

St Patrick's School (Paraparaumu)
Paraparaumu

Education Review Office

External Evaluation

ERO External Evaluation

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1 Context

St Patrick's School is a Catholic state integrated full primary school, catering for students in Years 1 to 8, in Paraparaumu. At the time of this ERO review the school roll was 116 students, and 8% are Māori and 5% Pacific learners.

The school's special Catholic character is encompassed in all aspects of school life. The school continues to maintain close links to the Kāpiti Parish. Involvement of parents, whānau and the wider community at school, is valued by trustees, leaders and teachers. Students learn in a positive and supportive environment. They work well with their peers demonstrating the competencies and shared values of the school and community.

Relocation to a new school at the beginning of 2017 is a significant change for the students and the community. The principal and trustees are managing this change well. Involvement of all groups in decisions relating to the new premises is ensuring this transition is inclusive. Consideration is given to the history and connections people have to the current school and the future needs of the students in the new location.

Many changes to staffing has occurred since the April 2013 ERO report, including the appointment of a deputy principal and director of religious studies.

2 Equity and excellence

The vision and valued outcomes defined by the school for all children are underpinned by the special Catholic character. The school aspires for students to demonstrate self-motivation and self-management, and take their faith, values and love of learning into adulthood.

The school's achievement information shows that most students achieve at National Standard in reading, writing and mathematics. Between 2013 and 2014, the overall percentage of student achievement remained at similar levels. In 2015, more students accelerated their progress, with greater numbers achieving in relation to National Standard in reading and mathematics. The school has reduced disparity for Māori learners since 2013. There is equity of outcomes for Māori and Pacific learners in reading, writing and mathematics. Achievement in reading is similar for both boys and girls. Boys achieve slightly better in mathematics than girls, and slightly lower in writing.

Continuing to strengthen processes to closely monitor, and evaluate the needs of students requiring accelerated progress should assist the school to further increase their response to learners and consistently build on positive achievement outcomes.

Since the last ERO evaluation the school has focused on:

- reaffirming the valued outcomes for students with the community
- reviewing and implementing curriculum changes in literacy and mathematics
- increasing teachers' collaborative analysis of student assessment data to identify individuals whose achievement requires acceleration and determine their learning needs
- development of teaching as inquiry
- introducing a revised teacher appraisal system.

3 Accelerating achievement

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

The school responds well in meeting the learning needs of students and accelerating their achievement.

Teachers use data well to identify the learning needs of students. Planning matches student needs and learning is addressed by effective teaching. Use of the Progress and Consistency Tool is strengthening teacher judgements in relation to National Standards. External moderation of assessment information should also be undertaken to further improve this process.

Leaders set annual achievement targets in reading, writing and mathematics to improve the overall percentage of student achievement across the school. Target setting requires review to explicitly focus on students requiring their achievement accelerated.

Parents receive clear written reports and take part in opportunities during the year to know about their child's progress and achievement. Strengthening partnership with parents and whānau of students whose achievement needs acceleration, is a valuable next step. Adding this development as an action in annual achievement target planning should assist school leaders to evaluate the impact of increased partnership.

Trustees receive a useful range of assessment information during the year showing student progress over time. Information is used to consider the value of their resourcing. School leaders should consider more frequent termly reporting to trustees, to monitor and consider the impact of resourcing for students working to accelerate their achievement.

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' participation in the school curriculum supports their positive progress, achievement and engagement at school.

Priorities in Religious Education, literacy and mathematics reflect the school community's shared vision for student success. Students participate a wide range of curriculum experiences. Digital learning is used well and is increasingly more accessible as students in the middle and senior school are able to bring their own device to support learning.

To promote sustainable practice and strengthen curriculum evaluation, school leaders and teachers should:

- revise and develop learning statements in reading, writing and mathematics
- evaluate the impact of recent school developments in literacy and numeracy to more fully understand how well changed practice impacts on student learning and achievement.

Teachers respond well to students and individuals who require accelerated progress and achievement. They use carefully-considered strategies to engage students in learning and progress their achievement.

Teachers use an inquiry process and gather a wide range of evidence to reflect on the impact of their teaching. To build on positive outcomes, leaders and teachers should better align observation of practice, teacher improvement goals and their inquiry approach to students whose achievement requires accelerating.

Students identified with special or complex educational needs receive appropriate support. Individual education plans are comprehensive. Trustees provide relevant resourcing, including additional personnel, to support student participation and promote achievement.

Trustees govern the school effectively. Roles and responsibilities are clear and well documented to support succession. Strategic and annual planning establishes key priorities. Resourcing suitably supports the professional growth of teachers and leaders. Professional mentoring is valued by the principal. Developing the rationale for mentoring should help trustees to consider how best to evaluate the impact of this funding.

School leaders and teachers continue to reflect and expand on ways to meaningfully embed te ao Māori across the curriculum. School leaders are revising the success indicators documented in their curriculum detailing Māori success as Māori. This should support shared expectations of practice and strengthen internal evaluation.

Leadership is distributed across the school. Ongoing review and design of the school curriculum is being led by the deputy principal. Implementation planning should be developed to guide this work and communicate a clear direction to staff and the board. Determining specific actions in a manageable timeframe should promote systematic development and support ongoing evaluation.

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
- 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.

School practices promote the progress and achievement of students. However, further opportunity exists to sharpen the focus on students whose achievement needs acceleration by creating greater alignment between internal processes. To further strengthen teaching effectiveness, for all learners, school leaders and teachers should link target setting, appraisal and teaching as inquiry and gather specific evidence to evaluate the impact on students targeted for accelerated achievement.

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.

7 Recommendations

Trustees, leaders and teachers should:

- further refine target setting and reporting requirements so that a clearer picture about the extent of acceleration for target groups is established
- revise and further develop curriculum direction in reading, writing and mathematics
- strengthen partnerships with parents of students at risk of not achieving equitable outcomes
- strengthen teaching as inquiry
- more strongly align school systems for accelerating the progress of students at risk of not achieving equitable outcomes
- strengthen internal evaluation.



Joyce Gebbie
Deputy Chief Review Officer Central

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About the school

Location	Paraparaumu	
Ministry of Education profile number	3017	
School type	Full Primary (Years 1 to 8)	
School roll	116	
Gender composition	Female 62%, Male 38%	
Ethnic composition	Māori	9%
	Pākehā	57%
	Pacific	5%
	Filipino	10%
	Other European	6%
	British/Irish	5%
	Asian	4%
	Other ethnic groups	4%
Review team on site	March 2016	
Date of this report	10 May 2016	
Most recent ERO report(s)	Education Review	April 2013
	Education Review	March 2010
	Education Review	February 2007