



## ERO External Evaluation

### Marlborough School, Glenfield, Auckland

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

Marlborough School caters for children in Years 1 to 6. Of the approximately 309 students, nine percent are Māori and six percent have Pacific heritage. Pākehā students comprise 36 percent of the roll. Children from a variety of ethnic backgrounds represent the remaining 49 percent.

The school's vision is to provide all students with challenging learning activities that are developmentally appropriate and meaningful, and to encourage them towards independence and lifelong learning. School values that support this vision focus on learning, empowering, achieving, respecting, and nurturing (LEARN).

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

- achievement and progress in reading, writing and mathematics
- engagement and wellbeing
- the school's curriculum that includes inquiry, science, the arts, and health and physical education.

Schoolwide professional learning and development (PLD) initiatives have focused on increasing staff capability to lift achievement levels for learners who are at risk of not achieving. Supporting students to become their own teachers has been integral to much of the PLD. This 'Visible Learning' focus is promoted by the Kaipatiki Community of Learning|Kāhui Ako (CoL) that the school belongs to.

Key school goals and targets for improved student outcomes are consistent with those of the CoL. These targets are to raise achievement in writing for boys, in reading for Year 1 students, and in mathematics for students, particularly in Years 3 and 4.

## 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 effective in achieving equitable and excellent outcomes for all students. The school's achievement information for 2015 to 2017 shows that most children achieve at expected levels in relation to *The New Zealand Curriculum*, particularly in reading, writing and mathematics. There is parity of achievement between Māori, Pacific and Pākehā children, and with gender.

Students achieve very well in relation to other school valued outcomes. Most students:

- are actively involved in their learning and contribute to the life of the school
- have a strong sense of belonging and connection to others in the school community
- are socially and emotionally competent, resilient and optimistic about the future.

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

The school accelerates the learning for most of those Māori and other students who need this. School data show positive shifts in achievement for the majority of these students in reading, writing and mathematics.

Targets and goals for improved student outcomes have traditionally reflected the school's success in catering for most learners' requirements. Involvement in the local CoL since the 2015 ERO review has helped the school develop staff capability in setting more specific targets. These targets are supporting teachers to accelerate the progress of the small number of learners who are at risk of not achieving. Curriculum leaders with school-wide oversight have been appointed to support teachers in this endeavour. Student progress towards specific targets is monitored by school leaders and the board.

Children with additional needs are well supported by staff to make progress in their learning and wellbeing. An inclusive school culture that promotes diversity and increasingly, focused teaching approaches respond to these students' specific learning requirements. Children with additional learning needs have good opportunities to develop their literacy and mathematical skills and knowledge in the broader curriculum, alongside their peers.

### 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?

Very good school leadership builds on staff talents and capabilities. High expectations for teaching and learning are mutually agreed to and form the basis for school operations, appraisals and PLD. Trustees have effective working relationships with school leaders and staff. The board directs funding to initiatives and professional development that are focused on raising student achievement.

Well-founded connections between families/whānau and the school contribute significantly to children's sense of belonging and their active engagement in their learning. Parents are well informed through a variety of means about how well their children are achieving and progressing.

Teachers use their knowledge of children, their families and whānau to support children's overall learning and development. They identify students' strengths, interests and gaps in learning to cater for their individual requirements. Students receive good quality feedback from their teachers about their achievement and progress.

Processes and practices that enable achievement of equity and excellence include:

- the school's broad curriculum that helps children use their capabilities and interests in their learning
- well managed transitions that provide children with a seamless educational experience
- positive relationships with external support agencies that help the school cater for children's diverse learning and wellbeing requirements.

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

At the time of this ERO external evaluation, PLD is focused on embedding teaching practice that supports students to use achievement information to guide their learning. The principal, school leaders and trustees strategically support staff to adapt their teaching practice to meet the expectations of this key school development. The increased use of digital technologies has helped teachers and students access achievement information and make collaborative decisions about its use to improve learning.

The inclusion of more te reo Māori in classroom programmes would complement the positive bicultural developments in the school that support Māori children's culture and identity and contribute to their success as Māori. This development will support the school's very good provision for its multi-ethnic roll.

ERO and school leaders agree that deepening evaluative practice will help trustees, school leaders and teachers to identify and implement effective practices that are focused on improving learning outcomes for children at risk of not achieving. Some very good evaluation tools and structures have been adopted by the school to increase reflective practice at all levels.

The school's improvement goals align well with the local CoL's PLD priorities. School leaders are open to new ideas and possibilities and see great benefit belonging and contributing to this network of leaders, trustees and teachers.

## **3 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 *Vulnerable Children Act 2014*.

### **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 three international students attend the school, including no exchange students.

International students at the school receive very good quality education and care. They are well integrated in to the school community and have varied opportunities to contribute to the life of the school. Their progress is well monitored and parents are regularly informed about how well their children are learning, and adjusting to their new school setting.

## **Going forward**

### **Key strengths of the school**

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

- a positive school culture that supports children's sense of worth and belonging
- leadership that focuses on equity and excellence for all learners and helps teachers to accelerate the progress of children who are at risk of not achieving
- stewardship that promotes and sustains strong connections and goodwill between home and school, and in doing so, contributes to children's successful learning and wellbeing.

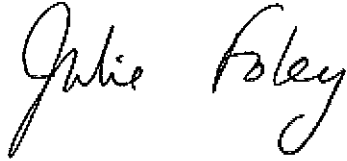
### **Next steps**

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

- replicating examples of existing very good teaching practice in order to improve school-wide consistency of approach to catering for children who are at risk of not achieving
- continuing to strengthen partnerships with parents and whānau so they are confident in supporting their children's learning at home
- continuing to enhance evaluation processes, at all levels, that are focused on improving learning and wellbeing outcomes for all learners.

**ERO's next external evaluation process and timing**

ERO is likely to carry out the next external evaluation in three years.

A handwritten signature in black ink that reads "Julie Foley". The signature is written in a cursive style with a large initial 'J' and 'F'.

Julie Foley  
Deputy Chief Review Officer Northern (Acting)  
Te Tai Raki - Northern Region

17 May 2018

## About the school

Location	Glenfield, Auckland	
Ministry of Education profile number	1361	
School type	Contributing (Years 1 to 6)	
School roll	309	
Gender composition	Boys 53% Girls 47%	
Ethnic composition	Māori	9%
	Pākehā	36%
	Chinese	14%
	Filipino	12%
	Indian	9%
	Korean	4%
	Tongan	3%
	African	2%
	Middle Eastern	2%
	other Asian	2%
	other Pacific peoples	3%
	other ethnicities	4%
Provision of Māori medium education	No	
Review team on site	March 2018	
Date of this report	17 May 2018	
Most recent ERO report(s)	Education Review	April 2015
	Education Review	January 2012
	Education Review	June 2008