

Rere School
Poverty Bay

Education Review Office

External Evaluation

ERO External Evaluation

Rere School

1 Context

Rere School is located in a farming community in the Gisborne district. The roll is stable and at the time of the review comprised 23 students, including 6 who identified as Māori. A community-run play group operates on site one day each week.

Trustees have recently reviewed the school charter and strategic plan. The vision and values underpin strategic direction, school systems and classroom programmes. There are high expectations for student engagement and achievement. Digital technologies are widely used to support teaching and learning.

2 Equity and excellence

The vision and valued outcomes, defined by the school for all students, are to develop the whole child and enable personal excellence. The charter values are those of respect, resilience, confidence, responsibility, self-management and creative thinking. The holistic development of each student is the priority of teachers and trustees.

The school's achievement information shows that the majority of students achieved at and above National Standards in reading, writing and mathematics in 2014 and 2015.

Teachers agree that the next step is to make more effective use of assessment data to better monitor and track the rate of individual progress and acceleration. This should enable more responsive teaching and learning, together with ongoing evaluation of programme effectiveness.

Since the May 2013 ERO evaluation the school has

- supported professional development in teacher inquiry and differentiation to better meet students' identified needs
- established clear, high expectations for consistent classroom practice
- held whānau workshops to support parents in working and learning with their children
- set appropriate annual targets for accelerating the learning of priority students, and monitored and reported their progress.

These ongoing developments are leading to more effective teaching and learning, increased parent and whānau involvement and improved outcomes for students.

3 Accelerating achievement

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

All students make progress, with many making accelerated progress in reading, writing and mathematics. Students are effectively supported to be clear about their achievement, progress and next learning steps. Assessment information is used to develop individual learning pathways, particularly in literacy and mathematics.

4 School conditions

How effectively do the school's curriculum and other organisational processes and practices develop and enact the school's vision, values, goals and priorities for equity and excellence?

Students learn in a stimulating environment that celebrates their work and provides multiple prompts to support learning. Schoolwide implementation plans give priority to literacy and mathematics.

ERO observed settled classes, well-engaged students, and supportive relationships amongst students and teachers. Students spoken with by ERO were able to talk about their learning, and levels of achievement and progress in reading, writing and mathematics. Students had explicit, realistic learning goals and were able to explain what they needed to do to progress toward achieving them.

The school values tikanga Māori. Strategies are used effectively to build on Māori students' sense of belonging. Māori parents are encouraged to contribute to school programmes and future direction. Growing learning partnerships with families and whānau is a school priority.

School leaders have investigated ways to use *Ka Hikitia - Managing for Success: The Māori Education Strategy 2013-2017* and *Tātaiako: Cultural Competencies for Teachers of Māori Learners* to help review and define culturally responsive practices to support Māori students. Key strategies are given prominence in the school's planning to raise Māori achievement.

Board members bring a range of skills and valuable community links to their governance role. They access appropriate, targeted training and are focused on student achievement and improvement. The principal and staff are enthusiastic and passionate about their school and students. There is a collective commitment to growing and developing teaching capability and practice.

There is a positive, affirming and highly supportive school culture that is inclusive and welcoming. Parents, whānau and community are actively involved in many aspects of school life.

An established self-review process is in place that is reflective, informs decision-making and leads to ongoing improvement. Enhancing this process to strengthen inquiry and evaluation should support trustees and teachers to more effectively measure the impact of systems and processes on student outcomes.

5 Going forward

How well placed is the school to achieve and sustain equitable and excellent outcomes for all children?

Leaders and teachers:

- know the children who need their learning and achievement need to be accelerated
- respond effectively to the strengths, needs and interests of each child
- regularly evaluate how well teaching is working for these children
- act on what they know works well for each child
- build teacher capability effectively to achieve equitable outcomes for all children
- are well placed to achieve and sustain equitable and excellent outcomes for all children.

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

6 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 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.
- Processes for appointing staff.
- Stand down, suspensions, expulsions and exclusions.
- Attendance.
- Compliance with the provisions of the Vulnerable Children Act 2014.
- Provision for international students.
- Provision for students in school hostels.

7 Recommendations

The board, school leaders and teachers should continue to:

- strengthen internal evaluation
- further improve the analysis and use of achievement data to monitor student progress and acceleration.



Joyce Gebbie
Deputy Chief Review Officer Central

10 May 2016

About the school

Location	Poverty Bay	
Ministry of Education profile number	2664	
School type	Full Primary (Years 1 to 8)	
School roll	23	
Gender composition	Female 13, Male 10	
Ethnic composition	Māori Pākehā	6 17
Review team on site	March 2016	
Date of this report	10 May 2016	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2013 June 2010 October 2007