

West Eyreton School

Education Review Office Review conducted on 30/06/2008

Community Page

West Eyreton School is a high performing school providing high quality education for Years 1 to 8 students. It is located in a small rural community north-west of Christchurch. The school has experienced significant growth in the number of students since 2004. This has meant major developments in infrastructure to keep up with the growing demand for more classrooms, equipment and facilities.

Since the 2005 ERO review, teachers have further embedded good teaching practices into their programmes. Teachers work alongside students to determine how successful the learning has been and what students are to learn next. This is one factor in students becoming increasingly responsible for their own learning. Extensive development has taken place to bring the school's Information and Communication Technologies (ICT) facilities to the current state-of-the-art position for enhancing students' learning.

The focus areas of this review are: learning and teaching in aspects of literacy and numeracy; the use of assessment; teachers' professional learning and development programmes (PLD); and Māori student achievement. Aspects relating to students' health and safety were investigated and no areas of concern were found.

The whole school community, under skilled leadership, has sought to develop and practise a culture of striving for excellence through empathy, effort, enterprise and example. It was clear to ERO that there is a shared understanding of what this means for how the school operates and the expectations for high standards of achievement and behaviour placed on students.

The school has implemented an internally developed assessment and learning programme to promote strong literacy and numeracy skills in students. This has made a positive difference to student achievement. The

programme includes step-by-step guidance in what teachers are to teach, how they are to teach it and when to introduce each new concept. Teachers are guided in the placement of individual students so that they experience success and are appropriately challenged. The guidance also means that students meet consistent practices as they advance through the school.

Students are highly engaged in their learning. They are active participants in their learning programmes. They know what they are doing and how well they are achieving. They are being taught skills to equip them as life-long learners. School achievement data shows that students are mostly achieving above national expectations in reading and numeracy.

Students and teachers enjoy caring working relationships. They clearly demonstrate mutual respect. Staff members work collegially and collaboratively and regularly share useful ideas and approaches to teaching. Students cooperate with and support their peers in and beyond the classroom. They provide each other with helpful feedback about the quality of their work. These attributes are indicative of a culture that celebrates and values success for all.

Future Action

ERO is confident that the board of trustees can manage the school in the interests of the students and the Crown and bring about the improvements outlined in this report.

ERO is likely to review the school again as part of the regular review cycle.

Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, <http://www.ero.govt.nz>.

Isabell Sinclair Irwin Area Manager
for Chief Review Officer

GENERAL INFORMATION ABOUT REVIEWS

About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

improve educational achievement in schools; and provide information to parents, communities and the Government. Reviews are intended to focus on student achievement and build on each school's self review.

Review Focus

ERO's framework for reviewing and reporting is based on three review strands. School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.

Areas of National Interest - information about how Government policies are working in schools.

Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

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Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

Decile 1 schools draw their students from areas of greatest socio-economic disadvantage, Decile 10 from areas of least socio-economic disadvantage.

Disclaimer

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This report has been prepared in accordance with standard procedures approved by the Chief Review Officer.