body on how well pupils are learning and how well the curriculum is being taught. They also report on the impact of additional support for pupils with SEND. The proprietor body ensures it now receives essential updates on how well the school is meeting and sustaining all of the independent school standards (the standards). The proprietor body supplements its review of school information with visits to the school and meetings with staff to be assured that these standards are being maintained. The proprietor body has also added some additional educational expertise to its governing board.

Leaders have tightened the reporting of any behaviour incidents, so this is now consistent. It means that the proprietor body and leaders now have a more accurate picture of any patterns or trends in any unwelcome behaviours. The proprietor checks on the impact of leaders' actions from such analysis. Similarly with attendance, there is now a comprehensive system to spot and early identify pupils at risk of persistent absence. This improved oversight by the proprietor body and leaders has resulted in a significant reduction in persistent absenteeism since the last inspection.

The standards that were unmet in part 8 at the previous inspection are now met.

Part 1. Quality of education provided

At the last inspection, the school did not meet all the standards in this part as there was a lack of consistent systems for identifying pupils' gaps in reading and writing. This affected the timeliness and effectiveness of how well pupils caught up in these areas or had misconceptions rectified. In addition, there was too much variation in the accuracy and quality of support for pupils with SEND.

Leaders have brought the ability to quickly identify gaps in pupils' grasp of reading and writing to the fore. Through an effective suite of assessments, they now have a clear understanding of how well pupils are reading, able to form letters accurately and spell and punctuate correctly. Leaders have provided effective guidance to staff on how to use this information. Staff use these checks well to inform their teaching or to set appropriately targeted interventions. This has been effective, for example, in helping pupils fill gaps in phonics and in improving reading fluency. Staff adapt learning to meet pupils' needs, for example, in the use of resources in literacy lessons or how staff are deployed. Currently, leaders have used assessment well to identify where some pupils are less secure in spelling accurately. They have started to implement bespoke strategies to address this.

Leaders have overhauled the process for setting and reviewing targets for pupils with SEND. This revised agreed approach is followed consistently well. Staff have the required support to set specific and measurable targets for these pupils, so work is well-matched to needs. As a result, it is evident that pupils with SEND are making suitable progress from their starting points. This includes in literacy and numeracy, but also in their social communication and behaviours.

The standards that were unmet in part 1 at the previous inspection are now met.

Part 3. Welfare, health and safety of pupils

Behaviour and supervision of pupils

At the last inspection, the school was not applying the behaviour policy, or reporting behaviour concerns, in a consistent manner. This meant some pupils were not having their behaviours effectively addressed. Leaders did not have an accurate picture of any trends or patterns of behaviour incidents, so some unwanted behaviours persisted.

Staff now clearly understand how to report behaviour incidents according to the school's agreed policy. This is checked by leaders. Leaders have a clear awareness of any incident patterns or continued unwelcome behaviours. This consistent approach has resulted in incidents of poor behaviour being rare. When they do occur, they are addressed. Pupils report that they can focus on their learning generally undisturbed by others. They know that all staff have the same high expectations of them and apply the school rules fairly.

The standards that were unmet in part 3 at the previous inspection are now met.

About this inspection

Inspectors carried out this inspection under sections 109(1) and (2) of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

Inspectors checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This was a progress monitoring inspection and was carried out without notice.

The lead inspector spoke to the headteacher, other senior leaders, staff and pupils at the school. The lead inspector also spoke with the chair of the proprietor body.

The lead inspector also considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers. These requirements of the independent school standards are met.

This was the first progress monitoring visit since the school was judged not to comply with all the independent school standards in July 2025.

The DfE required the school to produce a statutory action plan to address these unmet standards in September 2025.

Ofsted evaluated this action plan in November 2025.

The DfE rejected this school's action plan in January 2026. The revised action plan was reviewed at this progress monitoring inspection.

Lead inspector

Sara Boyce	His Majesty's Inspector
------------	-------------------------

About this school

Proprietor/Chair of the proprietor body	Cambridge Steiner School Project/ Mr Joel Chalfen
Headteacher	Mrs Tina Hobday
Type of school	Other Independent School
Capacity	140
Number of full-time pupils of compulsory school age on roll	98
Number of part-time pupils of compulsory school age on roll	0
Age range of pupils	2 to 17
Gender of pupils	Mixed
Annual fees for day pupils	£9,699 to £14,713.20
Email address	reception@waldorfcambridge.uk

Annex. Compliance with regulatory requirements

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

1. The standards about the quality of education provided at the school are those contained in this Part.

2. (1) The standard in this paragraph is met if—

(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and

(b) the written policy, plans and schemes of work—

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—

(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; and

(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

PART 3: Welfare, health and safety of pupils

6. The standards about the welfare, health and safety of pupils at the school are those contained in this Part.

9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—

(b) the policy is implemented effectively; and (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour

PART 8: Quality of leadership in and management of schools

34. (1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—

- (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- (b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2026