



ERO External Evaluation

South New Brighton School, Christchurch.

Summary

South New Brighton School is a full primary school located in Christchurch. It has a roll of 462 children, 75 of whom identify as Māori.

Leaders and teachers actively contribute to the local cluster of schools.

The school has made good progress in addressing the recommendations identified in the 2012 ERO report. This includes the analysis of achievement data and increased teacher reflections on the effectiveness of teaching and learning programmes. Hui with Māori have enabled whānau to identify positive ways the school is meeting the holistic needs of their tamariki.

Student achievement against the National Standards for reading and mathematics show a slight increase from 2016 results. Most class levels are achieving very well in reading and mathematics. The school is currently focused on raising children's achievement in writing. Notable is the lower level of achievement in writing for boys. Several interventions are in place to address this disparity.

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

The school is achieving equitable outcomes for the majority of children whose learning and achievement need acceleration. There is no disparity between Māori and non-Māori learners.

The processes that are effective in enabling equity and excellence include:

- the CARE values that promote respectful relationships and a positive learning environment
- leaders who strongly focus on building professional capability
- a distributive leadership model that uses the combined strengths of the staff
- digital technologies that support children's independence as learners
- a broad-based curriculum that enables children to work towards achieving their full potential.

The next steps for the school are to:

- continue to focus on addressing disparity and raising achievement in writing
- continue to strengthen the tracking and reporting of accelerated progress
- implement and embed internal evaluation across the school.

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 successfully responding to Māori and other children whose learning and achievement need acceleration. Many Māori children are achieving very well. The school aligns their CARE values closely with Māori values such as manaakitanga.

In 2016 the achievement data showed that most children achieved at or above the National Standards in reading, writing and mathematics. There is a significant disparity for boys in writing. The school has included this group in the general target for all children who are not achieving at expectations.

A collaborative approach to moderation within the school and across schools in the cluster is increasing the accuracy of teachers' overall judgments about learning. Leaders state that some inconsistencies still need addressing.

School conditions supporting equity and excellence

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

The school has appropriate systems and processes in place that effectively enable the achievement of equity and excellence.

Leaders and teachers are highly learner-focused. They effectively promote positive relationships with and among children and actively support their wellbeing. They encourage children to use digital technologies to independently enhance their learning opportunities.

Teachers are strongly focused on raising children's achievement. They know children and their learning needs well. They make specific and purposeful use of this information to provide targeted learning support. Children whose learning needs acceleration, particularly in reading, writing and mathematics have targeted programmes and interventions.

Children with additional learning needs have access to well-managed learning support programmes. Ongoing relationships between the school and external agencies provide appropriate levels of assistance for those children who require it.

Leaders and teachers use the curriculum to provide considerable opportunities for children to achieve and succeed through a broad range of experiences. The curriculum effectively incorporates the school's values and the range of priorities identified by families/whānau for their children's learning, progress and achievement.

Other key aspects that are promoting equity and excellence include:

- the development of stronger collaborative teaching approaches to build collective capability
- an effective appraisal process that promotes a range of teaching strategies and teacher reflection about teaching practice.

The school is well led and governed. Leaders model collaborative practice and actively encourage school improvement and team development. They effectively use the skills and knowledge of the staff to achieve the school's priorities. Trustees are highly skilled. They have focused board initiatives aimed at raising achievement. The board and leaders make good use of parent, whānau and child perspectives to ensure school systems and practices are responsive to the school community.

Sustainable development for equity and excellence

The school has a range of processes to achieve equity and excellence.

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

While the school has processes for achieving equity and excellence, some of these processes could be extended to become more robust or be more consistently applied across the school.

Further developments that are needed in the following areas include:

- writing programmes that enable equity for boys
- the school annual achievement targets and planning identifying the groups of children the school needs to focus on to address disparity
- leaders and teachers tracking and reporting accelerated progress
- continuing to develop how internal evaluation will occur across the school.

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?

The school has capacity and capability to accelerate learning for all children. However, disparity in achievement for some children remains.

Leaders and teachers:

- know the children whose learning and achievement need to be accelerated
- need to further develop and implement approaches that effectively meet the needs of each child.

The school agrees to:

- develop more targeted planning to accelerate learning for children
- monitor targeted planning, improved teaching, and children's progress
- discuss the school's progress with ERO.

ERO will provide feedback and resources to support the development of more targeted planning.

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

A handwritten signature in black ink, reading "Lesley Patterson". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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

30 August 2017

About the school

Location	Christchurch.
Ministry of Education profile number	3508
School type	Full Primary (Years 1 to 8).
School roll	462
Gender composition	Boys 52% Girls 48%
Ethnic composition	NZ European Pākehā 74% Māori 16% Pacific 3% Asian 2% Other 5%
Review team on site	June 2017
Date of this report	30 August 2017
Most recent ERO report(s)	Education Review September 2012 Education Review March 2008