

ERO External Evaluation

Puriri School, Thames

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

Puriri School is a rural school situated between Thames and Paeroa. The school caters for students in Years 1 to 8. Since the last ERO review in 2016, the roll has grown to 30 children, this includes six children who identify as Māori. Leadership has remained the same and two teachers have recently been appointed. The board of trustees has a range of experienced and new members. The board of trustees contribute funds towards providing additional staff for the school.

The school vision is to 'provide a nurturing learning environment where each child is valued and encouraged to achieve their potential with the support of their whānau, friends and teachers'. This is underpinned by the concept of 'whānaungatanga' and the values of; Trust, Respect, Understand, Equity (TRUE).

Staff have accessed professional learning and development in assessment, student wellbeing, mathematics and literacy. The school is currently working towards accreditation as a Level 4B Te Reo Māori School/kura. There has also been continued development and implementation of a localised curriculum which has involved consultation with the community. The school is a member of the Thames/Kauaeranga Kāhui Ako. The principal has recently been appointed to the role of dual Kāhui Ako leader.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- reading, writing and mathematics.

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?

The school is working towards achieving excellent outcomes for all its students. The schools' 2019 achievement data shows almost all students are achieving at or above national curriculum expectations in reading and mathematics. In writing, most students are achieving at or above curriculum expectations. The data also shows that Māori are achieving as well as, or better than their Pākehā peers in reading, writing and mathematics.

The school could show data over time using individual student achievement profiles. These showed positive achievement trends in reading, writing and mathematics over time for Māori and Pākehā.

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

The school is effectively accelerating Māori and other students who need it. Student achievement information show accelerated learning over time for the majority of priority learners who need it in reading, writing and mathematics. Māori students are showing acceleration at similar or better rates to their Pākehā peers.

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?

Effective professional leadership guides all aspects of school development. High priority has been placed on the development and implementation of an innovative approach to learning. Leaders foster a culture of high relational trust and teachers are well supported to build collective capability. Useful systems and programmes to assess, monitor and track student learning have been implemented. Trustees, the principal and staff work collaboratively to strategically enact the vision of the school. They are well informed and closely monitor learning progress for individual students. This supports more equitable outcomes for all students.

Students benefit from positive and affirming relationships in a calm and settled environment. Teachers have recently implemented the use of learning progressions to inform their planning. They make good use of a range of useful strategies to enhance student learning in a multi-level setting. Planning is collaborative and uses the school inquiry model to promote high levels of engagement in student learning. Culturally responsive practices are actively fostered and bicultural contexts for learning are highly visible. Literacy, mathematics, social science, the arts, and science are naturally integrated into a rich authentic program of teaching and learning. A range of useful information is used to reflect on and inform assessment. Teachers know students well and develop teaching practice to meet the individual needs of the learner. This supports the acceleration of students who need it.

Students learn in a highly inclusive culture. Their sense of identity and belonging is scaffolded well promoting a strong sense of self. Perspectives and aspirations of students, family and whānau are gathered and reflected in the culture of the school. A shared understanding about social expectations for participation and engagement is underpinned by the school values. The Treaty of Waitangi is a current focus of the learning programme, which is building students' awareness and understanding of their role as dual citizens of Aotearoa. Emotional safety and wellbeing are features of the school that contribute to equity, excellence and acceleration.

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

At the start of 2019, school leaders introduced the newly developed localised curriculum. To continue to refine this process, leaders need to strengthen the collective capacity of teachers to scaffold students in using learning progressions. This will include extending this to support students to have a better understanding of their current learning and next steps. This is likely to assist in developing independent learners and excellence for all.

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 Children's Act 2014.

4 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Puriri School's performance in achieving valued outcomes for its students is:

Well placed.

ERO's Framework: [Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success](#) is available on ERO's website.

5 Going forward

Key strengths of the school

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

- leadership that maintains high expectations for teaching and learning throughout the school
- teaching that caters to the individual needs of students
- a caring environment that fosters student wellbeing and engagement in learning.

Next steps

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

- continuing to build the collective capacity of staff and students to have a shared understanding of the localised curriculum
- aspects of student agency to grow fully independent learners.



Phillip Cowie
Director Review and Improvement Services Central
Central Region
16 January 2020

About the school

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| Location | Thames |
| Ministry of Education profile number | 1911 |
| School type | Full Primary (Years 1 – 8) |
| School roll | 30 |
| Gender composition | Male 16 Female 14 |
| Ethnic composition | Māori 6 NZ European/Pākehā 23 Other ethnic groups 1 |
| Students with Ongoing Resourcing Funding (ORS) | No |
| Provision of Māori medium education | No |
| Review team on site | October 2019 |
| Date of this report | 16 January 2020 |
| Most recent ERO report(s) | Education Review August 2016 Education Review May 2013 Education Review August 2010 |