

Windy Ridge School Education Review

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About the School

Location	Glenfield, Auckland	
Ministry of Education profile number	1575	
School type	Contributing (Years 1 to 6)	
Decile [1]	7	
School roll	194	
Number of international students	2	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	NZ European/Pākehā 43% Māori 21% African 5% Chinese 5% Filipino 5% Japanese 4% Tongan 4% British/Irish 3% Indian 3% Middle East 2% Korean 1% other Pacific 1% other 3%	

Special Features	2 satellite classes from Wilson School	
Review team on site	September 2011	
Date of this report	5 December 2011	
Most recent ERO report(s)	Supplementary Review	October 2008
	Education Review	July 2007
	Education Review	March 2004

The Purpose of an ERO Report

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.

[1]

School deciles range from 1 to 10. Decile 1 schools draw their students from low socio-economic communities and at the other end of the range, decile 10 schools draw their students from high socio-economic communities. Deciles are used to provide funding to state and state integrated schools. The lower the school's decile the more funding it receives. A school's decile is in no way linked to the quality of education it provides.

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1 Context

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

Windy Ridge School in Glenfield, Auckland, is a small school catering for students in Years 1 to 6. Students enjoy a variety of play areas, established grounds and trees, and pleasant setting of the school. The school's commitment to the Enviro schools programme is clearly reflected in the environment and in the learning programme.

The 2008 ERO report commented favourably on improvements in the school culture. Since 2008 the board, principal and senior leaders have continued to maintain and build on these good practices. The school has an inclusive tone and positive relationships are evident. Cultural diversity is valued and celebrated. Students from the on-site Wilson School satellite classes are well integrated into the school.

A new principal was appointed to the school in August 2010 and is supported by two deputy principals. The board comprises new and experienced trustees who support the principal well. Senior leaders and trustees maintain effective communication with parents and are committed to the further development of initiatives to improve teaching and learning in the school.

2 Learning

How well are students learning – engaging, progressing and achieving?

Students are confident and articulate and engage well in learning. The positive relationships that they enjoy with each other and with their teachers provide a positive environment for learning. Students are developing a good understanding of, and are able to use, the school's language to describe learning processes. Teachers discuss learning and achievement with students. The plans of senior staff to further develop these good practices should increase students' ability to determine their next learning steps and monitor their own progress and achievement.

Achievement information indicates that most students meet or exceed the National Standards for literacy and mathematics. Senior leaders appropriately identify areas where targeted improvement is needed for groups of students. They have used achievement data to identify the need for professional development to help teachers improve student achievement in writing. Senior leaders recognise that further analysis of data would provide them with more information about student achievement. For example, they could use data more effectively to monitor students' rates of progress.

Achievement data is used to identify students with special learning needs. The school provides targeted interventions and support in classroom programmes. Achievement information indicates that many students make accelerated progress as a result of reading interventions. Monitoring continues after students leave the programmes to ensure progress is sustained. This effective monitoring process could be extended to ESOL students and international students. The progress of these groups of students could also be reported to the board of trustees.

The board receives regular reports about student achievement. Separate information is provided about the achievement of Māori and Pacific students. Trustees use reported information to set targets for student achievement. Targets for 2011 have been set in relation to the National Standards. The school reports to parents twice a year on their children's achievement in relation to the National Standards.

Most teachers use achievement information appropriately to plan and to teach to students' identified learning needs. Continued support in assessment practices will build teachers' confidence in making judgements based on the National Standards. Teachers engage in professional discussion about the effectiveness of their practice at team level. This discussion should be extended to improve moderation across year levels.

How well does the school promote Māori student success and success as Māori?

Twenty percent of students on the school roll are Māori. School achievement information indicates that, in reading and mathematics, Māori students generally achieve at levels that meet the National Standards. Senior leaders have used data effectively to identify groups of Māori students and learning areas in which their achievement could be improved.

Kapa haka opportunities are provided within and outside school as a way of affirming the cultural identity of Māori students. External expertise has been sought to support the kapa haka group.

A plan for improving the school's provision for Māori students is under development. Expertise has been sought to promote best opportunities for Māori students. Improved provision for Māori students should result in increased bicultural opportunities for all students and better reflection of bicultural New Zealand in the school environment. The board and senior leaders have identified that the teaching and learning of te reo and tikanga Māori could be further developed in the school. They are committed to providing appropriate support for staff to help achieve this goal.

3 Curriculum

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

The school has made good progress in developing a curriculum that supports students' learning effectively. The curriculum reflects the school's priority for environmental education and aligns with The New Zealand Curriculum. School documentation guides teachers in the delivery of the curriculum and teachers have opportunities to contribute to curriculum content. Senior leaders have identified aspects of the curriculum that need further review and development. They are currently reviewing the curriculum to ensure that the content and components of the curriculum are relevant and meaningful to students.

The school is committed to implementing an inquiry approach to teaching and learning. New ways of learning, and skills that support an inquiry approach, are being developed across the school. A newly developed inquiry learning model is being trialled in the senior school. Some good examples of skilful integration of learning areas are evident in teacher practice. Strategies include applying literacy skills and mathematical problem-solving skills in relevant learning contexts.

Throughout the school, teachers share achievement information and next steps with students. The school is well placed to identify agreed good practices and to ensure that these are shared to achieve greater consistency across the school. Current professional development related to improving writing programmes for students is likely to include examples of identified good practice within the school.

4 Sustainable Performance

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

The school is developing systems to better sustain and improve its performance.

The board of trustees has the experience and skills to represent the community and govern effectively. Board members have clearly defined roles that make good use of trustees' specific strengths. Trustees are committed to regular and ongoing training. They seek and use external support. The principal and board work effectively together and have a good understanding of the complementary nature of governance and management. Trustees have good processes in place for succession planning.

The new principal and the board have begun to review and refine school policies and procedures. Trustees continue to review strategies for communicating with the community and seek ways to improve consultation.

Trustees and senior leaders manage the school's finances and long-term fiscal concerns well. They have used resources appropriately to ensure that students have access to a balanced curriculum that provides them with wide opportunities.

Senior leaders provide the board with regular information about student achievement and curriculum development. They acknowledge areas requiring growth and improvement. External expertise is accessed to support curriculum development and to enhance teachers' professional skills. The principal makes good use of the leadership support available.

ERO, the board of trustees and senior leaders agree that next steps for the school include:

- prioritising areas for development, and clearly planning expected outcomes and timeframes
- reviewing school leadership roles and responsibilities so that they align effectively with the school's strategic direction.

Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. At the time of this review there were two international students attending the school. The school has attested that it complies with all aspects of the Code. During 2008 the board sought advice and guidance from the Ministry of Education about documentation and procedures. ERO's investigations identified areas in which improved documentation and reporting would give the

board and parents clearer information about the progress and well being of international students in the school. The school is continuing to review and develop its procedures.

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
- stand-downs, suspensions, expulsions and exclusions
- attendance.

When is ERO likely to review the school again?

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

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