

# Marlborough School Education Review

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## About the School

Location	Glenfield, Auckland	
Ministry of Education profile number	1361	
School type	Contributing (Years 1 to 6)	
Decile [ <u>1</u> ]	7	
School roll	274	
Number of international students	0	
Gender composition	Boys 50% Girls 50%	
Ethnic composition	NZ European/Pākehā 26% Māori 10% Filipino 29% Indian 9% Chinese 6% African 3% Korean 3% Samoan 3% Tongan 3% other ethnicities 8%	
Review team on site	October 2011	

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Date of this report	18 January 2012	
Most recent ERO report(s)	Education Review	June 2008
	Education Review	June 2005
	Accountability Review	October 2001

## 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?

Marlborough School in Glenfield, Auckland, caters for students in Years 1 to 6. The longstanding principal is currently supported by two assistant principals.

Students enjoy the inclusive and welcoming learning environment of the school and the positive recognition of cultural diversity. Increasing numbers of children who are English speakers of other languages (ESOL) attend the school.

Parents and students appreciate the positive relationships between staff and students. The board and staff have retained the school's tradition of maintaining strong connections with generations of family members.

## 2 Learning

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

Students engage well in a variety of learning programmes. They learn in a happy, positive and inclusive environment. Students have good opportunities to contribute to decisions about school improvements. They participate in a variety of sporting and cultural opportunities. However, some patterns of poor attendance and of lengthy absences from school are evident. Senior leaders could help parents better appreciate the negative impact of absences on student achievement.

Students are enthusiastic, focused learners who apply themselves well to independent and cooperative learning tasks. The purpose of lessons is clarified for students. This good practice helps students to complete tasks in ways that meet expected standards.

Assessment data are collated at scheduled times throughout the year to provide school leaders, teachers and the board of trustees with information about student achievement in reading, writing and numeracy. Senior leaders monitor student achievement and have trialled several different assessment tools to get the most useful information about student progress. However, variations in tools make it difficult to compare data over time reliably.

The analysed data that are available in the school indicate that the majority of students achieve at or above expectations for their chronological age in standardised tests of reading. Close examination of reading data gathered when students reach six years of age has led to changes in teaching approaches and programme priorities for five-year olds. These changes have resulted in significant improvements in the achievement of this group of students.

School-wide data indicated to trustees that priority needed to be placed on raising student achievement in writing. Comprehensive professional learning and development has been provided to support teachers to raise student achievement in writing. Trustees have set a target for the accelerated progress of some students in each class. As teachers work towards this target they engage in valuable discussions about students' writing. Achievement information for 2011 has been well used to determine a writing goal for 2012.

Standardised tests are used to provide information about student achievement in numeracy, a strand of the mathematics curriculum. The information gained indicates that all year groups have made expected progress over a year.

School achievement information shows that Pacific students mostly achieve at levels that are similar to those of other students in reading and writing.

Senior staff are developing ways to strengthen the analysis of school-wide data. Trustees and staff are provided with reflective questions that prompt them in further examination of the data. Teachers closely monitor the progress and achievement of students in their classes. They use the information to plan and teach to students' levels of achievement and to address identified gaps in their learning. Consequently, achievement information is used purposefully to develop strategies and resources to support improved student achievement.

#### Areas for review and development

- School practices and documentation indicate that staff are beginning to work with the National Standards. Parents of older children did not receive written reports in plain English about how their child was achieving in relation to the National Standards in 2010. Parents should have received a clearly written report in relation to the National Standards at the end of 2011.
- To determine student achievement for the mathematics curriculum in relation to National Standards, it is necessary for some teachers to strengthen processes for collating and analysing achievement data in all the strands of the mathematics curriculum.
- Students who are most at risk of not achieving attend withdrawal programmes in reading, writing and numeracy. More evaluative reporting on these students' progress and achievement would help trustees to better determine the effectiveness of the interventions.

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

The school promotes Māori students effectively and supports them to achieve success as Māori.

Māori students enjoy opportunities to lead learning in Māori contexts, participate in the kapa haka and implement tuakana-teina relationships. These good practices are now embedded in school-wide practice and affirm the culture, language and identity of Māori students. Māori students report that they are proud to identify as Māori and that they have good opportunities to experience success.

Māori student achievement information is gathered separately for some assessments of reading, writing and numeracy. The data suggests that Māori students achieve at levels that are similar to those of all other students in the school.

The views of Māori parents/whānau, and their aspirations for their children, are sought and responded to in appropriate ways. Māori parents share elements of their culture at school events and initiatives.



### 3 Curriculum

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

The school's curriculum is mostly effective in promoting and supporting students' learning. It is underpinned by important key competencies and school values. Developments to date align the school's curriculum documents with The New Zealand Curriculum and specify a sound philosophical base. These developments have been shared with staff through discussion meetings.

The school's curriculum is implemented well. The good quality teaching identified in the 2008 ERO report has been sustained. Teachers manage classrooms purposefully by focusing on learning and by encouraging students to use a variety of resources to support a clear understanding of the concepts and skills being taught. Teachers frequently discuss learning with students and provide them with timely and useful comments to help them understand learning tasks. Students can discuss the purpose of the learning they are engaged in and can identify their own prior knowledge. They use this information effectively to work independently and to manage their part in cooperative learning tasks. Students would now benefit from a clearer understanding of their own levels of achievement in determining how to make progress.

Areas for further review and development

Senior leaders agree that they will continue to:

- develop the school's curriculum and to evaluate its effectiveness in supporting student engagement and promoting student achievement
- develop and document clear guidelines on the implementation of agreed teaching practices. The guidelines could include approaches that foster students' understanding of how their achievement matches curriculum progressions.

## 4 Sustainable Performance

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

Staff and students have maintained a culture of inclusion and sound teaching practice that provides a solid foundation for further initiatives. To continue to improve its performance the school should now address matters relating to school-wide self review and governance.

In particular the board of trustees and senior staff should:

- develop a clear and purposeful ongoing process for the school to review its programmes, practices and operations
- review their performance in relation to designated roles and responsibilities
- formalise a plan for student behaviour management and review to ensure that the plan is implemented consistently across the school.

### Provision for international students

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

### 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.

In order to improve current practice, the principal could analyse and report to the board on trends and patterns in student attendance.

When is ERO likely to review the school again?

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

Makere Smith  
National Manager Review Services  
Northern Region (Acting)

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