

Outram School Education Review

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1 Context

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

Students at Outram School benefit from learning within an inclusive and supportive school culture. ERO observed high levels of student engagement in their learning and students enjoying being physically active in the school environment. Students are friendly and welcoming. They enjoy positive relationships among themselves and with their teachers.

The school is in a semi-rural location and caters for students in Years 1 to 8. Due to changing demographics, the school roll has decreased since the last ERO review in 2012. This roll change is being well managed by the board and principal.

Staffing is stable which has meant new learning and developments are more easily embedded to become established practice. All trustees are in their first term of serving on the board.

Parents and members of the local community are supportive of the school and contribute actively to school and class events, and learning programmes.

The school's vision is for students to strive for excellence, love learning, develop their passions and reach their potential. These expectations are evident throughout the school, including in the library-based Allen Centre programme.

Since the last ERO review, the school has made significant progress with developing curriculum guidelines for teaching and learning. There is improved infrastructure for ICT and a classroom block has been redeveloped and refurbished.

2 Learning

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

The school is making effective use of achievement information to make positive changes to students' learning.

Most students achieve at expected levels in relation to the National Standards in reading, writing and mathematics. The school has maintained these achievement levels since 2013. The school is focusing on raising the achievement levels for those who are not at the National Standards.

Teachers and leaders continue to increase their use of student achievement information, including supporting students to take a greater role in the learning process.

Students:

- can talk confidently about their next learning steps
- know what is expected of them in writing through the collaborative construction of success criteria, and use of exemplars and learning pathways
- set goals for their learning and learning behaviours in collaboration with their teachers.

Teachers use learning information well to:

- identify students in need of additional support with their learning
- have learning conversations with students
- evaluate the impact that their teaching is having and make relevant adjustments to learning programmes.

School leaders effectively analyse achievement data to:

- identify areas of need for groups of students and/or school-wide
- evaluate the effectiveness of interventions, and teaching and learning programmes
- report some school-wide achievement information to the board.

School leaders and teachers know their learners well and align appropriate learning support to each student's individual needs. The progress of individual students is well tracked and monitored by leaders and teachers.

The board is well informed about student achievement and is using the information to make wise resourcing decisions.

Next step

ERO recommends the board and school leaders consider forming charter targets that focus more on accelerating the progress of all students not achieving at expected levels.

3 Curriculum

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

The school's curriculum effectively promotes and supports students' learning. It is responsive to students' interests, needs and abilities. Senior students spoke enthusiastically about the variety of learning opportunities they have at their school.

The school's curriculum is well designed and implemented to develop the whole child. There is an appropriate emphasis on students gaining high levels of achievement in literacy and mathematics. Learning in other subject areas is through an inquiry approach.

Topics of study are based on key concepts such as turangawaewae, interdependence, and enterprise, innovation and creativity.

School programmes foster the values, attitudes and key competencies for students to be effective learners and citizens. Students told ERO these programmes push them out of their comfort zone and encourage them to aim high.

The Allen Centre provides ongoing opportunities for students to extend and enrich their interests and learning across a wide range of curriculum areas. The Centre is popular and well used by students. Students told ERO it allows them to explore beyond the obvious.

Other features of the curriculum include:

- students enjoying opportunities to teach and/or support other students' learning
- students developing and displaying their leadership abilities through a range of activities
- the strategic use of knowledgeable and competent teacher aides to support students with learning needs
- students with high needs, and their families, receiving high quality support and advocacy from specialist school staff.

Next steps

With the development of a comprehensive curriculum, school leaders and teachers are well placed to more critically evaluate how well the curriculum is contributing to students' success. A summary of curriculum evaluations should show what is going well and what requires improvement.

School leaders recognise the need to review the effectiveness of the school's provisions for

students' oral language development.

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

Māori students experience some aspects of their language and culture in school life and learning. Senior students can join the school kapa haka group. This is to be extended to all age groups in the near future. Teachers include Māori perspectives in units of study where relevant. Students have opportunities to speak, hear and sing te reo Māori and visit the local marae. The school has a plan for te reo and tikanga Māori learning across the school. It is timely to evaluate how well the expectations within the plan are being met.

The core concepts of manaakitanga and whanaungatanga are a natural and important part of life at Outram School.

Māori students progress and achieve well in literacy and mathematics in relation to the National Standards. They are well engaged in the life of the school.

The school's strategic plan includes expectations about how things Māori are to be valued in the school. These are shared with whānau Māori and their responses are sought and acted upon where possible.

School leaders acknowledge their next step is to formally develop their vision for success as Māori. This should be developed in consultation with whānau Māori. This will help with curriculum and school-wide planning decisions. The progress towards achieving the vision needs to be evaluated and reported to whānau and to the board.

4 Sustainable Performance

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

The school is well placed to sustain and improve its performance.

The board has developed a strategic plan that accurately reflects the school's current priorities. The related plans and programmes are well aligned to these priorities, including:

- targets to raise student achievement
- professional learning to improve teaching practices.

The principal leads change in a considered and respectful way. There is a focus on building a whole-school culture. The principal and staff have worked constructively to develop a number of school-wide systems to support this. Strategic use of staffing benefits students' learning.

School leaders provide useful professional support to teachers, including lead teachers for literacy and mathematics.

Next steps

The school and ERO agree that the school could enhance school-wide communication and implementation of plans by:

- reviewing the roles and responsibilities of leaders to ensure that they are clear and reflect current expectations
- improving the documentation of key decisions made at leadership, staff and team meetings.

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' learning benefits from the positive, inclusive and supportive culture at the school. School leaders and teachers know their learners well and adapt learning programmes effectively to meet their needs. School programmes foster the values, attitudes and key competencies for students to be effective learners and citizens.

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

Chris Rowe
Deputy Chief Review Officer Southern (Acting)

5 November 2015

School Statistics

Location	Outram	
Ministry of Education profile number	3795	
School type	Full Primary (Years 1 to 8)	
School roll	198	
Gender composition	Boys: 56%	
	Girls: 44%	
Ethnic composition	Pākehā	89%
	Māori	10%
	Other	1%
Review team on site	September 2015	
Date of this report	5 November 2015	
Most recent ERO report(s)	Education Review	August 2012
	Education Review	May 2011
	Education Review	May 2008