

ERO External Evaluation

Hautapu School, Hautapu, Cambridge

Summary

Hautapu School is located near Cambridge and provides education for children in Years 1 to 8. This semi-rural school has a roll of 210 that includes 16 Māori children. Since the beginning of 2017 there has been a relieving principal. The board of trustees is in the process of appointing a new principal to start in term four.

Since the last review the school has joined a Community of Learning | Kāhui Ako (CoL) to work collaboratively with other education providers in the Cambridge area. The CoL, named Te Puna o Kemureti, has set challenges to reduce disparity and improve achievement for children whose learning needs acceleration.

In early 2017, leaders and teachers focused on moderation processes to ensure overall teacher judgements about children's progress and achievement were consistent. At the time of this review the majority of children were achieving at or above the National Standards in reading, writing and mathematics. There is some disparity with boys achieving below girls in writing and girls achieving below boys in mathematics.

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

The school is responding effectively to children whose learning and achievement need acceleration. At the time of this review achievement data showed a significant majority of children were at or above the National Standards in reading, writing and mathematics. Learners are achieving well.

Processes related to parent partnerships, teaching and learning and governance are effective in enabling achievement of equity and excellence.

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

ERO and the school have identified aspects of internal evaluation systems that need further development.

Agreed next steps are to strengthen internal evaluation practices, including:

- embed teaching as inquiry
- charter and curriculum review
- analysis of achievement information to show accelerated progress for individuals and groups of learners.

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

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school is responding effectively to children whose learning and achievement need acceleration.

Data gathered by the school over the last three years, shows that a significant majority of children achieve at or above the National Standards in reading, writing and mathematics. Achievement information for 2016 shows similar levels of achievement for boys and girls in reading, however girls achieve at higher levels than boys in writing and boys achieved better than girls in mathematics.

The school is a member of the Cambridge Community of Learning | Kāhui Ako (CoL), named Te Puna o Kemureti. Hautapu school has made a significant contribution to the establishment of the Kāhui Ako goals, which are well aligned with school priorities in accelerating achievement.

The school has responded to identified patterns of achievement by setting and closely monitoring targets to accelerate the progress of all students who are not on track to meet the National Standard by the end of the year. The school monitors and reports progress to parents of children who receive specialist education services by providing individual education plans (IEP's) that closely follow their learning pathways.

During 2017 leaders and teachers have established thorough processes to moderate teachers' judgements about each student's achievement in relation to National Standards. Teachers' increased knowledge about learning progressions and collaborative practice are building their capability. This is contributing to increasingly reliable overall teacher judgements (OTJ's) for learners.

School conditions supporting equity and excellence

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

Processes related to parent partnerships, teaching and learning and governance are effective in enabling achievement of equity and excellence.

There are strong reciprocal partnerships between parents and the school. This partnership is particularly strong with parents and whānau of children whose learning is at risk. Parents are well supported with access to additional resources and guidance to support their child's learning. The school keeps families well informed about children's rates of progress and achievement.

Teachers make effective use of achievement information to identify individual students learning needs and pathways. They are well supported by senior leaders to implement programmes that are strongly focused on accelerating progress for priority learners. Teaching practice promotes children's knowledge and understanding of their learning and most students can speak with confidence about their learning and progress. ERO observed focused teaching for groups and individuals with very high levels of student engagement. Teachers are continuing to work towards consistency of practice that reflects New Zealand's bicultural heritage. This year the school held its first Matariki celebration with the local community as a way to connect to New Zealand's bicultural heritage. Increasingly collaborative practice is building teacher capability and improved learner outcomes.

School provision for at risk learners is effective. The special education needs coordinator (SENCO) keeps detailed information about levels of achievement and progress for children with additional learning needs and at risk learners. This information is shared collaboratively with teachers and parents and is used to plan appropriate interventions including targeted in-school support and

external expertise. Reports about the effectiveness of specific intervention programmes are provided to the board for ongoing resourcing decisions. This targeted approach is contributing to more equitable outcomes for priority learners.

Trustees are providing effective governance. They understand their governance roles and are focused on improving learner outcomes. This will include reviewing the school charter and local curriculum in consultation with the community. The board closely scrutinise achievement data received to make decisions that support children's learning and teacher development. They understand the purpose of internal evaluation and ongoing improvement. Their decisions are supporting school direction and the development of a positive culture for learning.

Sustainable development for equity and excellence

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

Further development is needed in aspects of internal evaluation.

ERO and the board recognise that the following aspects of school organisation and operations need further review and development. These relate to:

- charter review and development in consultation with the community for more planned strategic evaluation
- documenting the school's local curriculum including agreed expectations for teaching and learning .

School leaders recognise the need to:

- ensure trustees receive analysed information about how effectively children's progress is being accelerated throughout the year for individuals and groups of students
- further develop and embed shared understandings about teaching as inquiry.

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.

Actions required

ERO identified non-compliance in relation to consultation with the community about the school's treatment of the health and physical education curriculum.

In order to address this the board must:

- comply with the requirement to adopt a statement on the delivery of the health curriculum, at least once in every two years, after consultation with the school community.

[Section 60B Education Act 1989]

Going forward

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

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 strengthen internal evaluation practices with a particular focus on:

- charter and curriculum review
- embed teaching as inquiry
- analysis of achievement information to show accelerated progress for individuals and groups of learners.

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



Lynda Pura-Watson
Deputy Chief Review Officer Waikato / Bay of Plenty

4 October 2017

About the school

Location	Hautapu, Cambridge
Ministry of Education profile number	1735
School type	Full Primary (Years 1 to 8)
School roll	210
Gender composition	Girls 56% Boys 44%
Ethnic composition	Pākehā 87% Māori 7% Other European 6%
Provision of Māori medium education	No
Review team on site	August 2017
Date of this report	4 October 2017
Most recent ERO report(s)	Education Review April 2013 Education Review August 2010 Education Review August 2004