



ERO External Evaluation

Pembroke School, Oamaru North Otago

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

Pembroke School is a multicultural school of 264 students. It is located in Oamaru, North Otago and caters for students in Years 1 to 6. For approximately one fifth of the students, English is a second language, and there is a number of other students with considerable learning needs. The school receives additional funding to support the learning of both groups of students. A social worker in schools (SWIS) is hosted onsite.

The leadership and governance of the school remains stable. The school's roll has consistently increased over several years. A high level of transience is a factor of school enrolments.

The school's vision is for students to incorporate Pembroke 'REAL' values into their everyday life. The values are respect, excellence, action and learning. Strategic goals are focused on curriculum development, including the use of digital technology, and extending strategies for positive learning behaviours, particularly for those most at risk of poor outcomes.

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

- achievement in reading, writing and mathematics
- achievement in learning areas in relation to curriculum levels of the New Zealand Curriculum
- outcomes in relation to engagement and wellbeing for success.

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 making positive progress towards providing equitable and excellent outcomes for all students.

Most students are achieving at or above curriculum expectations in mathematics. The majority of students are at curriculum expectations in reading and writing. Most Māori students are achieving particularly well in reading. Results are lower in literacy for Pacific students, many of whom are second language learners.

Student achievement information, reflection and monitoring are developing so that consistent analysis can be reported to the board. Information regarding progress over time for some groups of students and those receiving additional funding support would further assist the board in addressing disparities.

School information shows that the majority of children find lessons interesting and engaging. School-wide achievement data about other essential learning areas shows the majority of students achieved identified objectives in science, and almost all students achieved specific objectives within the arts curriculum.

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

The school is accelerating outcomes for some Māori and other students. Monitoring of students by teachers shows achievement of acceleration for some individuals. Almost all of those involved in the reading recovery programme made accelerated progress in 2018. A writing intervention for Years 3 – 4 shows considerable improvements in student learning outcomes.

The school does not yet have a systematic approach to analysing and reporting acceleration for some targeted groups of students.

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?

Positive relationships are evident throughout the school and effectively support the school's culture and values. Teachers effectively use strategies to enhance students' positive attitudes towards learning. Effective transition processes are a notable feature of the school. Relationships with parents in support of student learning and wellbeing are actively encouraged.

Students learn and participate in caring, collaborative and inclusive classroom environments. Leaders and teachers promote a strong culture of care where students' resilience is fostered and their wellbeing prioritised. There is a comprehensive focus on individual students' learning and wellbeing. Teachers know their students well.

Leaders and teachers are highly responsive to students with additional and diverse needs. There is effective provision for students who are first-time English language learners. Teachers readily adapt plans and practices to address individual needs. Leaders and teachers have a shared understanding of the importance of inclusive practices. They demonstrate considerable commitment and

consistently work towards achieving inclusion for all students, building on each child's interests and potential. Celebrating diversity is actively promoted.

School values are well embedded in all aspects of school life. These valued outcomes for all students are well known by staff, students and the wider school community. The values are highly visible, articulated and regularly enacted. They are fully integrated into the curriculum. Teachers use these known values to shape classroom expectations and provide calm and settled learning environments.

School leaders have high expectations of staff and students. Teachers are collaborative and engage in professional dialogue to support ongoing improvement to better provide positive outcomes for students. They are consistently responsive to children's changing interests and needs. Assessment practices are explicit and regular. Students who need additional support are quickly identified. Teachers actively seek to address and minimise barriers to learning. Good use is made of teachers' strengths and expertise.

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

ERO and school leaders agree that the next steps are to:

- update the school's curriculum guidelines to better reflect the local context, deepen cultural practices, and better promote student voice and ownership of their learning
- further develop analysis of achievement information to show learning progress over time, and identify disparity for strategic planning and resourcing purposes
- strengthen internal evaluation so the board's strategic goals and targets are better monitored, and more clearly identify progress towards achieving desired outcomes for all students.

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 ERO's Overall Judgement

On the basis of the findings of this review, ERO's overall evaluation judgement of Pembroke School performance in achieving valued outcomes for its students is:

Well placed

[ERO's Framework: Overall School Performance is available on ERO's website.](#)

5 Going forward

Key strengths of the school

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

- a strong school culture based on the school values
- leadership that values inclusiveness and promotes strategies for positive learning and wellbeing
- teachers who closely monitor individuals and actively seek to minimise barriers to learning.

Next steps

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

- continuing to improve the curriculum to further extend and engage students in their learning
- strengthening the quality of data analysis to identify disparity, celebrate progress and better inform strategic directions
- improving the use of internal evaluation to show how well strategic goals and targets are being met.



Alan Wynyard

Director Review and Improvement Services

Southern Region

10 May 2019

About the school

Location	Oamaru North Otago
Ministry of Education profile number	3737
School type	Year 1-6
School roll	264
Gender composition	Boys 52% Girls 48%
Ethnic composition	Māori 9% Pākehā 64% Tongan 13% Other Pacific 8% Other ethnicities 6%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	No
Review team on site	March 2019
Date of this report	10 May 2019
Most recent ERO report(s)	Education Review July 2014 Education Review August 2011