

Churton Park School Education Review

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About the School

Location	Wellington	
Ministry of Education profile number	2824	
School type	Contributing (Years 1 to 6)	
Decile [<u>1</u>]	10	
School roll	440	
Gender composition	Male 52% Female 48%	
Ethnic composition	NZ European/Pākehā	72%
	Asian	23%
	Māori	4%
	Pacific	1%
Review team on site	June 2011	
Date of this report	15 August 2011	
Most recent ERO report(s)	Education Review	September 2008
	Education Review	October 2005
	Education Review	February 2003

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance

about the quality of education that schools provide and their children receive. ERO's reports are intended to be clear, concise, constructive and evaluative. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides

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1 Context

What are the important features of this school's context that have an impact on student learning?

Churton Park School caters for students in Years 1 to 6. It is strongly connected to the local community with high value placed on relationships and sound lines of communication. Parents are highly supportive of the school and classrooms are well resourced.

Since the 2008 ERO review, a new principal and assistant principal have been appointed. The principal has a strong focus on teaching and learning, which aligns with a clear strategic direction to improve outcomes for students. Significant progress has been made since the previous ERO report.

A positive, safe and inclusive tone is evident throughout the school.

2 Learning

How well are students learning – engaging, progressing and achieving?

The majority of students achieve at or above National Standards in reading, writing and mathematics. In 2010 two-thirds exceeded the standards in reading and mathematics. The school has an appropriate professional development focus on writing in 2011. This is designed to lift students' achievement levels in writing to align with their success in reading.

Students are actively engaged in learning with high levels of motivation and interest. Classrooms are settled environments that are focused on learning. Students are encouraged and supported to take greater responsibility for learning through goal setting and individual inquiries. They talk about their own learning, why it is important, and what they need to do next to improve. They know how well they are achieving and are becoming increasingly independent learners.

Senior leaders analyse student achievement data at the schoolwide level to identify broad trends and patterns. This information is reported to the board of trustees and used to set annual targets. Effective learning support is provided for students who need additional assistance to reach expected levels of achievement. Students who need extension are stimulated and challenged in class and through a range of co-curricular opportunities.

How well are Māori students learning – engaging, progressing and achieving?

Seventeen Māori students were on the roll at the time of this review. They achieve at similar levels to other students in the school in mathematics and writing but not as highly as their peers in reading. The school has interventions in place to support these students in reading.

The school has used Ka Hikitia: Managing for Success / Māori Education Strategy in its most recent consultation with Māori whānau.

While teachers plan for scheduled te reo Māori lessons, there is little evidence of te reo Māori being integrated across programmes at all class levels. The principal recognises that raising teachers' confidence in integrating te reo ma ngā tikanga Māori is a priority.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

Following extensive review and consultation, the school is giving effect to a curriculum that effectively promotes student learning. It is well aligned to The New Zealand Curriculum and incorporates vision, values, principles and key competencies that reflect the school's community. Literacy and mathematics are priorities, and robust inquiry frameworks guide learning in other areas of the curriculum.

The quality of teaching is high. Teachers use a range of effective strategies to engage students in learning and maintain their continuing progress and success. Lessons are appropriately paced and well managed to meet diverse learning needs. Teachers work collaboratively in teams to reflect on and evaluate their own practice. These quality learning circles enable teachers to observe others, share effective practices and enjoy collegial support as they work to improve students' learning outcomes.

Teachers understand the value of evidence-based planning and evaluation. They recognise the importance of increasing their use of analysed achievement information to design and implement learning programmes that meet a range of student needs. ERO's evaluation affirms the direction that teachers are taking to further embed deep reflection, robust analysis and the use of achievement information to guide classroom practice. The next step is to set specific professional goals, the impact of which can be measured in terms of improved outcomes for students.

Information and communications technologies are well integrated into teaching and learning. Students benefit from ready access in the classrooms to a variety of computer-based programmes that support their learning and engagement. On-line communication systems promote parent involvement in students' learning and enhance home-school partnerships.

Senior leaders and teachers focus on maintaining a positive social environment in the school.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

The school is well placed to sustain and improve its performance.

The principal has a focused and considered approach to implementing changes. She is building staff leadership capability by distributing key roles and responsibilities across the school. This is being supported by targeted professional development.

The board gives emphasis to improving student achievement. Trustees receive regular and useful reports from senior managers to inform decision making and review progress towards the board's strategic goals. Board decisions are based on identified priorities and ensure that classrooms are well resourced.

A recently developed governance handbook clarifies expectations. Systems for regular review of policies, procedures and curriculum are now in place. While board members are elected for three year terms, an eighteen month cycle of elections assists stability. The board plans annual training to assist greater understanding about governance and management roles and responsibilities. This strategy is likely to contribute to sustaining development.

The school's culture of regular self review includes monitoring and reflection that informs planning and decision making at all levels. Continuing to strengthen and refine shared understandings about self review is a next step.

Students are supported and encouraged to develop leadership skills through a variety of roles. Senior leaders have focus on increasing student involvement in decision making. ERO's evaluation finds this to be an appropriate direction.

There is high level of parent and whānau involvement in the life of school. They contribute to decision making, assist with school activities and are actively encouraged as partners in their children's learning. This partnership contributes to successful outcomes for students.

Appraisal systems are being reviewed to provide increased quality assurance to senior leaders and the board.

Board assurance on legal requirements

Before the review, the board of trustees and principal of the school completed an ERO Board Assurance Statement and Self-Audit Checklist. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

ERO is likely to carry out the next review in three years.

Kathleen Atkins
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Central Region

15 August 2011