

## ERO External Evaluation

### Waipara School, Waipara North Canterbury

#### Summary

Waipara School is a small, rural, full primary school with a roll of 52 children.

There have been some recent significant changes to staffing and to the board. The principal and the long serving experienced senior teacher provide consistency for children and families, and effective support for new staff and board members.

The school has maintained high levels of student achievement from 2014 - 2016. Most children achieve at and above the National Standards in reading, writing and mathematics. Leaders have accessed external PLD to further support achievement in mathematics.

Since the ERO review in 2013 the principal and teachers have implemented school-wide internal evaluation processes to evaluate the impact of programmes and teaching strategies on children's learning to guide ongoing improvements.

The school is part of the Tipu Maia Kāhui Ako | Community of Learning.

#### **How well is the school achieving equitable outcomes for all children?**

The school responds very effectively to children whose learning and achievement need acceleration. Teachers provide a well-planned and well-monitored approach to accelerating the learning of children that require additional support.

The school has many effective processes that are enabling achievement of equity and excellence. Strong school leadership promotes the school's vision, values and learning qualities to foster an inclusive and caring school culture, positive relationships and a sense of community. Strategic and annual planning are well aligned to school priorities and focus on high expectations for teaching and for children's learning and wellbeing.

At the time of this review learners are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

- continue to develop the board's collective capacity and internal evaluation capability
- extend moderation practices across schools
- develop a strategic approach to building on bicultural practices and te āo Māori perspectives
- strengthen appraisal practices.

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

## **Equity and excellence**

### **How effectively does this school respond to children whose learning and achievement need acceleration?**

The school responds very effectively to children whose learning and achievement need acceleration.

Most children achieve at and above the National Standards in reading, writing and mathematics.

Teachers have identified that there is some disparity in boys' writing and mathematics. They provide a well-planned and monitored approach to accelerating the learning of children that require additional support.

Specific resourcing and professional development help teachers deliver personalised, flexible approaches to successfully meet a range of learning needs. Useful school-wide assessments and well understood in-school moderation processes guide the provision of targeted teaching. Individual children's progress is well tracked and monitored.

## **School conditions supporting equity and excellence**

### **What school processes are effective in enabling achievement of equity and excellence?**

The school has many effective processes that are enabling achievement of equity and excellence.

Strong school leadership promotes the school's vision, values and learning qualities. These foster an inclusive and caring school culture, positive relationships and a sense of community.

Strategic and annual planning are well aligned to school priorities and focus on high expectations for teaching, children's learning and wellbeing.

The board, principal and staff encourage collective responsibility for the children in their community. They consult with and value the contributions of parents, whānau and children.

The school curriculum is clearly focused on effective teaching and engaging children in a wide range of learning opportunities within and beyond the school. There is good provision of physical and sporting activities and an increasing emphasis on digital technologies.

The principal and teachers are strengthening their focus on bicultural perspectives and practices. This includes good modelling of the use of te reo Māori in ways that are respectful of the Māori culture.

The board has good processes in place to guide governance responsibilities and the operation of the school. The principal and board work well together to make informed decisions about the resourcing of children's learning needs, including targeted professional development to build teacher capability.

Useful internal evaluation processes help teachers to evaluate the effectiveness of strategies and programmes and reflect on next steps to continually improve outcomes for children's learning. Children with additional learning needs are well supported within an inclusive learning environment and responsive curriculum.

## **Sustainable development for equity and excellence**

### **What further developments are needed in school processes to achieve equity and excellence?**

The school has many good quality systems and processes in place. To ensure sustainability, leaders and the board should prioritise:

- developing a strategic approach to sustaining and building on bicultural practices and te āo Māori perspectives in all aspects of the school
- extending the consistency and rigour of moderation practices to include moderating some work with other schools
- building on the board's collective capacity and internal evaluation capability
- strengthening appraisal practices.

### **Board assurance on legal requirements**

Before the review, the board and principal of the school completed the ERO board assurance statement and self-audit checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

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

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

## **Going forward**

### **How well placed is the school to accelerate the achievement of all children who need it?**

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next steps are to:

- continue to develop the boards collective capacity and internal evaluation capability
- extend moderation practices across schools
- develop a strategic approach to building on bicultural practices and te ao Māori practices
- strengthen appraisal practices.

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

A handwritten signature in black ink that reads "Lesley Patterson". The signature is written in a cursive style with a long horizontal flourish at the end.

Dr Lesley Patterson  
Deputy Chief Review Officer-Southern (Te Waipounamu)

28 September 2017

## About the school

Location	Waipara North Canterbury
Ministry of Education profile number	3576
School type	Full primary
School roll	52
Gender composition	26 Girls 26 Boys
Ethnic composition	Māori 6 Pākehā 46
Provision of Māori medium education	No
Review team on site	July 2017
Date of this report	28 September 2017
Most recent ERO reports	Education Review March 2013 Education Review December 2010