

ERO External Evaluation

Weber School, Dannevirke

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

School Context

Weber School is located in the Southern Hawkes Bay, east of Dannevirke. It caters for 65 students in Years 1 to 8, including 14 Māori learners.

The school's vision is to provide intelligent learning in a caring environment. Guiding values seek to provide a firm educational foundation for enabling lifelong learning. Shared values include: striving for success, learning and respect. Development of Learning Power Dispositions fosters resilience, resourcefulness, reflectiveness and reciprocity.

Annual aims for 2018 are to accelerate the learning of identified students so that they meet or exceed expectations in reading, writing and mathematics; and for all Year 1 students to progress well.

Leaders and teachers regularly report to the board, schoolwide information about progress and achievement in reading, writing and mathematics.

In 2018, professional learning and development (PLD) is in relation to the teaching of writing.

The school has had significant changes in personnel, including the appointment of a principal in 2016 and changes to the board.

Evaluation Findings

1 Equity and excellence – achievement of valued outcomes for students

1.1 How well is the school achieving equitable and excellent outcomes for all its students?

Reported achievement information in reading, writing and mathematics shows the majority of students achieve well. Addressing in-school disparity for boys and raising achievement overall are identified as ongoing priorities.

1.2 How well is the school accelerating learning for those Māori and other students who need this?

Students targeted in 2017, inclusive of Māori learners and boys, showed useful levels of accelerated achievement in reading and mathematics. The number of students achieving acceleration in writing was lower.

2 School conditions for equity and excellence – processes and practices

2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?

The school curriculum provides students with sufficient opportunities to learn. Achievement in literacy and mathematics is prioritised. Rich learning topics promote knowledge and skills in a wide range of contributing subjects. Learning contexts are carefully chosen to acknowledge the setting of the school and meaningfully promote the inclusion of parents and the school community. Digital technologies are readily accessed.

Leaders and teachers promote the shared school values for positive participation in learning and wider school life. Students demonstrate positive relationships with peers and staff. Student leadership is valued to contribute to school culture. Information gathered from students about their wellbeing is beginning to be used more comprehensively. Increasingly, staff and trustees are gauging student satisfaction and using evaluation to consider the conditions and practices that foster engagement and inclusion.

The learning needs of individual students are well supported. Improved use of assessment supports better identification, targeting and matching of teaching to needs. Individual education planning for learners with more complex requirements is comprehensive. Accessing relevant external agencies and specialists, supports teachers to address specific needs. Achievement reporting to trustees and parents ensures relevant information is provided about the progress and achievement of individuals and targeted groups of students.

The school is strengthening assessment and curriculum practice to effectively accelerate the learning and achievement of Māori and other students. Improved assessment practice has strengthened the reliability of data and the accuracy of information reported to trustees, parents and whānau.

Improvement processes are deliberate and collaborative. The principal, trustees and staff seek to build on successful practices and manage changes to strengthen outcomes for students and families. The board has engaged with the community to redevelop strategic goals and shared curriculum priorities. Resourcing decisions support trustees' focus on promoting positive outcomes for students. PLD for teachers and additional staffing reflect achievement and curriculum priorities. Collaborative teacher inquiry, an evaluation framework and a revised appraisal process have been implemented. These aim to build a shared understanding of effective practices and strategies and their impacts on student outcomes.

2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

ERO's evaluation confirms the school's areas for further development to build on current strengths and support achievement of equity and excellence for all students.

Targeting of responses for learners should be strengthened by refinement of assessment practice. This should also contribute to improving evaluation of how well outcomes for students are resulting from these responses.

Developing and documenting shared learning approaches should assist teachers to meet the school's curriculum priorities. A comprehensive response across the curriculum is also needed to ensure that it reflects Māori learners' culture, language and identity.

Processes for ongoing school improvement should be strengthened by including within plans clear indicators of expected outcomes. This should provide a better basis for determining how well improvement is being achieved and where further action is needed, through use of the recently introduced inquiry and evaluation frameworks. Continued participation of trustees in planned PLD should maintain and extend effective school governance and stewardship by the board.

3 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
- finance
- 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.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- use the review of their complaints procedure to document relevant changes.

4 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- improved assessment processes and practices that support acceleration of learning and achievement for students
- the enacted curriculum that provides access to a wide range of experiences and learning tools to promote students' learning
- a clear focus by staff in fostering the school values and building the purposeful engagement of students in their learning
- collaborative approaches to change management that are clearly focused on equity and excellence for students, parents and whānau.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- ongoing improvement to assessment practice to inform decisions for teaching and learning
- revising and documenting the school curriculum, supported by building culturally responsive practice and partnerships with Māori whānau
- continued strengthening of the knowledge and professional capability of trustees and teachers through involvement in PLD
- defining and including outcome indicators in improvement plans to provide a clear basis for inquiry and evaluation.

ERO's next external evaluation process and timing

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



Patricia Davey
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Te Tai Pokapū - Central Region

25 June 2018

About the school

Location	Dannevirke
Ministry of Education profile number	2732
School type	Full Primary (Years 1 to 8)
School roll	65
Gender composition	Male 35, Female 30
Ethnic composition	Māori 14 Pākehā 50 Other ethnic groups 1
Students with Ongoing Resourcing Funding (ORS)	No
Provision of Māori medium education	No
Review team on site	May 2018
Date of this report	25 June 2018
Most recent ERO report(s)	Education Review, June 2015 Education Review, May 2012 Education Review, December 2008