



Education Review Office
Te Tari Arotake Mātauranga

Puketapu School (New Plymouth)
New Plymouth

Confirmed

Education Review Report

Education Review Report

Puketapu School (New Plymouth)

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

Puketapu School, in New Plymouth has a roll of 390 students in Years 1 to 8, of whom 179 identify as Māori and 14 as Pacific.

The school's vision 'to empower all people to be healthy lifelong learners' is supported by the values of 'kia kaha, kia maia, kia manawanui' (do your best, be courageous, have a heart).

The 2019 ERO report identified significant areas for development. Over the past eighteen months the school has participated in an ERO evaluation process to support improvement. During this time trustees and staff have accessed appropriate external professional learning and development (PLD) to support them in their roles and practice.

This ERO report evaluates the progress made and how well placed the school now is to sustain continuous improvement.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The overall goal was to improve governance, school practice and operation to promote positive learning outcomes and accelerate the progress of all students. Areas of focus to support this have included:

- strengthening inquiry and analysis of achievement information by trustees, leaders and teachers, to systematically address low achievement and in-school disparities
- continuing to develop and document the Puketapu curriculum, to better reflect valued outcomes that guide learning programmes
- ensuring a consistent system is implemented to build teacher capability
- building internal evaluation to better determine the effectiveness of programmes and actions on student outcomes
- ensuring the reporting of other student outcomes to trustees.

Progress

School leaders are implementing processes that are contributing to positive change and improvement in the school.

Leaders and teachers have systems in place to effectively identify, respond and monitor student wellbeing, learning, achievement and progress. School reported data for the end of 2020 indicates that the majority of students, including Māori, achieved at or above expectation in reading, mathematics and writing. There is a positive trajectory over time from 2019, showing increased percentages achieving at and above expectation. Most target learners showed accelerated progress in mathematics and literacy. School leaders continue to focus on how to further reduce disparity for Māori learners.

A collective responsibility, including school personnel and external specialists, ensures that professional expertise supports regular monitoring of the effectiveness of interventions, initiatives and programmes to support the learning and wellbeing of students with high and complex needs.

Leaders and teachers are reflective practitioners. Useful frameworks support teachers and leaders to determine what has been working well and what changes for improvement are needed. Staff meet regularly to look at and discuss student achievement data and what progress has been made by students in target groups. Inquiries are shared across the school, building collaborative capability. Targeted professional learning is building teacher and leadership capability and successfully promoting whole school approaches.

Leaders have worked in a measured and considered way with staff to develop the school's local curriculum which clearly outlines priorities that underpin what is important to the ways of being at this school. The curriculum includes a deliberate focus on the cultural narrative of the school's hapū and honours the intent of Te Tiriti o Waitangi. There is a clear line of sight from what is espoused to what is happening in practice in teaching and learning.

Staff have responded effectively to the wellbeing and learning needs of students and have made appropriate changes to daily teaching programmes to support positive engagement and participation in learning.

School leaders and trustees have accessed support from New Zealand Trustees Association to further increase their understanding and use of internal evaluation. The board is well informed about school practice and operation. Trustees scrutinise and discuss the data that they receive, which they use to inform their decision-making.

School leaders and ERO agree next steps are to continue to:

- focus on building collective teacher capability to accelerate learning for those Māori and other students who need it
- further embed the localised, culturally responsive curriculum.

3 Sustainable performance and self review

How well placed is the school to sustain and continue to improve and review its performance?

The school has improved its capacity and is well placed to sustain, improve and review its performance. The principal, leadership team and board work collaboratively to sustain ongoing improvements. They are focused on continuing to accelerate student achievement.

The school's systems and processes, along with continuing involvement in professional learning and development, effectively support leaders and teachers to promote positive learning and wellbeing outcomes for students.

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:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- financial management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student achievement:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration
- processes for appointing staff
- stand-downs, suspensions, expulsions and exclusions
- attendance
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

The principal and the board have worked in a strategic way to address areas identified in the previous ERO report and are working well together to lead the school forward. They are focused on continuing to improve student achievement.

As the curriculum and new initiatives are embedded it is appropriate to use school-developed internal evaluation practices to evaluate the effectiveness of teaching approaches and innovations, and to identify further changes for improvement.

On the basis of the findings of this review, ERO's overall evaluation judgement of Puketapu School (New Plymouth)'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.



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Central Region - Te Tai Pūtahi Nui
10 March 2021

About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)