

ERO External Evaluation

Warkworth School, Warkworth

Summary

Warkworth School caters for students from Years 1 to 6. It provides education for 605 children and has a growing roll. Māori children make up 17 percent of the roll and nine percent have Pacific heritage.

The school is separated into two campuses that work collaboratively. The junior campus has been rebuilt with three innovative learning environments (ILEs) and was opened in 2016. Further building redevelopment is planned for the senior campus.

Children learn in six year-group communities. Each community has a team leader and most are working in, or toward an ILE. Children work within each community in mixed-ability groups with a 'guardian' teacher.

Children's achievement levels in relation to the National Standards, particularly in reading and mathematics, have remained consistently high. The school is aware of, and working to reduce disparity for identified groups of children.

An effective succession process has ensured continuity of stewardship by the board of trustees. Strengths identified in the 2014 ERO report, including leadership and collaborative practices have been sustained and further developed.

Warkworth School is a member of the Mahurangi Community of Learning | Kāhui Ako (CoL).

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

The school is increasing its focus on using internal evaluation to promote equitable outcomes for all children. It is becoming increasingly effective in responding to Māori and other children whose learning and achievement need acceleration.

School leaders, staff and trustees work together to create a positive, inclusive environment that promotes children's wellbeing. School leaders are developing a relevant and bicultural curriculum, and building staff capacity to accelerate children's learning progress. They are continuing to develop learning-focused partnerships with parents and whānau.

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

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

Equity and excellence

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

The school is becoming increasingly effective in responding to Māori and other children whose learning and achievement need acceleration.

The overall percentage of children achieving the National Standards in literacy and mathematics has remained consistent over the past three years. The school's 2016 data show that children's progress in reading accelerates as they move through the school. By the end of their time at the school, approximately 90 percent of children achieve the National Standards in reading, 80 percent in mathematics, and 70 percent in writing. Good work has been done to improve moderation processes that increase the reliability of achievement information.

School data show some disparity for Māori and Pacific children, and boys in writing. The school has appropriately identified writing as the priority area for accelerating achievement. Recent professional development for teachers, has resulted in the use of frameworks for improving outcomes for children. The leadership team intends to build on these successful initiatives in other learning areas. Further evaluation of data at all levels would be useful to establish the impact of programmes on groups of priority learners, particularly Māori and Pacific children, and boys.

Leaders and staff carefully consider what is best for children with additional learning needs. Staff are open to new approaches for learners who are at risk of underachieving. They provide good support for children and their families as they transition into the school, within school, and on to their next school.

There are many good examples of children displaying the school's valued learner attributes. The school is considering ways of evaluating these attributes to ensure equitable outcomes for all children.

School conditions supporting equity and excellence

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

School leaders, staff and trustees work together to create a positive, inclusive environment that promotes children's wellbeing. There is a holistic, wrap-around approach to pastoral care. The school's curriculum weaves aspects of *The New Zealand Curriculum* through integrated termly topic studies.

The school is increasing its focus on internal evaluation to promote more equitable outcomes for all children. Evidence-based inquiry and evaluation are encouraging leaders and teachers to think differently in order to foster equity.

Leaders and teachers share their knowledge about individual children. Teachers take collective responsibility for children as learners in each 'community'. They reflect on the effectiveness of classroom programmes and discuss the difference that they make to individual children's achievement.

Children are immersed in a learning environment that supports the school's vision of being confident, resilient, respectful citizens. The ILE environments encourage children to work collaboratively in differentiated and mixed-ability groups.

Student-led conferences provide an opportunity for children to share information about their learning progress with parents and whānau. The school plans to continue building on strategies that help children to take ownership of their learning, and empower them as active, self-directed learners.

A school focus on the increasing integration of bicultural practices and perspectives in the curriculum, continues to benefit Māori children. It also promotes understanding about bicultural practices for all children. Māori learners who spoke to ERO say these approaches help them feel valued as Māori.

The board's and principal's strategic leadership focuses on building collective capability across the school. Senior leaders have introduced new initiatives that, when embedded and sustained, are likely to continue to strengthen teaching practices and management processes.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

The school is improving its capacity to raise achievement and reduce in-school achievement disparities. Good plans and processes to achieve equity and excellence are increasingly evident. The board, leaders and staff show commitment to building on these practices.

Agreed next steps for further development include:

- continuing to build the capability of staff, leaders and trustees to accelerate children's progress
- using effective internal evaluation to ensure more equitable outcomes for all children
- accelerating the pace of, and priority given to, developments that result in successful outcomes for Māori children
- strengthening learning partnerships with parents and the community to support children's learning.

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
- 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*.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

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

Agreed next steps are to:

- make more effective use of internal evaluation to inform school initiatives and developments
- continue building capability in the school to accelerate learners' progress
- accelerating the pace of, and priority given to, developments that result in successful outcomes for Māori children
- strengthen partnerships with parents and the community.

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

Graham Randell
Deputy Chief Review Officer Northern
Te Tai Raki - Northern Region

27 October 2017

About the school

Location	Warkworth	
Ministry of Education profile number	1561	
School type	Contributing (Years 1 to 6)	
School roll	605	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	Māori	17%
	Pākehā	61%
	African	3%
	British/Irish	2%
	Tongan	1%
	Filipino	1%
	Indian	1%
	other Pacific	7%
	other	7%
Provision of Māori medium education	No	
Review team on site	August 2017	
Date of this report	27 October 2017	
Most recent ERO report(s)	Education Review	October 2014
	Education Review	November 2011
	Education Review	December 2008