

## ERO External Evaluation - Draft

### Knighton Normal School, Hamilton

The purpose of ERO's external evaluations is to give parents, whānau and the wider school community assurance about the quality of education children and young people receive. ERO reports on the equity and excellence of learning outcomes for all students and for specific groups including Māori students, Pacific students and students with additional learning needs. This includes a focus on accelerating learning for students. ERO also reports on the quality and effectiveness of the school's processes and practices for continuing and sustaining improvement. The report gives evaluation findings that answer four key questions about the school's performance.

#### School Context

Knighton Normal School is located in Hamilton and provides education for students in Years 1 to 6. The school's current roll of 720 includes 280 Māori students and a large number of other students from a range of diverse backgrounds. Approximately 40% of the school's roll are English language learners. Most Pacific students are English language learners.

Te Hihiri provides partial immersion in te reo Māori for students. Three classes cater for students in year-based groups. Most students across these classes are first time learners of te reo Māori.

The school is affiliated to the Faculty of Education at the University of Waikato and Te Wānanga o Aotearoa and provides targeted initial teacher education.

The school's vision 'Knighton a great place to be' is underpinned by key learner competencies in 'The Knighton Way.' These include:

- getting along – mahi tahi
- organised – whakarite
- inquirer – kairapu
- persistent – whaikaha
- confident – maiatanga.

Priority is also placed on the core values of belonging, respect, resilience, success, creativity and hauora.

The school's strategic goals focus on 'enriching learners, evolving practice, engaging community.' The school's current priorities include raising Māori and Pacific achievement, accelerating the progress of targeted learners and growing culturally responsive practice.

Leaders and teachers regularly report to the board, schoolwide information about outcomes for students in the following areas:

- reading, writing and mathematics
- 'The Knighton Way' learner competencies.

Since the previous review in 2016 a new principal was appointed towards the end of 2017 and most trustees are new to their roles. Leaders and teachers have undertaken professional learning and development in literacy, mathematics, dramatic inquiry, New Zealand history, play-based learning and te reo Māori. There have also been significant property developments in the school with the building of two new senior classrooms and an upgrade of outside learning environments.

## Evaluation Findings

### 1 Equity and excellence – achievement of valued outcomes for students

#### 1.1 How well is the school achieving equitable and excellent outcomes for all its students?

The school is achieving equitable outcomes for Māori students and is working towards achieving equitable outcomes for all.

The school's 2018 data shows a large majority of students are achieving at or above expected levels in reading, writing and mathematics. There has been improvement in the achievement of Māori and Pacific students in writing over the past three years and they are now working at similar levels to their Pākehā peers. Māori students are also working at similar levels in reading and mathematics, however, Pākehā achievement has reduced over time in reading.

Most Pacific students are English language learners and are comparatively achieving at significantly lower levels than other students in reading and mathematics. Pacific students have improved in their overall mathematics achievement from 2016 to 2018. Data for Pacific students who have English speaking backgrounds shows that most are achieving at expected levels in all areas and at similar levels to their peers. Boys and girls are working at comparable levels in mathematics. Disparity in achievement remains for boys in literacy. This pattern of achievement has been consistent over time.

Te Hihiri 2018 data for partial immersion classes shows that most students are achieving at or above expected levels in reading and mathematics and the large majority is achieving in writing.

The school's analysed data on learning competencies shows that almost all students who have been at the school for three or more years accept others and value cultural differences. The data also shows that most students are willing to take risks and display a positive self-image.

#### 1.2 How well is the school accelerating learning for those Māori and other students who need this?

The school is accelerating the learning of some Māori and other students who need this.

Leaders have collated and analysed schoolwide achievement data from the end of 2018 to the middle of 2019 for all students at-risk of not achieving. This shows effective acceleration for Year 4 students in writing and Year 6 students in mathematics. Approximately one third of Māori and other at-risk students also made accelerated progress in mathematics.

Analysed data for Years 3 to 6 students receiving additional support through the school's literacy centre, shows that approximately half of the students made accelerated progress in reading in a six-

month period during 2019. Data from 2018 also shows effective acceleration for Māori and other at-risk students over a twelve-month period.

Data gathered from students with higher and more complex learning needs and English Language learners shows that these students are well supported and make appropriate progress in relation to their individual plans and goals.

## **2 School conditions for equity and excellence – processes and practices**

### **2.1 What school processes and practices are effective in enabling achievement of equity and excellence, and acceleration of learning?**

The school has a highly inclusive culture for learning. A strong focus on culturally responsive practices and values promotes a positive schoolwide culture and sense of belonging for all. Students with additional learning needs benefit from well-resourced programmes and interventions that enable them to accelerate in their learning and achieve. A wide range of targeted learning interventions support English language learners. Provision of bilingual learning assistants enhances communication and engagement for students and their families. Strong pastoral care and effective liaison with a wide range of external agencies supports the holistic needs of students. Deliberate strategies facilitate effective transitions into the school. Trustees are well informed and make generous resourcing decisions that enable students to have equitable opportunities to learn and succeed.

The curriculum responds effectively to the cultural diversity within the school and community. Students have many opportunities to participate and learn in rich academic, sporting, cultural and artistic endeavours. Authentic contexts for learning enable high levels of student engagement. Regular consultation with the school's multicultural community gathers views and aspirations to inform decision making. Partial immersion classes support Māori and other students to develop their ihi, tapu and mana as Māori through a kaupapa Māori learning environment.

Teachers use deliberate strategies to enhance learning. Students at risk are clearly identified and planning is in place to support their learning needs. Learning is successfully scaffolded through questioning, discussion and links to specific learning intentions. Meaningful tasks and a commitment to te reo and tikanga Māori support student engagement in the learning process. School values and 'The Knighton Way' competencies are well promoted in classrooms and develop students' skills for life-long learning. Teachers know their students and their families well and positive partnerships for learning are enhanced through regular and open communication. Respectful interactions and tuakana teina relationships contribute to settled environments for learning.

Leadership is effectively building collective capacity to improve outcomes for all students. Leadership supports innovation in teaching and learning, and professional development is prioritised to improve practice and enhance capability. The reliability of overall teacher judgements has been strengthened through clear school frameworks and regular moderation. Strong guidelines and expectations for teacher appraisal and inquiry are well aligned to students at risk of not achieving. A collaborative approach to reviewing, developing and pursuing the school's vision has resulted in a strong focus on shared values and a sense of whanaungatanga and belonging for all.

## 2.2 What further developments are needed in school processes and practices for achievement of equity and excellence, and acceleration of learning?

Continuing to empower students in their own learning pathways is an agreed focus for the school. Useful frameworks have been developed to support students to understand identified goals and levels of learning. Strengthening the consistency of assessment for learning practices across the school through teachers' and students' use of these frameworks is an identified next step.

Leaders have developed systems to report on rates of progress and acceleration for at-risk students. Continuing to strategically monitor this over time should promote further targeted action. Reviewing how accelerated progress is measured, should further support evaluating the outcomes of school programmes and initiatives.

To support the ongoing development of Te Hihiri, teachers may consider ways to strengthen the assessment and reporting of te reo Māori. This would enable teachers to respond more strategically to students' learning needs.

## 3 Other Matters

### Provision for international students

The school is a signatory to the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) established under section 238F of the Education Act 1989. The school has attested that it complies with all aspects of the Code.

At the time of this review there were two international students attending the school.

Students are well supported both academically and pastorally. A range of effective strategies support students to develop their competency in the English language.

## 4 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
- finance
- 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 Children’s Act 2014.

## 5 ERO’s Overall Judgement

On the basis of the findings of this review, ERO’s overall evaluation judgement of Knighton Normal School’s performance in achieving valued outcomes for its students is:

Well placed

ERO’s Framework: [\*Overall Findings and Judgement Tool derived from School Evaluation Indicators: Effective Practice for Improvement and Learner Success\*](#) is available on ERO’s website.

## 6 Going forward

Key strengths of the school

For sustained improvement and future learner success, the school can draw on existing strengths in:

- leadership that is highly focused on improving outcomes for students
- an inclusive culture for learning that supports the individual needs of students
- a responsive curriculum that celebrates cultural diversity and promotes high levels of student engagement.

Next steps

For sustained improvement and future learner success, priorities for further development are in:

- student agency to grow fully independent learners
- targeted action to accelerate learning and reduce disparity in achievement especially for boys in literacy.

Areas for improved compliance practice

To improve current practice, the board of trustees should:

- review and update the school’s pandemic planning.

Phillip Cowie

Director Review and Improvement Services Central

Central Region

## About the school

Location	Hamilton
Ministry of Education profile number	1781
School type	Contributing (Years 1 to 6)
School roll	720
Gender composition	Male 52% Female 48%
Ethnic composition	Māori 39% NZ European/Pākehā 21% Indian 10% Asian 9% Pacific 8% African 5% Middle Eastern 4% Other ethnic groups 4%
Students with Ongoing Resourcing Funding (ORS)	Yes
Provision of Māori medium education	Yes
Number of Māori medium classes	3
Total number of students in Māori medium (MME)	73
Total number of students in Māori language in English medium (MLE)	
Number of students in Level 1 MME	
Number of students in Level 2 MME	73
Review team on site	November 2019
Date of this report	Once report is confirmed, click here to enter a date
Most recent ERO report(s)	Education Review October 2016 Education Review August 2013 Education Review September 2010