

## West End School (P North) Education Review

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### About the School

Location	Palmerston North	
Ministry of Education profile number	2479	
School type	Contributing (Years 1 to 6)	
School roll	324	
Gender composition	Male 54%, Female 47%	
Ethnic composition	Māori	32%
	NZ European/Pākehā	52%
	Asian	6%
	Pacific	5%
	Other ethnic groups	5%
Special features	Special Education Needs Unit Bilingual Class	
Review team on site	March 2014	
Date of this report	29 April 2014	
Most recent ERO report(s)	Education Review	November 2009
	Education Review	February 2007
	Education Review	April 2004

### 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. 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.

## Disclaimer

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## 1 Context

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

West End School in Palmerston North caters for Years 1 to 6 students. The current roll of 324 includes 32% Māori, 5% Pacific and 6% Asian students. A diverse range of ethnic groups is represented overall.

The school provides a welcoming and inclusive environment for all students. The whakatauki: Mahi tahi, whakaaro tahi, akoako tahi - Working together, thinking together, learning together - underpins all teaching and learning.

A bilingual class has been established since the November 2009 ERO report. There is continuing provision for students with significant high needs in the attached special education needs unit. E-learning environments, through inclusion of 21st century computer technologies, are an integral part of students' learning experiences.

The school has a positive reporting history with ERO.

## 2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

The school reports that the majority of students achieve at and above expectations in relation to National Standards in reading, writing and mathematics and Ngā Whanaketanga in panui, tuhituhi and pāngarau. Māori and Pacific students achieve at similar levels as their peers. Student achievement information is regularly reported to the board.

School leaders and teachers are strongly focused on improving learning through effective teaching. Systematic processes assist them to make effective use of data to inquire into their practice and promote higher achievement for all students. Teachers use achievement data to identify individual student's needs and to plan for differentiated teaching and learning. They also assist students to understand more about their learning.

Suitable targets are developed to raise the achievement of priority students. Clear, explicit actions, are identified that focus on the provision of high quality teaching. Student progress is collaboratively reflected on at team and curriculum meetings.

Good procedures are used to identify and promote learning for students with diverse needs. Students with significant high needs are well supported by a team of specialist teachers and teacher aides. For much of the day they are integrated into mainstream classes. Planning for their learning is individualised and well targeted to their needs.

Parents are well informed about the engagement, progress and achievement of their children. A range of opportunities supports their knowledge and understanding of their children's learning.

### 3 Curriculum

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

The school's curriculum effectively promotes positive and improving outcomes for students. It is well designed, with clear links to the school's vision and beliefs and the principles of The New Zealand Curriculum (NZC) and Te Marautanga o Aotearoa. It emphasises the development of key competencies integrated across all learning areas and school programmes.

The curriculum document is underpinned by collaboratively developed indicators that outline expectations for high quality teaching across all learning areas. In practice, it is responsive to students' and teachers' interests and strengths.

Teachers make good use of achievement information and their knowledge about students, and their interests, to make decisions about teaching content and strategies to motivate and challenge learners. Students have many opportunities to participate and enjoy success in a wide range of activities within the broad curriculum.

Consistently strong teaching, reflecting the school's expectations, successfully promotes students' learning. Teachers use a range of effective strategies, well matched to learning needs. E-learning is used well to help students make connections, access the wider world, and share their ideas and progress with others.

Calm, settled classroom environments support students to persevere in their learning. Students are encouraged to take responsibility for, and make choices to assist, their progress. They are enthusiastic, self-managing learners.

Teachers inquire effectively into their practice. They work collaboratively with colleagues to share teaching practices that are likely to provide best outcomes for students.

A carefully considered programme assists children and their parents to transition into the school. Useful relationships with local early childhood services and teachers support the development of this approach. Senior leaders agree that transition-to-school processes are likely to be strengthened through considering:

- Kei Tua o te Pae (Assessment for Learning: Early Childhood Exemplars) to support new entrant teachers' understanding of early childhood assessment
- links between Te Whāriki, the early childhood curriculum and The New Zealand Curriculum (NZC).

How effectively does the school promote educational success for Māori, as Māori?

Māori students are well supported to achieve. Teachers give priority to building strong relationships with whānau and acknowledge the strength of whānau in supporting their children. Staff know their students well.

The school's curriculum responds to Māori students' individual and group needs. Relationships with local iwi continue to be strengthened. Trustees and school leaders have consulted with iwi and whānau to determine future plans for raising Māori students' achievement. This has resulted in the development of a strategic plan which outlines agreed priority areas.

Bilingual class programmes effectively promote student learning through Te Marautanga o Aotearoa. Students are provided with authentic contexts to promote te reo and an understanding of te ao Māori. Māori learners are supported to succeed and enhance their identity, language and culture as Māori.

Staff continue to be supported to develop their use of te reo, understanding of te ao Māori and culturally responsive teaching practices. Senior leaders have developed a plan to support teachers' understanding of strategies to engage and enhance Māori student success using Tātaiako: Cultural Competencies for Teachers of Māori Learners.

## 4 Sustainable Performance

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

The school is very well placed to sustain practice and continue to identify and give priority to actions that improve the engagement and achievement of all students. High quality practice has continued since the previous ERO review.

Trustees and leaders use achievement data well to set direction for the school and evaluate how successfully goals have been reached. Board decision making is suitably focused on improving student outcomes and monitoring progress towards goals. New trustees are well supported in their governance roles.

A schoolwide culture of review and reflection, firmly grounded in evidence, sustains good practice and promotes improvement at all levels of the school. Senior leaders and ERO agree that strengthening the evaluative aspect of review should improve current practice and decision making about development steps.

The principal's leadership is highly focused on enhancing student outcomes through promoting effective teaching and positive affirming relationships amongst staff and students. He seeks external resources and expertise to enhance school development.

A well-considered approach to improving teaching is supported by a comprehensive, developmental appraisal process. Teachers observe each other, provide focused feedback, share their learning and reflect to improve their practice. They access appropriate professional development aligned with school priorities and strategic goals.

Senior leadership continues to support teachers to strengthen the quality of their critical reflection and to evaluate their practice. They also establish effective professional learning communities. A range of opportunities is provided for staff to develop leadership capability. Senior leaders acknowledge a next step is to enhance the existing framework to assist the provision of constructive feedback to support decisions about development for experienced and capable teachers.

### Board assurance on legal requirements

Before the review, the board of trustees 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:

- 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 student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- 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 four-to-five years.

Joyce Gebbie  
National Manager Review Services  
Central Region (Acting)

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