

ERO External Evaluation

Ouruhia Model School, Christchurch

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

Ouruhia Model School has a roll of 77 students from Years 1 to 8. It is located in a semi-rural community on the outskirts of Christchurch. The school's model status means it has close links with initial teacher education programmes.

The school's vision, our people, our place, our future, is supported by a mission statement focused on learning for life and making it count. The valued outcomes for learners include students being thinking, independent learners who are caring and sharing, and have a 'can do' attitude.

Strategic goals focus on:

- improving teachers' knowledge and skills for teaching, learning and assessment
- delivering a curriculum which prepares and motivates students for life-long learning
- enhancing open communication with students, families and the community.

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

- achievement in reading, writing and mathematics
- positive behaviour management processes that support consistent practice and guide children's behaviour.

There have been few changes in staff at the school in recent years. There is a mix of experienced and new trustees on the board.

Since the last ERO review, the leaders and teachers have participated in Ministry of Education professional learning and development initiatives including accelerated learning in mathematics (ALIM) and positive behaviour for learning (PB4L).

Ouruhia Model School is part of the Katote Kāhui Ako | Community of Learning (CoL).

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 effectively achieving equitable and excellent outcomes for most of its students.

Students are achieving well in reading and mathematics. Overall achievement in reading, writing and mathematics for all groups have had sustained improvement over time. Māori students achieve at the same levels as their peers. Achievement levels in writing is at or above expected standards and has remained constant over recent years.

There is no formal reporting on children's achievement against other curriculum areas and the school's valued outcomes.

Children with additional learning needs are well supported to make progress.

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

The school is effective in accelerating the progress of the majority of students in writing and mathematics.

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?

Trustees, senior leaders and teachers have a strong commitment to equity and excellence for all learners. The school has many effective processes to progress the learning and achievement of all children. These particularly relate to children's wellbeing and opportunities in learning. There is a deliberate focus on relationships which is providing a culture of inclusiveness.

The school's strategic plan, aligned to its Kāhui Ako priorities, provides clear direction. The principal and teachers, with the support of the Board, have targeted professional development to focus on improving learner outcomes and increase teacher capability.

Leadership builds relational trust and effective collaboration at every level of the school community. Children, parents, whānau and the community are well known and learning-centred relationships are actively promoted.

Since the November 2014 ERO report, leaders and teachers have responded well to the recommendations to further promote equity and excellence outcomes. These responses have led to specific actions which include:

- regular internal evaluation of programmes for priority learners
- closely monitoring the progress of targeted children
- building teacher capacity to accelerate student achievement
- documenting teacher expectations to ensure greater consistency for children's learning
- increasing constructive feedback through the appraisal system.

Tuakana-teina relationships are well embedded in the learning environment. Children are provided with opportunities to experience and value te ao Māori. Professional development is helping to build culturally responsive practices across the school.

The principal and teachers effectively manage and promote an environment that supports participation, engagement and choices in learning. Children benefit from programmes that are responsive to their needs, interests and abilities. A responsive and localised curriculum provides children with many opportunities to learn. The school proactively identifies and draws on community resources to enhance learning experiences, achievement and wellbeing.

The principal consistently monitors, evaluates and reports on a number of goals that relate to the acceleration and progress of children who are at risk of not achieving. Teachers are using learning information and inquiry to improve outcomes for all children. Moderation and assessment practices contribute to effective teacher judgements about children's learning.

The school's performance management system is focused on consolidating teacher capability to improve outcomes for children.

Teachers have effective practices to support children who need extra support with their learning. They know these children well as individuals and learners, and carefully monitor and report to parents each child's progress.

The school's involvement in the Katote Kāhui Ako | Community of Learning is having a positive impact on teaching and learning. The school is confident that its role in the Kāhui Ako will further strengthen relationships with other schools and teachers, and improve opportunities for children to experience success.

The board actively represents and serves the community and school in its role. It takes pride in the improvements and successes which the school community celebrates. Trustees receive regular reports about school priorities, student achievement targets and behaviour management. They use this information to ensure the focus remains on equity and excellence for all children.

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

Some areas of the school's processes need to be strengthened and embedded to increase their effectiveness in achieving equity and excellence. The board and leaders need to continue to:

- develop and strengthen internal evaluation to build understanding and practice for ongoing improvement and innovation. This includes evaluating the impact of strategies and initiatives to improve learning outcomes
- strengthen and embed current bicultural practices through the curriculum, strategic planning and physical environment.

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 Vulnerable Children Act 2014.

4 Going forward

Key strengths of the school

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

- a culture of collaboration and inclusiveness that builds relational trust and maintains high expectations for learner-centred success
- a responsive vision and localised curriculum that emphasises student agency and broad opportunities for learning experiences
- achieving outcomes for students that are equitable for all groups and show consistently good levels of achievement.

Next steps

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

- continuing to improve internal evaluation practices
- strengthening and embedding current bicultural practices.

ERO's next external evaluation process and timing

ERO is likely to carry out the next external evaluation in three years.

A handwritten signature in black ink that reads "Lesley Patterson". The signature is written in a cursive style with a long horizontal flourish at the end.

Deputy Chief Review Officer
Te Waipounamu - Southern Region

9 May 2018

About the school

Location	Christchurch
Ministry of Education profile number	3464
School type	Full Primary (Year 1-8)
School roll	77
Gender composition	Girls: 43 Boys: 34
Ethnic composition	Māori: 16 Pākehā: 59 Other: 2
Provision of Māori medium education	No
Review team on site	February 2018
Date of this report	9 May 2018
Most recent ERO reports	Education Review: November 2014 Education Review: August 2011