



Clevedon School
Clevedon

Confirmed

Education Review Report

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The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements. The report answers four key questions about the school.

Findings

1 Context

What are the important features of this school that have an impact on student learning?

Clevedon School is a Year 1 to 8 school located in South East Auckland. It provides high quality education for students from Clevedon and surrounding areas. A special feature of this school is its rural character which is highly valued by the community.

Clevedon School has a welcoming and inclusive and culture. The wellbeing of students and staff is a high priority in the school and this fosters a strong sense of belonging. Students respond well to the high expectations for their progress, behaviour and achievement.

Over recent years, leaders, teachers and the board have developed a learner-focused culture to guide decision-making and future school development. Shared values provide students and their families with clarity about the expectations for student's learning, achievement and engagement.

There is a strong commitment to building parent and community relationships in the school, including the school's positive relationship with local iwi. The parent community is very active in the school.

The school has positively responded to and addressed the recommendations for development identified in ERO's 2012 report.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Student achievement information is used very effectively to make positive changes to learners' engagement, progress and achievement.

Students are highly engaged in and can talk knowledgeably about their learning. They understand and can explain how assessment supports them to learn. The school's achievement information indicates that students are achieving very well in relation to the National Standards. This information also shows very good rates of progress for Māori and Pacific students. Senior leaders plan to focus more on supporting students to achieve well above the National Standards.

Senior leaders and teachers work collaboratively and capably to evaluate the impact of programmes on student learning. Teachers use feedback from students to measure the effectiveness of teaching programmes. Teachers use data analysis well to understand students' learning strengths and needs and to guide teaching programmes. They set targets to support students who need to accelerate their progress.

The school places high value on ensuring all students are well supported in their learning. The progress of students requiring additional learning support is closely monitored. This additional support is generally part of classroom programmes that cater well for the needs of individual students.

Parents have many opportunities to discuss their children's progress in relation to the National Standards. Written reports provide parents and whānau with good information about their children's achievement and next learning steps.

The board makes good use of well-analysed achievement information, provided by senior leaders, to guide resourcing decisions and planning. This places the board in a strong position to make carefully considered decisions about priorities to further improve outcomes for students.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum is highly effective in supporting and promoting student learning. It reflects the context of the local community and is inclusive of the school's increasing cultural diversity.

High quality teaching practices are supported by teachers' reflective culture and ongoing professional learning. The principal, senior leaders and teachers continue to refine the student focused curriculum. Teachers and students work together to develop programmes that encourage students to lead their own learning.

Other features of the school's curriculum include:

- ongoing curriculum review that is aligned with the principles of *The New Zealand Curriculum* and focuses on the learning needs of all students
- a research-based curriculum framework that draws on best teaching and learning practices
- specialist teaching that provides learners with enriching opportunities in te reo Māori, French, technology, and science
- use of a wide range of teaching resources, including digital technologies to support students in their learning.

How effectively does the school promote educational success for Māori, as Māori?

Clevedon School is very effective in promoting educational success for Maori, as Maori. The school's long-term commitment to bicultural practice complemented by its culture of high expectations for students' educational achievement supports Māori children to succeed as Māori learners.

The board, leaders and teachers have a shared commitment to fostering relationships with local iwi. Initiatives such as the end of year prize-giving held on the local Marae have positively influenced the school and the wider school community.

Te Ao Māori is valued and it is planned and assessed as an integral part of the school's curriculum. The board employs a specialist Māori teacher, enabling all students to learn te reo and tikanga Māori. The Māori curriculum team are developing assessment progressions for te reo Māori me ōna tikanga. Such progressions may help to develop students' levels of language and cultural capability as they progress through the school. Many students are involved in the school's kapa haka and they report that participating in this group is a highlight for them.

4 Sustainable Performance

How well placed is the school to sustain and improve its performance?

Clevedon School is very well placed to sustain and improve its performance.

The school benefits from high quality professional leadership. The principal and senior leaders are a cohesive and collaborative team. They are well supported by an experienced and dedicated board. Trustees and senior leaders have worked collaboratively to build school leadership and to foster excellence throughout the school.

Senior leaders maintain effective and coherent systems to guide self review, and teaching and learning practices. They lead professional learning programmes that are relevant to teachers' developmental needs and interests, and that promote student-centred learning. Teachers' appraisal processes are well aligned with the school's curriculum, and they promote high expectations for continued improvements to teaching practices.

The board governs the school very effectively and is committed to the school's vision and values. Trustees are strategic, improvement focused, and committed to the wellbeing of the staff and students. They are highly reflective and use self review evidence and findings to inform the board's planning. The board values and continually seeks parent perspectives as part of the board's self review to guide school development. Senior leaders support the board's decision-making through their clear reports about student progress and curriculum developments.

Board assurance on legal requirements

Before the review, the board of trustees 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:

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

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

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff

- stand-downs, suspensions, expulsions and exclusions
- attendance.

Conclusion

Students experience high quality education in an inclusive learning environment. They have a wide range of curriculum and leadership opportunities. A special feature of this school is its rural character which is highly valued by students and the community. Highly effective school leadership and governance result in the school being very well placed to sustain its positive performance

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



Dale Bailey
Deputy Chief Review Officer Northern

25 May 2015

About the School

Location	Clevedon	
Ministry of Education profile number	1249	
School type	Full Primary (Years 1 to 8)	
School roll	368	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	Māori NZ European/Pākehā Australian Pacific other	12% 83% 1% 1% 3%
Review team on site	March 2015	
Date of this report	25 May 2015	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2012 June 2010 December 2007