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1 The Education Review Office (ERO) Evaluation

Confirmed Education Review Report:Frimley School

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

Frimley School is a large contributing primary school situated in suburban Hastings. The roll is increasingly multi-cultural. The school community takes pride in the attractive, well-maintained and resourced grounds and buildings.

'Attitude, Action, and Achievement' are values underpinning a supportive and inclusive culture. Formative practice drives teaching and learning. The school's philosophy is based on a learning community where members are empowered through understanding their own growth. Students' care and well-being are priorities for the board of trustees, staff and families. Respectful, positive relationships between students and their teachers contribute to the learning-focused environment. Students, teachers and parents share a commitment to a strong work ethic to maximise students' progress.

Māori students achieve at levels comparable to those of other students. High levels of engagement and participation in learning are evident. At whānau meetings parents express satisfaction with their children's progress, motivation to learn and the school culture and they appreciate the role models provided by the teaching staff.

Students learn how to learn by developing and using strategies that best suit their needs. They are

enthusiastic and work happily in environments that are conducive to positive outcomes. Students enjoy a wide range of cultural, sporting and specialist teacher programmes. Music and information and communication technologies (ICT) are strengths. English for speakers of other languages (ESOL) students and those requiring support receive appropriate and timely assistance. The trialling of two single sex senior classes provides opportunities for students to learn in a different way. This initiative is closely monitored within the school and by an external educational organisation.

Teachers use a variety of successful strategies to motivate and encourage students to persevere with tasks. Their knowledge of each student and the close correlation between assessment and planning make a positive difference. High quality, easily accessible resources contribute to a learning environment highly conducive to success. Well trained teacher aides capably support teachers and learners. Collegiality is evident at all levels of the school giving a sense of team.

The principal is influential in the wider educational community, knowledgeable about current national initiatives and committed to quality teaching. He and senior staff provide collaborative, professional and capable leadership. They have high expectations for students' progress and achievement and for teachers as effective classroom practitioners.

Trustees are well informed, knowledgeable and contribute a range of skills to their role. The school's vision and values are clearly articulated and supported by students, staff, the board and community. Board decision making focuses on improving student outcomes and monitoring progress towards achieving goals and targets. An example of the forward looking nature of the board is the Innovation Fund that supports teachers to develop programmes beyond the school's curriculum.

Parents and teachers share responsibility for children's learning. New families, including those from other countries, enter a welcoming environment. Teachers and trustees value their views. Suggestions impact positively on decision making, school policy and practice. Parents are kept up to date with their children's progress and achievement. Teachers, students and families share accurate, evidence-based information, agree on next steps for learning and ways in which parents may help at home. An active parent and teacher association provides additional learning resources and supports school activities and special events.

Future Action

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

2 Frimley School's Curriculum

How effectively does the curriculum of Frimley School promote student learning - engagement, progress and achievement?

School context and self review

Self review practice at this school is rigorous and improvement focused. Trustees and staff respond positively and thoughtfully to new educational initiatives. Student achievement is the basis for all decision making. Most students achieved at age and school-agreed expectations in literacy and numeracy at the beginning of 2010. In August, 2010 teachers put each student's formal test results alongside formative assessment comments (next steps for learning). National Standards expectations were recorded beside this information, with comment about how well the student was achieving compared to the expected standard. Results and comparisons were explained and shared with parents at student, teacher and parent conferences. Senior leaders, teachers, trustees and parents are aware there are adjustments to be made in the school's formative assessment practice to align with expectations of National Standards. Work has begun to make necessary changes.

Areas of strength

Students learn how to learn by developing and using strategies that best suit their needs. This is evident in their:

- understanding of the learning purpose and expected outcome;
- confident use of cues, peer support and willingness to attempt new tasks;
- positive relationships with their teachers and classmates;
- understanding of teachers' feedback about their work and the next steps for improvement; and
- confident self management of class routines and work ethic.

Students are enthusiastic and work happily in environments that are conducive to learning. Most students are highly engaged in purposeful learning.

Teachers use a variety of successful strategies to motivate students and to encourage them to persevere with tasks. Strategies include:

- observing students as they learn, re-teaching using different approaches and frequently checking students' understanding;
- setting a climate for success by building on students' prior knowledge, developing shared understanding of the task and teaching in manageable small steps;
- using modelling books to plan, record, revisit and monitor learning;
- focusing on students' specific needs in the early years to build confidence and a love of learning; and
- having experienced teachers implement recovery programmes in both literacy and mathematics.

Teachers agree that accelerating students' progress through deliberate acts of teaching is best practice and strategies are implemented across the school. Their knowledge of each student and the close correlation between assessment, planning and teaching make a positive difference to student

achievement.

Māori students achieve at levels comparable to those of other students. Assessment information is reported separately to the board and regularly shared with parents. High levels of engagement and participation in learning are evident. Teachers have taken Ka Hikitia into account when reviewing their programmes and reflecting on strategies that promote successful learning. At whānau meetings parents express satisfaction with their children's progress, motivation to learn, the school's culture and that there are role models on the staff.

Most Pacific students achieve at expected levels, with some exceeding expectations. Achievement information is reported to trustees as part of the self-review process. Teachers regularly engage with families to share achievement information and to discuss Pacific parents' aspirations for their children. High quality ESOL programmes help students to succeed in class.

Board decision making focuses on improving student achievement. Strategic planning, curriculum delivery, and resourcing are clearly aligned. Trustees regularly review progress towards achieving annual goals and targets. They receive regular, valid and useful curriculum and achievement reports to inform self review.

The principal and senior staff, as a team, provide collaborative, professional and capable leadership. They have high expectations for students' progress and achievement and for teachers as effective classroom practitioners. Senior leaders:

- provide the vision and direction that guides teachers' understanding of good practice across the school;
- support teachers in taking leadership roles that recognise and capitalise on their strengths;
- use ongoing and rigorous self review based on student achievement results to improve teaching and learning;
- empower teachers to confidently manage change using a scaffolded approach;
- develop teachers' reflective practice through high quality professional development, action research projects and formative goal setting; and
- encourage peer coaching and mentoring to support teacher development.

A high degree of collegial support within and across teams effectively supports these initiatives to improve student progress and achievement.

Areas for development and review

ERO, senior leaders and trustees agree that the next steps for review and development are to continue to:

- develop sufficiently challenging assessment practices; and

- use student achievement outcomes to inform ongoing curriculum self review.

3 Board Assurance on Legal Requirements

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 legal obligations related to:

- board administration;
- curriculum;
- management of health, safety and welfare;
- personnel management;
- financial management; and
- asset management.

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that 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.

4 Future Action

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

Kathleen Atkins
National Manager Review Services
Central Region

20 October 2010

About The School

Location	Hastings
Ministry of Education profile number	2563
School type	Contributing Primary
Decile [1]	3
School roll	533
Gender composition	Male 50% Female 50%
Ethnic composition	NZ European/Pākehā 50% Māori 28% Pacific 4% Indian 8% Other ethnic groups 10%
Review team on site	August 2010
Date of this report	20 October 2010
Previous three ERO reports	Education Review November 2007 Education Review October 2004 Accountability Review May 2001

[\[1\]](#) School deciles range from one to ten. Decile one schools draw their students from low socioeconomic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

Community Page

20 October 2010

To the Parents and Community of Frimley School

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

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Future Action

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Review Coverage

This report provides an evaluation of how effectively the school's curriculum promotes student learning - engagement, progress and achievement. ERO's evaluation takes account of the school's previous reporting history and is based on:

- what is known about student achievement information, including the achievement of Māori and Pacific students;
- decisions made to improve student achievement using assessment and selfreview information; and
- teaching strategies and programmes implemented to give effect to the school's curriculum.

ERO also gathers information during the review to contribute to its national reports. The national reports are published on ERO's website.

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

Kathleen Atkins
National Manager Review Services
Central Region

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 integrates the following:

- school curriculum;
- national evaluation topics –contribute to the development of education policies and their effective implementation; and
- Board Assurance Statement, including student and staff health and safety.

ERO's review is responsive to the school's context. When ERO reviews a school, it takes into account the characteristics of the community from which it draws its students, its aspirations for its young people, and other relevant local factors.

ERO also builds on the school's own self-review information. ERO is interested in how a school monitors the progress of its students and aspects of school life and culture, and how it uses this information to improve student learning.

This helps ERO to answer the major evaluation question for reviews:

How effectively does this school's curriculum promote student learning - engagement, progress and achievement?

Areas for Development and Review

ERO reports include areas for development and review to support on-going improvement by identifying priorities. Often the school will have identified these matters through its own self review and already plans further development in those areas.