

## ERO External Evaluation

### Henley School, Nelson

#### Summary

Henley School has a roll of 502 children, 47 of whom are Māori. The roll remains stable and reflects increasing cultural diversity. The school shares an extensive educational site with a kindergarten, intermediate and secondary school. The Maitai satellite class for children with additional needs adjoins Henley School.

The board, school leaders and staff have sustained, consolidated and expanded the strengths identified in the 2012 ERO review and report. The school's strong response to external evaluation is evident in the increased focus on writing and literacy since that review.

The school's principal is one of two leaders of the local Kāhui Ako | Community of Learning (CoL).

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

The school is effectively achieving equitable outcomes for children.

Student achievement is very good to high quality. Achievement information since the 2012 ERO review shows an overall positive trend in learning for children. Decreasing disparity in educational outcomes for particular groups of children is also evident.

Continuous improvement in school conditions that enable equity and excellence for all children is central to school stewardship and leadership. Considerable restructuring of curriculum leadership is intentionally focused on strengthening curriculum design and effectiveness.

Relationships within and beyond the school contribute to the school's welcoming, inclusive and learning-centred environment. An embedded culture of tuakana teina, where older children help and care for younger children, is highly evident.

School leaders have identified the need to continue to refine aspects of school practice such as inquiry into teaching and learning and cultural responsiveness.

ERO is likely to carry out the next review in 4-5 years.

## **Equity and excellence**

### **How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?**

The school responds very effectively to Māori and other children whose learning and achievement need acceleration.

Leaders and teachers know which children need extra support and have introduced a programme of close and collaborative monitoring and reporting of progress. Individual and targeted plans are in place for each child who needs extra support with their learning. This contributes to a shared ownership of learning interventions for children whose progress is not at the expected levels.

The school's achievement information against the National Standards shows high achievement in reading. Increasingly improved results in writing and mathematics are moving the school towards high achievement in these areas. Māori children achieve at similar levels against the National Standards in reading and writing. Many of these children, and other groups, are making accelerated progress in mathematics.

Leaders and teachers are aware that some boys are not achieving as well as other groups in writing. They have a range of strategies, monitoring and reporting in place to lift achievement in this area.

The school highly values and places a strong emphasis on practices that promote positive outcomes for children. These include:

- high expectations for every child
- a school culture that has children at the heart of its continued drive for ongoing improvement and effectiveness
- a very evident focus on tuakana teina, where older children regularly support younger children
- prioritising the wellbeing of children in ways that are actively responsive and practical.

Appropriate assessment and moderation processes and tools are in place to promote reliability of teachers' judgements about children's progress and achievement. The school has identified that it will extend external moderation practices within the CoL setting.

## **School conditions supporting equity and excellence**

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

The school has a comprehensive range of very effective processes that enable the achievement of equity and excellence.

The board, leaders and staff continue to strengthen the school's culture of collaboration and commitment to enable every child to 'reach high, strive for knowledge and live with all your heart'.

The school's high quality leadership is strategically focused on promoting school conditions necessary for enabling equity and excellence for all children. These include:

- a relentless focus on learners' strengths, needs, passions and interests
- distributing and strengthening leadership across the school, especially within all learning areas across the curriculum
- creating and maintaining an orderly, supportive and purposeful learning environment

- the proactive, cohesive and collaborative leadership styles of the principal and senior leaders.

Effective stewardship of the school is very evident in the board's high expectations for the best outcomes for all children. This is clearly reflected in the board's alignment of the school's vision with its strategic planning, goals and targets. Extensive board consultation with parents is reflected in key school documents and planning.

Educationally powerful relationships are evident across all levels of the school and with the parent and school community.

The school's curriculum provides a wide range of rich opportunities for children to learn holistically and experience success within and beyond the school. Teachers maintain a strong focus on literacy and mathematics and ensure ongoing opportunities for integrating learning across the curriculum. A high level of children's engagement in their learning and enjoyment of school is particularly evident.

The school has an embedded culture of reflection and continuous improvement. School leaders regularly use a wide range of approaches to internal evaluation to monitor programme and practice effectiveness, and identify where changes need to be made. At this school, internal evaluation at all levels has a very strong focus on children's wellbeing and learning.

## **Sustainable development for equity and excellence**

The school processes to achieve equity and excellence are very effective.

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

The board and senior leaders have identified the need to continue to embed processes for inquiry into teaching and learning, including inquiry into culturally responsive practices.

The board and senior leaders should also consider:

- formalising some aspects of internal evaluation at board and senior leadership levels, including widening reporting to include shifts in the learning progress, over time, of children who are at or above the National Standard
- further refining the curriculum document to ensure that it captures the richness of the curriculum in action across and beyond the school.

## **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.

## Going forward

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

Children are achieving excellent educational outcomes. School performance has been sustained over time through well-focused, embedded processes and practices. This school has successfully addressed in-school disparity in educational outcomes.

ERO is likely to carry out the next review in four-to-five years.



Dr Lesley Patterson  
Deputy Chief Review Officer Southern (Te Waipounamu)

30 June 2017

## About the school

Location	Nelson
Ministry of Education profile number	3194
School type	Yr 1-6
School roll	502
Gender composition	Girls: 48% Boys: 52%
Ethnic composition	Māori: 9% NZ European: 79% Pacific: 1% Other: 11%
Special features	Maitai Satellite Unit
Review team on site	
Date of this report	30 June 2017
Most recent ERO report(s)	November 2012 August 2009 May 2006