

Copy of

Bledisloe School's

Education Review Report

November 2017



ERO External Evaluation

Bledisloe School, Taradale, Napier

Summary

Bledisloe School is located in Taradale, Napier. At the time of this ERO review the roll was 357 with 38% identifying as Māori. Many families and whānau have strong connections with the school.

The school's vision 'to be better than before in all that we do – Kia Rangatira te tu' continues to guide teaching and learning.

The school has responded very well to the areas for improvement identified in the June 2014 ERO report.

How well is the school achieving equitable outcomes for all children?

The school responds very well to Māori and other students whose progress needs acceleration.

There has been an upward trend in reading, writing and mathematics achievement since the previous ERO review. End of year data for 2016, showed that approximately two thirds of Māori children were achieving at and above in relation to the National Standards for reading, writing and mathematics. This is slightly lower than that of their non-Māori peers.

The senior leadership team work collaboratively to ensure a clear line of sight is maintained from the stated school goals, vision and targets for equity and excellence, to enactment through the curriculum and teaching and learning.

Children are provided with many authentic and meaningful learning experiences. Teachers use a range of effective strategies and approaches to engage children in relevant activities. Parents and children are regularly consulted. Their ideas and opinions are valued and used to inform decision making.

Teachers identify children who would benefit from acceleration or extension in their learning. They closely monitor progress and respond to their individual needs. As a result, the school has evidence of children's progress being accelerated effectively for many students.

Learners are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

The school is responding very well to Māori and other children whose progress needs acceleration. There is still some remaining disparity between the achievement of Māori and other children. This difference in achievement is slowly closing, most noticeably in writing. Senior leaders and teachers are focused on continuing to reduce disparity.

There has been an upward trend in reading, writing and mathematics achievement since the 2014 ERO review. End of year data for 2016 showed that approximately two thirds of Māori children were achieving at and above in relation to the National Standards for reading, writing and mathematics. This is slightly lower than that of their non-Māori peers.

Achievement information shows that positive gains are sustained as students move through the school. Children with more complex needs are identified, appropriate interventions put in place and progress and achievement monitored over time. Evidence shows effectiveness of programmes with many students no longer needing extra assistance.

The school's values of 'respect, resilience and responsibility – aroha, manawanui and rangatiratanga' underpin the school's approach to teaching and learning. These encourage students 'to be better than before in all that they do'.

Clear guidelines support teachers to make consistent and dependable decisions about children's progress and levels of achievement. They work collaboratively in their teams, schoolwide and with other schools to discuss their conclusions about children's learning.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

The school has a range of processes that are effective in enabling and promoting the achievement of equity and excellence.

The principal and senior leaders have a clear vision to promote equity and excellence. They are successful in leading change to support the school's strategic direction with a clear line of sight from the charter, strategic and annual goals to enactment of the curriculum through effective teaching and classroom practice. School leaders have high expectations for teaching and learning.

Children are provided with many authentic and meaningful learning experiences. Teachers use a range of effective strategies and approaches to engage children in relevant learning activities.

Regular professional conversations between teachers contribute to a collective focus on lifting achievement and accelerating children's progress to provide equity and excellence for all learners.

The school strongly demonstrates its commitment to bicultural practices. Te ao Māori is embedded in everyday practices across the school. Connections with whānau Māori and using their knowledge enhances learning for teachers and students. Teachers develop Whānau Action Plans with parents of identified Māori learners. This supports parents to assist their children with their learning.

Trustees receive regular information and reports on student achievement and aspects relating to the curriculum that supports well-considered resourcing decisions. The board's priority is focused on student wellbeing, learning, progress and achievement.

Internal evaluation informs school practice and operation at all levels. Leaders and teachers reflect on the effectiveness of their practice and interventions supporting student outcomes. They identify what is successful and how this could be transferred to other situations. Parents, teachers and children are regularly consulted. Their ideas and opinions are valued and used to inform decision making.

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

Patricia Davey
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Te Tai Pokapū - Central Region

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