

**Pembroke School  
Oamaru**

**Confirmed**

**Education Review Report**

# Education Review Report

## Pembroke School

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?**

The school is for students from Years 0 to 6 who live in the northern part of Oamaru. The roll is just over 200 and is restricted by an enrolment zone. The school celebrates its multicultural context, with nearly a quarter of the students coming from Pacific Island backgrounds. A significant number of students (other than 5 year olds) enter or leave the school during the school year.

The school's mission for 'high quality education which recognises individual and cultural needs' is clearly evident in action. Students confidently talk about the school's values and interpret these in their actions. Meeting students' needs and serving the local community is central to the way the school operates and the general 'can do' attitude. The school is particularly inclusive of students with diverse learning needs. Partnerships between home and school are sensitively handled.

The school works to minimise obstacles to students' learning. Teachers share responsibility for the progress of all students. Additional adults are central to the wide range of interventions, for example:

- teacher aides for literacy and numeracy support
- Tongan teacher aides to target support for Pacific students
- teachers aides to support high needs students
- a social worker in the school.

A variety of approaches helps kindergarten and pre-school children begin at the school. The buddy system, where older students play a central role in helping 5-year-olds adjust to school, is enjoyed by both groups of students. School systems are designed to work alongside parents as much as possible, in order to have students at school and eager to learn.

### 2 Learning

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

The school makes very effective use of student achievement information to support learners' engagement, progress and achievement.

National Standards are well used to track student achievement, identify students needing support and identify areas for teachers to concentrate on in bringing about improvements in teaching and learning. Overall, school results in National Standards for reading and mathematics are higher than for writing. This led to a review of the writing programme and the current focus on improving students' writing.

Trustees receive useful reports about student achievement. Key points and recommendations are identified. Trustees are given useful guidance about the sort of questions that they should ask to help understand the significance of the content of the reports.

Teachers make good use of achievement information about individual students to:

- identify where students are in their learning
- determine what students need to work on next
- track and report students' achievement over time
- identify students needing additional support in their learning.

The school has well-developed processes to identify students who need extra help with their learning. Specific goals are set for these students along with individualised teaching strategies to reach these goals. Formal reviews each term help refine the teaching or indicate that the student has reached the goal. The school philosophy is that individual students will always be supported with whatever is needed to advance their achievement.

Teachers work together in syndicates to reflect on their practice and improve what they do. Their use of data in this way contributes to worthwhile changes and developments in programmes. This may lead to innovative developments, for example in the partner reading programme, or in significant changes in approach, as shown in the enhanced writing programme.

Students with special needs are very well looked after. Strong, distributed leadership has resulted in effective systems to coordinate and implement programmes and monitor progress for these students. Teachers and teacher aides working with these students are very experienced and are well supported by their own professional development. Transition of students into this programme is well planned and executed. Communication with parents/caregivers and external agencies is a strength.

### **3 Curriculum**

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

The school provides an environment for learning in which students' interests, needs and care are effectively supported.

Staff seek to establish meaningful relationships with students and their parents and whānau/fānau. Students' opinions are sought and valued, as are those of the school community. These opinions are the basis for ongoing improvements made for students' learning.

The school's 'REAL' values are well known, actively promoted and modelled. Students develop trust and confidence in themselves as learners and in those around them.

Students receive many opportunities to broaden their experience and involvement in learning. Their classroom learning is well planned and paced. What teachers' know about the students and student opinion guides the way future learning is delivered.

ERO observed high quality teaching practices across the school. Students have a strong understanding of what is expected of them in their learning. The timely pace of lessons, cooperative activities, and individual opportunity to have their learning supported, contributes to the high levels of learning focus, engagement and enthusiasm within the classroom. The close communication between teachers and skilled teacher aides is integral to the way students with identified learning needs are supported to progress in their achievement. The principal and teachers use effective strategies to get students to attend school and fully participate in their learning.

The school leaders have put in place high quality systems that support the focus for learning in the classroom. The curriculum across all syndicates is very well managed. Teachers communicate well. There is consistency in the delivery of learning and assessment, with clear links to the board's strategic priorities for development.

An important development is the Pembroke model for learning, relating to reading and recently applied to writing. This builds on 'ako' Māori principles and cooperative activities for meaningful and enjoyable learning. The ongoing review and development of these learning areas indicates the well-embedded culture for improving teaching and learning for students. Continued improvement to teaching is at the core of thinking for teachers and school leaders.

The school provides many opportunities for students to learn about and develop a value for Māori and Pacific language and culture, both in and outside the classroom. This includes a large multicultural group, ongoing inclusion of language and culture learning within classroom programmes, and visits to local marae.

#### **How effectively does the school promote educational success for Māori and Pacific students?**

The school has well-developed systems in place for managing and improving the achievement of Māori students. There are a high number of Pacific students at the school, the vast majority being Tongan.

The achievement of these students across the school is closely monitored. This includes effective targeting of support for ESOL (English as a Second Language) and for students showing lower than expected levels of achievement.

Māori and Pasifika languages, culture and identity are highly valued. Students are confident and self assured about themselves as learners and as valued members of their school.

The school provides a hub for its local communities. It draws on expertise from its local community and Māori rūnanga to help enrich learning for students.

The opinions of the parents and whānau/fānau of Māori and Pasifika students are valued and regularly sought through a variety of appropriate ways. This is evident in the high support for school events, particularly from Pasifika fānau.

The use of cultural competencies in teacher appraisal is in its early stages. The board and ERO agree that ongoing support for teachers' use of Māori and Pacific language and culture in the life of the school is an ongoing area of development.

## 4 Sustainable Performance

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

The school has well-defined systems for accountability and improvement. There is close alignment between the school vision and how the school values and mission are put into practice. There is a strong shared ownership of the school mission, to ensure that all students get the best possible 'deal'.

Trustees, school leaders and staff understand their responsibilities. They work collaboratively and show a realistic approach in their work. They have a shared respect and value for each others' skills and a commitment to students and their learning.

The school aims to provide a safe environment for students and staff. The involvement of the school community is highly valued. There is regular consultation and sharing of information with the school community. A positive feature of the school is the way in which the movement of children into, through and out of the school is very well managed. The care and wellbeing of students and their families/whānau/fānau is a priority.

### 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 broad learning experiences. ERO observed highly effective teaching across the school. Students with special needs are very well looked after. The school provides a safe environment for students and staff. Trustees and staff are highly responsive to individual and family needs. The school is well governed and managed.

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

A handwritten signature in black ink that reads "Graham Randell". The signature is written in a cursive style with a large initial 'G'.

Graham Randell  
National Manager Review Services  
Southern Region

30 July 2014

## About the School

Location	Oamaru	
Ministry of Education profile number	3737	
School type	Contributing (Years 1 to 6)	
School roll	209	
Gender composition	Male: 55% Female:45%	
Ethnic composition	NZ European/Pākehā Pacific Māori Other	66% 23% 6% 5%
Review team on site	June 2014	
Date of this report	30 July 2014	
Most recent ERO report(s)	Education Review Education Review Education Review	August 2011 May 2008 June 2005