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Disclaimer

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School Statement

Prior to the review ERO offers schools the opportunity to provide some background in the form of the school's location and context, significant achievements since the last review, and issues being considered by the Board of Trustees.

The principal and board of trustees have provided a statement to accompany this report. This is attached to the signed copy of the confirmed report sent to the board of trustees. If the school's statement is not attached and you would like a copy, please contact the school.

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 (Year 1-6)

Decile rating	4
Teaching staff:	24.7
Roll generated entitlement Number of teachers	26
School roll	528
Gender composition	Female 51%, Male 49%
Ethnic composition	NZ European/Pakeha 58%, Māori 28%, Other Ethnic Groups 14%
Review team on site	August 2004
Date of this report	27 October 2004
Previous ERO reports	Accountability Review May 2001 Effectiveness Review September 1997 Review June 1993

The Education Review Office (ero) Evaluation

Frimley School is a large contributing school in Hastings. The school environment is highly supportive and affirming of students. A feature of the school is the focus on student wellbeing as described in the school's mission statement. This is based on the school's Triple A philosophy: Attitude, Action and Achievement. In 2002 Frimley School entered and won the Goodman Fielder New Zealand School of the Year competition. The child-focused school vision is deeply embedded in school culture and is clearly articulated by trustees, teachers and students.

This review investigated how well the school stimulates, encourages and supports learning. The report also covers Government interest areas on the achievement of Māori students, reading and speaking in Year 4, and the safety of students. Recommendations are made in this report for continued improvements in aspects of assessment and in the consistent provision of high quality learning programmes.

Most students achieve at or above appropriate school expectations in reading, oral language, writing and numeracy. Where the school identifies students' achievement below expected levels effective strategies are implemented and monitored to address this concern.

Teachers provide a range of challenging learning opportunities to cater for students' needs. The

school provides a well-resourced and soundly structured Information Communications Technology (ICT) programme. The students and the staff benefit from a specialist ICT teacher who assists teachers to integrate appropriate learning experiences into classroom programmes. Students using ICT equipment demonstrate an independent approach and high levels of engagement with their learning. All students benefit from a rich arts programme, particularly in music. This includes many students participating in specialist music lessons and in musical dramas. Student progress in target areas is regularly assessed and needs and abilities are identified. A comprehensive special needs programme is implemented and monitored. Classrooms are positive, vibrant and well organised.

Teachers work collaboratively to develop and implement new processes and programmes to cater for students' needs. Regular staff meetings provide teachers with opportunities to share ideas, reflect on recently introduced strategies and agree on new teaching and learning practices. All students are benefiting from newly developed writing programmes resulting from school-wide professional development.

The principal provides the board with high levels of professional leadership and guidance. The school leadership promotes strong community relationships. The principal and his senior management team actively promote improved student achievement through teaching and learning. There are positive relationships between the principal and the staff.

The school has sound self-review processes that identify the current strategic direction, guided by the school vision. The trustees are supportive of school initiatives and developments to improve student outcomes.

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

School Specific Priorities

The Focus of the Review

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 self-review 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 areas for the review:

- stimulating, encouraging and supporting learning.

ERO's findings in these areas are set out below.

Stimulating, encouraging and supporting learning

Background

The 2004 charter articulates the vision to stimulate, encourage and support students to achieve their personal best. The charter's local goals, based on attitude, action and achievement, underpin this. To assist in implementing these goals the school is in the process of considerable professional development. The aim is to improve teaching practice to support students in understanding their learning. In 2001 literacy and in 2003 leadership and assessment to learn contracts were undertaken. ERO and the board agreed to evaluate how Frimley School is stimulating, encouraging and supporting learning.

Areas of good performance

Student engagement

The following characteristics are evident in rooms where students are highly engaged in learning:

- stimulation in learning occurs through high interest activities appropriate to learning needs;
- appropriate response activities linked to teaching targets are provided;
- learning is clearly articulated by students;
- computers are used as a natural part of literacy programmes;
- students use exemplars to self and peer assess progress; and
- tasks are completed.

Where these good practices occur students are motivated learners.

- Understanding learning

The purpose of learning for written language is well defined and visible in classrooms. Students' very good oral language skills enable them to clearly and succinctly discuss what they have achieved and the next steps for learning. Many senior students know how well they are achieving in basic facts and spelling. In the junior school the students can articulate how they are achieving against school expectations. Students are beginning to take responsibility for their learning.

- Learning opportunities

Students are provided with wide-ranging learning opportunities outside the classroom. All students participate in specialist music and ICT programmes, for example, I-movies, film-making, and multi-media presentations. Many students perform in musical and dramatic productions. A

good range of competitive and non-competitive sporting opportunities is provided. Students have opportunities to excel beyond the classroom.

- Relationships

Positive interactions and relationships between students and adults are demonstrated. Students are able to work for sustained lengths of times without teacher direction. A good range of opportunities for individual and cooperative learning is provided. Students support each other well with their learning and confidently discuss new ideas with teachers and peers.

- Classroom management

Skilful classroom management is a feature of most classrooms. Resources in rooms are well organised and accessible to teachers and students. All classrooms reflect learning prompts to promote learning objectives. Most classrooms are vibrant learning spaces and some are print rich. Clear guidelines and expectations for positive behaviour and learning contribute to settled classrooms. Students work in positive environments.

- Teaching strategies

A range of effective strategies to support student learning is evident in some rooms. These strategies include: using flexible groupings based on identified student levels; providing opportunities for extension in reading; using higher order thinking strategies; focused written feedback and suggestions for improvement and next learning steps; questioning to extend thinking and to promote a deeper understanding; and providing students with cooperative learning opportunities. Students receive stimulation in learning through a variety of teaching strategies.

- Professional development

Students benefit from newly developed strategies resulting from school-wide professional development. A planned programme of professional development in formative assessment usefully guides teacher practice. Through the use of the advisory service, professional readings and team meetings the teachers have developed teaching tools for trialing in classrooms. The more rigorous evaluation of integrated programmes in 2004 led to a change in curriculum implementation.

- Appraisal

Teachers are rigorously appraised against agreed targets. The process provides specific focused feedback on teacher performance. Performance goals are well linked to the strategic plan and professional development. The learning improvement plan provides teachers with a well-documented action plan with targets and strategies to achieve their teaching goals. Comprehensive appraisals for teachers contribute to improved teaching. Consequently, student learning benefits.

- Reporting Student Achievement

Senior managers analyse data to determine trends and patterns and use this achievement information to inform future strategic planning. Through this analysis a group of students reading below expected levels was identified. Recommendations to support these students have been developed and implemented. Students with identified reading needs are being met.

Areas for improvement

- Assessment practice

The 2004-2006 strategic plan has identified as a goal to review current assessment tools. This review of assessment practices began earlier in 2004. To strengthen classroom practice, the review should consider how achievement data is used by classroom teachers to evaluate the impact of learning programmes and plan classroom programmes to cater for individual student needs.

The outcome of this review should be aimed at improving the usefulness and manageability of class and school-wide planning and assessment practices.

- Engagement in learning.

In a few classes students are not provided with high interest and challenging opportunities that reinforce the identified learning focus. Students' learning should be maximised by ensuring that all work tasks are appropriately planned to match individual needs and the teaching focus.

Areas Of Specific Government Interest

Overview

ERO provides information about the education system as a whole to the Government. This information will be used as the basis for long term and systemic educational improvement.

ERO collected information about Frimley School. These findings are included in this report to ensure that information about the school is transparent and widely available.

Current Areas of Specific Government Interest

ERO is currently collecting information for reports to the Government on:

- improving Māori student achievement; and
- the quality of teaching for Year 4 students: reading and speaking.

Improving Māori Student Achievement

The school collects information about Māori student achievement in mathematics and literacy. This data has been analysed to indicate overall student achievement. In the senior school (Years 4-6) analysed information on spelling skills, using standardised testing information, points out that Māori students, particularly boys, are achieving at a rate below that of other students. Individual students requiring learning support are identified and appropriate learning support implemented.

The attendance of all students is monitored and absences followed up. The attendance of Māori students, suspensions and stand-downs are not an issue at this school.

The school has implemented a number of initiatives to enhance Māori student achievement. These initiatives include promotion of kapahaka, the appointment of staff who are Māori, and also literacy and numeracy developments. A school nurse, employed by the board, is used to support students.

The school consulted with its Māori community through a general survey in October 2003. Some points raised by these parents have been addressed through staff appointments. The recently formed charter has general statements referring to Māori student outcomes. However, the student achievement targets do not reflect consultation with Māori parents or specific targets for improving the achievement of Māori students.

Staff have participated in professional development using the video, *Teachers Making a Difference for Māori Students*. Additionally, one teacher attended a two-day course run by the itinerant teacher of Māori. This teacher then facilitated professional development in this area with colleagues at Frimley School. The impact of this professional development has not been ascertained.

The Quality of Teaching for Year 4 Students: Reading and Speaking

Background

English in the New Zealand Curriculum is one of the seven curriculum statements covering the essential learning areas of the New Zealand curriculum. Reading and speaking are part of two teaching strands included in this curriculum statement.

Areas of good performance

- Resourcing reading and speaking

Students access high quality resources to support learning in reading and speaking. All classes feature a wide range of reading resources. In some classes students regularly use information and communication technology to access information and support instructional reading. Some students have opportunities to extend their oral language through the school radio station. Students enjoy using these modern resources.

- Opportunities for speaking

Teachers carefully plan for regular speaking opportunities. Oral language is well integrated into many curriculum areas and is particularly well linked to writing. Specific speaking activities include formal speeches, debating, school productions and class discussion. Students participate in a range of oral presentation and discussions designed to meet their interests.

- Students understanding of learning

Many students are confidently able to describe their next development steps in speaking. Students are given opportunities to critique each other's speaking. Teachers provide regular oral feedback to students about their progress and model appropriate speaking behaviours. Students know how to make maximum progress in speaking.

- Positive learning environment.

Students work in a positive learning environment. Classes are focused on learning rather than

behaviour. Students and teachers interact positively. Teachers demonstrate good classroom management to enable time for interaction with each student to support continued learning. Students settle to tasks quickly, work without interruption and are motivated to make progress.

Areas for improvement

- Reading guidelines

The school's programme outline provides limited teacher guidelines to assist with reading planning for senior students. Guidelines lack a teaching overview that includes contexts to cover the range of skills necessary for fluent readers. A model of a good teacher guideline that outlines components of teaching strategies across different development stages is evident in the junior school. Senior students and teachers would benefit from a greater understanding of the specific reading skills needed for maximum development.

- Individual needs

Although reading activities are planned to match students' reading level, planning to cater for students' learning needs is limited. This results from a lack of analysis of assessment information to identify the specific skills necessary for development. Strengthening analysis of diagnostic testing should enable all teachers to plan targeted strategies to improve individual students' reading skills.

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.

During the course of this review ERO found the following areas of non-compliance. The board of trustees must:

5.1 in consultation with the school's Māori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.
[National Administration Guideline 1(v) - National Education Guidelines]

ERO's 2001 report identified the entranceway and car parking facilities as a potential safety hazard. The board has initiated some changes and is concerned at the continuing risk to students and adults. The board is continually seeking ways to resolve these problems.

Recommendations

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

- 6.1 school managers, in conjunction with teachers, continue to review and develop assessment practices to identify next steps for teaching and learning to improve student outcomes;
- 6.2 school managers continue to work with staff on meeting individual needs through enriched learning activities and sharing best practices within the school; and
- 6.3 school leaders further develop teacher guidelines to provide well-sequenced progressions of specific learning skills.

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

[signed]

Diana Anderson
Area Manager

for Chief Review Officer

27 October 2004

27 October 2004

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>.

[signed]

Diana Anderson
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 Specific Government 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.