



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

Karāpiro School
South of Cambridge

Confirmed

Education Review Report

Education Review Report

Karāpiro School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Karāpiro School is located eight kilometres south of Cambridge and provides education for students in Years 1 to 6. The current roll of 30 includes 12 Māori students and a small number of students from culturally diverse backgrounds.

Karāpiro School has been involved in a review with ERO to support school progress and development. The review has included several meetings to determine agreed priorities. ERO evaluations of progress have involved meetings with the principal and senior leadership team, the board of trustees, representatives from the Ministry of Education and professional development providers.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The agreed priorities for Karāpiro School were focused on the following areas:

- consultation and communication between the school and the community
- accelerating student progress for all students whose learning is at risk
- consistent and sustainable teaching and learning expectations and practices.

Compliance:

- ensuring the principal has an annual signed performance management agreement.

Progress

Consultation and communication between the school and the community

School leaders demonstrate a significant improvement in consultation, engagement and communication with whānau, parents and wider community. Leaders focus on building learner centred relationships with parents, by sharing student progress, achievement and aspirations in student-led conferences, formal reporting and online forums. Communication systems are strengthened with good procedures in place to effectively involve parents in their children's learning. The school has developed relationships with community groups to involve the community more in the daily life of the school.

Accelerating student progress for all students whose learning is at risk

Significant progress has been made in accelerating the learning of students who are at risk of not achieving. An aligned, cohesive and collaborative approach supports students' learning needs. Sound assessment practices identify students learning and targeted interventions are put in place to best support and extend their progress. Classroom teaching is differentiated with students engaging in a range of learning opportunities. Extensive monitoring and tracking systems allow teachers and leaders to make well-considered decisions about curriculum development and scope.

Regular and detailed analysis and reporting of all students' progress, includes the accelerated progress of identified students. The board receives good quality information to assist them making resourcing decisions. School-wide analysis of the trends and patterns of student achievement over time has also been improved with clear links identified between shifts in teacher practice and student outcomes. Further development of the school's localised curriculum will strengthen students' connection with their community.

Consistent and sustainable teaching and learning expectations and practices

School leaders have prioritised sustaining effective teacher practice throughout the school. A positive school culture of collaboration and care for teachers and students exists. Targeted professional learning and development (PLD) has supported greater consistency in classroom practice and teachers communicate effectively to provide stimulating learning experiences. Clear expectations for students allow them to participate and engage in a range of learning activities. Detailed and consistent planning allows teachers to be responsive to students' learning. Teachers regularly reflect on the impact of their practice and the difference this is making to student outcomes. Teachers can further strengthen aspects of the curriculum by expanding the integration of mathematics across curriculum areas.

Classroom environments are well resourced with a range of quality student work displayed that shows their learning. School leaders have developed strong connections with external support agencies. This support is well integrated into teachers' daily practice and students benefit from this approach.

3 Sustainable performance and self review

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

The school has worked well to prioritise and address the areas for development that were identified by ERO. Careful consideration was given, and external support provided, to assist school leaders to develop and implement effective systems and processes to support ongoing school improvement. The board, school leaders and teachers have put a range of strategies in place to support future developments. The school is well placed to sustain and continue to improve and evaluate their performance.

Key next steps

ERO, the principal and trustees agree that the key next steps for the school are to:

- further explore aspects of community engagement regarding the school's localised curriculum and identity
- focus on contextualised mathematics learning throughout the curriculum
- continue to embed targeted action to accelerate student progress as the school roll continues to grow
- continue to strengthen board training and embed good practice.

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 have 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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Compliance

- an annual signed performance management agreement is in place
- all areas of compliance have been addressed.

Conclusion

Karāpiro School has made a significant improvement in its overall performance. A comprehensive approach to communicating and engaging with the school community supports parents and whānau to feel well informed. A continued focus on teacher practice has led to effective accelerated progress for students at risk of not achieving. The board receives good quality student achievement information and are able to make informed resourcing decisions.

On the basis of the findings of this review, ERO's overall evaluation judgement is that Karāpiro School has made sufficient progress to address the areas that were identified. Future evaluations will now be conducted under ERO's School Evaluation for Improvement model.



Shelley Booyesen

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Central Region - Te Tai Pūtahi Nui

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About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)