# ERO External Evaluation

# Levin North School, Levin

### Summary

Levin North School caters for learners in Years 1 to 6. Of the 278 children, 36% are Māori and 5% are of Pacific heritage. The culture of the school is welcoming and inclusive. Shared values encourage a positive climate for learning.

The school purposefully responded to the areas for improvement identified in the July 2014 ERO report. The curriculum better reflects the school vision and local priorities of parents, staff, learners and the board. Improved processes are supporting teacher appraisal and inquiry practice. The use of assessment data to identify and respond to learner needs shows ongoing development. Leaders and teachers have made positive improvements in responding to Māori children’s culture, language and identity.

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

**The school continues to strengthen practices to consistently achieve equitable achievement outcomes for all learners. Analysed assessment information shows most children who enter school at five years of age, require accelerated progress to achieve in relation to the National Standards. Overtime, most achieve well by the end of Year 6.**

**In 2016, approximately two-thirds of children, including Māori learners, achieved well in relation to the National Standards in reading and mathematics. Achievement in writing is lower, with significant disparity evident for boys. Achievement for the small number of Pacific children is suitably tracked, monitored and reported.**

The school has capacity and capability to accelerate learning for all children. Addressing the achievement disparity for boys and building a consistent trajectory of progress for those requiring accelerated progress, is a key next step.

The school agrees to:

* develop more targeted planning to accelerate learning for children
* monitor targeted planning, improved teaching, and children’s progress
* discuss the school’s progress with ERO.

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 continues to strengthen systems and practices to deliver a consistent and comprehensive response for all children whose learning and achievement need acceleration. Leaders scrutinise school wide data, establishing trends and patterns in achievement to support their reporting practices. Collaborative discussion between staff is suitably focused on the progress of individual learners and next teaching and learning steps. Additional support, including the provision of teacher aides, assists children with identified or complex learning needs.

Parents and whānau involvement is valued and encouraged in a supportive environment. A Ministry of Education initiative, the Reading Together programme achieves positive outcomes for learning at home and school. In 2017, writing workshops are growing shared understanding for families of the priorities in this area. An assessment initiative, based on the principles of the Mutukaroa project, is being introduced to support parent knowledge of assessment in a child’s first year at school. Parents receive useful information, through written reports and interviews during the year, about the achievement and progress of their child.

Strengthening targeted responses to learners is required to ensure equitable outcomes and to build a positive achievement trajectory for all children. To build assessment practice leaders and teachers should:

* revise achievement targets aligned to those children requiring accelerated progress
* increase tracking and reporting of targeted learners
* improve teachers’ use of data to consistently accelerate progress
* continue to strengthen teachers’ inquiry and evaluation of their practice.

Professional learning and development (PLD) in 2016 has strengthened the dependability of teacher judgements in relation to the National Standard in writing. Use of the Progress and Consistency Tool (PaCT) in 2017, should further build the reliability of teacher judgements in relation to the National Standard in reading, writing and mathematics.

### School conditions supporting equity and excellence

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

The school’s vision, mission and values clearly underpin curriculum delivery. Guidelines reflect the school’s expectations for teaching and learning. Personalised learning is a key curriculum focus to promote student-led decisions and self-management. Digital learning options are provided to promote engagement and extend the scope of their learning.

Leaders and teachers promote culturally responsive practices and curriculum experiences that reflect the language, culture and identity of Māori learners. Children acknowledge their positive inclusion at school.

Staff are reflective giving appropriate consideration to student progress and achievement when making decisions.

Leaders continue to facilitate improvements in teacher capability. Well-considered teaching strategies used in many classes encourages purposeful learning and show staff capacity to accelerate progress and achievement.

Leaders provide appropriate guidance to staff to support delivery of curriculum expectations. Participation in PLD has been undertaken to strengthen their collective capability to coach teacher practice.

The school is highly inclusive, developing a wide range of well-considered educational partnerships. Participation in a Community of Learning| Kāhui Ako provides the opportunity to share practice and support the success of learners across the region. Purposeful engagement with other educational services provides expertise and supports student transitions.

### Sustainable development for equity and excellence

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

Trustees continue to develop their understanding of effective governance. They are responsive to requests by the principal for resourcing aligned to their educational and achievement priorities.

Teachers continue to develop their capability to inquire and evaluate the impact of their practice. Strengthening teachers’ evaluative knowledge and capability should ensure inquiry supports improved practice and contributes to achieving the school’s identified priorities. A recent internal evaluation framework, introduced by the principal, is likely to strengthen evaluation and inquiry practice when shared across the school.

The school and ERO agree that further development to achieve equity and excellence for all students should include:

* refining targets to address the disparity in the achievement of boys’ writing and build a consistent trajectory of achievement for those requiring accelerated progress
* continued implementation of the PaCT to strengthen the dependability of National Standard judgements
* further developing teacher practice to meet the specific needs of learners and actively facilitate student involvement in the learning process
* **strengthening trustees’ knowledge and understanding of effective stewardship**
* continuing to build the capability of leaders through involvement in relevant PLD
* **improving the knowledge of staff and trustees to use inquiry and evaluation effectively.**

### 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.

**Appraisal audit**

The school’s appraisal process meets the requirements for issuing and renewing teachers’ practising certificates. Ensuring teachers use this process consistently should support the monitoring and development of their practice.

### Going forward

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

The school has capacity and capability to accelerate learning for all children. However disparity in achievement for boys remains.

Leaders and teachers:

* know the children whose learning and achievement need to be accelerated
* need to continue to build teacher capability to accelerate children’s learning and achievement.

The school agrees to:

* develop more targeted planning to accelerate learning for children
* monitor targeted planning, improved teaching, and children’s progress
* discuss the school’s progress with ERO.

ERO will provide feedback and resources to support the development of more targeted planning.

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



Alan Wynyard
Deputy Chief Review Officer Central (Acting)

17 August 2017

### About the school

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| Location | Levin |
| Ministry of Education profile number | 2888 |
| School type | Contributing Primary Years 1 to 6 |
| School roll | 278 |
| Gender composition | Male 52%, Female 48% |
| Ethnic composition | Māori 36%Pākehā 54%Pacific 5%Other ethnic groups 5% |
| Provision of Māori medium education | No |
| Review team on site | June 2017 |
| Date of this report | 17 August 2017 |
| Most recent ERO report(s) | Education Review, July 2014Education Review, May 2011Education Review, June 2008 |