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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.

About The School

Location	Hastings
Ministry of Education profile number	2563
School type	Contributing primary
Decile rating	3
Teaching staff:	24.4
Roll generated entitlement	2.89
Other	28
Number of teachers	
School roll	551

Gender composition	Male 50%, Female 50%
Ethnic composition	NZ European/Pākehā 56 %, Māori 29%, Pacific 5%, Other ethnic groups 10%
Review team on site	September 2007
Date of this report	23 November 2007
Previous ERO reports	Education Review October 2004 Accountability Review May 2001 Effectiveness Review September 1997 Review June 1993

The Education Review Office (ero) Evaluation

Frimley School is a large contributing primary situated within the suburb of Frimley in Hastings. The school is multicultural and has an increasingly diverse student population. The school community embraces the core values contained within its' vision of "Attitude, Action, Achievement". High behavioural and academic expectations exist for all students. Accessible, high quality resources are well targeted, link to strategic direction, and contribute to a learning environment highly conducive to success. The board and staff focus on creating and maintaining an environment where Māori students feel confident and valued.

This report evaluates the use of assessment information to improve student achievement. Topics evaluated in all schools are progress in Māori student achievement, Pacific student achievement, and programmes for gifted and talented students. Aspects of meeting legislative requirements, such as student health and safety, including pandemic planning, are also included in this review.

Effective, responsive teaching contributes strongly to student success. Teachers use their knowledge of students and information about achievement to inform planning and to readily adjust teaching approaches for students' needs. Students demonstrate enjoyment in an extensive range of experiences across the curriculum. They successfully and routinely use a wide variety of information and communications technology (ICT) equipment within daily programmes. A culture of continuous learning, development and reflection improves teachers' capabilities to raise students' achievement.

Well-developed formative assessment practices promote high levels of student engagement and understanding of learning. Staff place emphasis on partnership with families, including three-way conferences where children share their progress with their parents. Students throughout the school are using formative approaches to improve their key competencies.

Appropriate identification of students with special abilities or needs is early and timely. Those with gifts and talents participate in experiences well matched to their interests and aptitudes. A significant number of Year 1 - 3 students underachieving in reading receive targeted teaching to improve results. Teacher aides offer valuable support within classrooms. Reports to the board show that during 2006 most of these students met or exceeded targets to read at their chronological age. Spelling targets for 80% of Year 4 - 6 students to reach expected levels were met.

Highly successful and enabling professional leadership is focused on learning. Senior managers play a key role in articulating a vision and direction for the school. A culture of staff collegiality and collaborative leadership is embedded within the school.

The board has a clear and appropriate focus on student achievement. Results of rigorous self-review in assessment clearly feed into strategic planning and help the board and senior managers identify and prioritise appropriate areas for future development. The next step is to review the range of assessment tools and extend the usefulness of analysed, student, achievement information to monitor progress for groups of students over time.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

The Focus Of The Review

Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

Standardised national tests are used in mathematics. Progressive Achievement Tests (PATs) provide Year 3 - 6 classroom teachers with detailed information on their class and individual students. Teachers monitor progress for Year 1 - 3 students in numeracy using Numeracy (NUMP) diagnostic testing.

School entry assessment and six-year diagnostic surveys are used to establish students' literacy needs in their early years of school. Teachers use running records to identify needs and to regularly monitor student progress in reading for Year 1 to 3 students and for those students in Year 4 to 6 at risk of underachievement. School data shows a large number of students have low reading skills on entry. Year 1 to 3 students identified as underachieving receive targeted support.

Reading recovery programmes, reading assistance and targeted interventions with teacher aides and classroom teachers improve results to expected levels for most of these students. In early 2006 over 25% of 6 and 7 year olds did not read at levels expected for students of their age. Reports to the board show that over the course of the year most of these students met or exceeded targets to read at their chronological age. Spelling targets for 80% of Year 4 - 6 students to reach expected levels were met.

Student's progress against personal goals are recorded in their 'learning journey' books. Results within class profiles demonstrate that most students are making progress in reading and numeracy. Classroom teachers and team leaders know their students' progress and achievement well.

Students throughout the school are using formative approaches to improve their key competencies. Progress in these areas contributes to students' achievement across all curriculum areas.

Reporting of schoolwide student achievement to the board is limited to annual target setting, analysis of variance reports and results from some interventions with underachieving students. Progress of the growing number of students involved in English for Speakers of Other Languages (ESOL) programmes is not yet reported.

School Specific Priorities

Before the review, the board of Frimley School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Frimley School.

ERO and the board have agreed on the following focus area for the review:

- the use of assessment information to improve student achievement

ERO's findings in this area are set out below.

The Use of Assessment Information to Improve Student Achievement

Background

Recommendations arising from the October 2004 ERO Report included that staff continue to evaluate and develop assessment practices. Since this time the board of trustees invested significant resources in formative assessment practices. Staff undertook schoolwide professional development with external advisors. Managers and trustees believe that this initiative has resulted in

improved outcomes for students. Frimley School is the initiating and lead school for the Wine Country Extending High Standards Across Schools cluster. The board asked ERO to provide an external evaluation of how schoolwide developments in formative assessment practices are impacting on student progress. ERO agreed with this focus area.

Areas of good performance

- Student engagement

Well-developed, formative assessment practices contribute to high levels of student engagement and understanding of learning. Teachers promote conversations with, and between, students about how to learn and provide opportunities to explore topics and areas of personal interest and development. Through an environment of cooperation, students model and share their learning with others. They set learning goals and evaluate their achievement and progress against these. Students participate in developing criteria for success. They receive regular feedback about the next steps for learning and highly value their ongoing 'learning journey' books that record progress well. Students demonstrate high levels of enjoyment in a wide range of curriculum experiences.

- Teaching practice

Professional skills and understanding of effective teaching practice are highly developed in most teachers. They use their knowledge of students, and information about achievement, to inform planning and to readily adjust teaching approaches for students' needs. The ability to analyse and use assessment information is well established. Teachers use cues from regular student learning conversations to respond on a daily basis to students' interests and needs.

The purpose of learning is clear to students and links well to a range of activity-based tasks and relevant, high interest experiences. Teachers model tasks well and constantly reinforce the lesson's goal and how to achieve it. High behavioural and academic expectations exist for all students. Peer teaching, where students with expertise deliberately and effectively question others to extend and challenge thinking, is a key feature of most classrooms. Effective responsive teaching contributes strongly to student success.

- Resources

Accessible, high quality resources are well targeted, link to strategic direction, and contribute to a learning environment highly conducive to success. Displayed exemplars, learning prompts and student work support peer and self-assessment. Students at all levels of the school routinely use a wide range of ICT equipment within daily programmes.

Specialist teachers in ICT, literacy and music support student learning in these areas. Teacher aides work effectively in classes. They receive clear direction, understand formative assessment and teaching practices, and know the students well. Students' benefit from the board's emphasis on providing resources to support learning.

- Teacher development

Teachers improve their educational knowledge and skills through highly effective programmes and support. They use personal learning journey books to set goals, record progress and get feedback from colleagues on their practice. Senior managers and team leaders use well-designed, peer appraisal procedures, linked closely with school goals, individual needs and

professional development opportunities.

A planned programme, involving in- class modelling and feedback from the Resource Teacher of Literacy, provides teachers with targeted and valued support to develop their classroom practice. Board resourcing provides all teachers with a generous range of off-site learning and development opportunities that link to the school's strategic direction. A culture of continuous learning, development and reflection improves teachers' strategies to raise student achievement.

- Leadership

Highly effective and enabling professional leadership is focused on learning. Senior managers play a key role in articulating a vision and direction for the school. A culture of collaborative leadership is embedded. Changes to management structures have further enhanced this shared leadership at a team level within the school. Team leaders make decisions about focus and direction for the terms ahead that align with school goals. School leadership appropriately responds to students' needs, based on achievement information, teacher ideas and student interests.

- Self-review

A rigorous approach to schoolwide self-review directly contributes to educational improvement. A well-coordinated and facilitated process identifies needs and clearly focuses on student learning. Self-review is effectively modelled from senior managers to teachers and students. Considerable research and planning is undertaken to inform decision-making.

Staff analyse information and use this to reflect on their effectiveness. Parents are encouraged to participate in aspects of self-review. Their voice is valued. The results of self-review clearly feed into strategic planning and help the board and senior managers identify and prioritise areas for future development. Students' learning gains from this ongoing focus on improvement.

- Partnership with parents

A range of effective practices engage parents in partnerships that support their children's learning and achievement. In well-attended and successful three-way conferences, students share their 'learning journey' books and explain their progress and achievement to their parents. Staff support involvement in this process by providing guidelines for parents' participation, giving them opportunities to feed back on their child's learning.

Logbooks are a useful, structured way for staff to communicate expectations, concerns, ongoing progress and next steps for learning. Processes for parents to share information about their child's needs, prior to school entry, are well established. Parents, through the school questionnaire, report high levels of satisfaction with school communication and staff accessibility. Staff recognise that encouraging strong partnerships with parents contributes to students' wellbeing and achievement.

Areas for improvement

- Schoolwide tracking and monitoring

Trustees receive a range of both standardised and formative data related to student achievement targets and the successes of some student groups. However, this range does not allow the board to recognise trends and patterns for cohorts of students across the school, over time.

Reviewing the range of assessment tools and extending the use of analysed and reported cohort

information, should allow senior managers and trustees to more effectively track and monitor progress and achievement.

Areas Of National Interest

Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Frimley School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

The Achievement of Māori Students: Progress

In this review, ERO evaluated the progress the school has made since the last review in improving the achievement of Māori students and in initiatives designed to promote improved achievement. 29% of students at the school identify as Māori.

Areas of progress

- Community consultation

Since the previous ERO report the board, principal and staff consulted the schools' Māori community through hui. A comprehensive action plan was developed from views expressed by parents. This establishes a clear strategic direction, with goals to build an inclusive school culture and improve Māori student achievement. The board and staff focus on creating and maintaining an environment where Māori students feel confident and valued.

As a result of consultation initiatives, such as updating te reo Māori resources, making tikanga Māori more visible in the classroom, identifying students at risk of underachieving and employing suitable role models, are in place. Teachers' reports to the board indicate students have an increased positive attitude and sense of pride.

- Student achievement

Board, principal and staff initiatives appropriately support the achievement of Māori students. Achievement information shows that a high proportion of Māori children enter school with levels literacy that are below national expectations. Staff promptly identify students with needs and provide appropriate support programmes or interventions. Student achievement data indicates

that most children leave Year 6 with literacy and numeracy skills at a similar level to their peers. Over 50% of students identified as gifted, are Māori. Students make progress through targeted assistance.

- Student engagement

Māori students demonstrate a positive attitude to school and learning. Valuable links between parents/whānau, students and staff are fostered. Teachers form constructive relationships with Māori students. Classrooms are supportive learning environments. Māori students spoken to state that they enjoy participating in the wide variety of opportunities available to them at school.

Areas for further improvement

- Monitoring impacts of initiatives

Staff review of initiatives is ongoing. However, it is yet to include parent/whānau or student input. Including such contributions should provide valuable information to help the school continue to improve its responsiveness to Māori students' learning needs.

The Achievement of Pacific Students

During the review ERO evaluated the extent to which the school has knowledge of and strategies for promoting the achievement of its Pacific students. Currently 5% of students at Frimley School are Pacific.

Areas of good performance

- Student achievement

Student achievement information is used appropriately to identify and support Pacific students' particular needs. Senior managers and teachers closely monitor students' learning and implement appropriate interventions to continue improving achievement. Individual classroom teachers' assessment data shows students make good progress and most achieve well in reading and numeracy.

Inclusiveness

Pacific students learn in an inclusive and supportive environment. Individuals spoken to articulate the wide range of opportunities they participate in alongside their non-Pacific peers. A number of classroom programmes and assembly items promote their culture. Students show high levels of enjoyment in their learning experiences.

- Support programme

Students experiencing difficulty with English language are well supported. The English as Second Language (ESOL) withdrawal programme caters for these students and focuses on improving literacy skills. The ESOL teacher aide works closely with teachers to promote a better understanding of learning.

Areas for improvement

- Strengthening schoolwide processes

Teachers and year group teams know how well individual Pacific students achieve. However, this information is yet to be collated in a manner that allows senior managers and the board to know how well they are achieving as a group. Evaluating the effectiveness of the support programmes, in order to further target resources and strategies for this group of learners, is a valuable next step.

- Recognition

The proportion of Pacific students on the school roll is greater than perceived by staff and managers. Given the increasing school diversity, it is timely to consider further enhancements to the learning environment, that make Pacific culture more visible and celebrated within the school.

Providing for Gifted and Talented Students

National Education Guideline 1 (iii c) requires schools to identify students with gifted and talented needs and to develop and implement teaching and learning strategies to meet their needs. ERO is currently evaluating how schools nationally are providing for gifted and talented students. Currently, Frimley School has nine students identified as gifted, five of these students are Māori. Many talented students are recognised. Senior managers and the board have provided Gifted and Talented Education (GATE) since 2000.

Areas of good performance

- Definition and identification

Identification of gifted and talented students is early and timely, beginning in the junior school. The school's definition, collectively developed by staff, appropriately reflects the need for gifted and talented provision to recognise cultural diversity. Each student's interests and aspirations are ascertained through individual parent-teacher exchanges. Gifted students are identified as those having skills in a range of categories, including academic areas, performing arts, problem-solving and self-management. Talented students are differentiated as those demonstrating strength in one of the categories. Teachers are guided by a policy that clearly outlines the expected provision for, and monitoring of, identified students.

- School provision

Gifted and talented students participate in experiences well matched to their interests and aptitudes. Withdrawal programmes are closely linked to students' class work and promote skill development in thinking, information literacy and the use of ICT. Out-of-school provision gives students additional opportunities to participate in activities with other children, stimulating interest and developing talent. These opportunities include such activities as singing, education outside the classroom, dance festivals, sport and Young Leaders Day. Board resourcing encourages staff willingness to use their abilities in nurturing students' talents across a wide range of activities.

- Student engagement

Within classroom programmes, teachers successfully focus on developing all students'

understanding of how they learn. Encouraging discussions about learning promotes engagement of gifted and talented students. Identified gifted and talented students are provided with opportunities to share their talents with others. They are successfully engaged in school life.

Areas for improvement

- Review

The statement in the GATE policy that provision will be evaluated is not yet supported by procedures that clarify when or how review is conducted and who will be involved. More consideration should be given to involving teachers, parents, whānau and students in identification of those with gifts and talents and in evaluation of provision effectiveness.

- Cultural diversity

Given the increasing number of students from diverse ethnic groups, considering extending current practices to identify and provide for gifted and talented students from other cultures is a logical next step. Increasing consultation with the parents and families of these students should strengthen teacher understanding of a wider range of different cultural perspectives about giftedness and talent and provide professional development directions for staff.

Pandemic Planning

In all school reviews ERO is currently evaluating the extent to which schools have planned for a potential influenza pandemic in terms of the guidelines provided by the Ministry of Education.

In ERO's view Frimley School is well prepared for such a pandemic.

Board Assurance On Compliance Areas

Overview

Before the review, the board of trustees and principal of Frimley School completed an ERO Board Assurance Statement and Self-Audit Checklist. 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; and
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

Compliance

ERO's investigations did not identify any areas of concern.

Recommendations

ERO and the board of trustees have developed the following recommendations:

- 6.1 that managers review the range of assessment tools, and extend the use of analysed cohort information reported to the board, so that the progress and achievement of groups of students can be more effectively tracked and monitored over time; and
- 6.2 the lead team increases the involvement of parents/whānau and students in the review of programmes to encompass cultural diversity, and inform ongoing programme evaluation and teacher professional development.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO will review the school again as part of the regular review cycle.

Graham Randell
Area Manager

for Chief Review Officer

23 November 2007

23 November 2007

To the Parents and Community of Frimley School

These are the findings of the Education Review Office's latest report on Frimley School.

Community Page

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Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Graham Randell
Area Manager

for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and

- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

Review Coverage

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.