

Confirmed Education Review Report: Hadlow Preparatory School

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

1 The Education Review Office (ERO) Evaluation

Hadlow Preparatory School is one of three state integrated Anglican, Trinity schools in Masterton. It caters for students in Years 1 to 8 from throughout the Wairarapa. At the time of this review in October 2010 it had a roll of 191 students. The school has a positive reporting history with ERO.

Students learn in supportive and focused classroom environments that are well resourced. Routines and structures are clearly understood and contribute to the settled tone. Displays of student work celebrate the achievements of groups and individuals. Students are able to participate in a wide range of academic, cultural and sporting opportunities throughout their time at the school.

Ongoing self review and regular consultation assists staff to ensure that school programmes and practices reflect the aspirations of the community. With the recent adaptation of the school's curriculum to align with *The New Zealand Curriculum* considerable input has been sought from the parent body. This has strengthened home-school partnerships and has contributed positively to the forming of a joint vision and shared strategic goals. The school is making good progress towards giving effect to the redeveloped curriculum.

Reliable assessment information demonstrates that the majority of students achieve at or above expectations for their year levels in reading, writing and mathematics. Those with identified learning needs receive high quality targeted assistance to accelerate their progress.

The senior leadership team has established a highly reflective learning community and practitioners work collaboratively to plan and evaluate their teaching. They explore effective teaching practices and identify strategies to further improve outcomes for students. Skilful questioning elicits students' prior knowledge and understanding. Authentic contexts are used to engage students and a focus on developing higher order thinking helps challenge and extend their ideas. The deliberate selection of a variety of teaching strategies and the pace of lessons is targeted to meet students' learning needs.

The school continues to be future focused and is currently looking carefully at what its special character means and considering how it will be enacted in the years ahead.

Future Action

ERO is likely to carry out the next review within three years.

2 Hadlow Preparatory School's Curriculum

How effectively does the curriculum of Hadlow Preparatory School promote student learning - engagement, progress and achievement?

School context and self review

Hadlow Preparatory School is one of three state integrated Anglican, Trinity schools in Masterton whose roll is made up of urban and rural children from across the Wairarapa.

Ongoing self review and regular consultation assists the staff team to ensure that school programmes and practices reflect the aspirations of the community. With the recent adaptation of the school's curriculum to align with *The New Zealand Curriculum* considerable input has been sought from the parent body and a fresh examination of the home-school partnership has resulted in a joint vision and shared strategic goals. The school is making good progress towards giving effect to the redeveloped curriculum.

Areas of good practice noted in the September 2007 ERO report have been maintained. The school's charter sets out its strategic priorities. Annual plans continue to guide school development and are used to monitor progress towards goals and targets.

Areas of strength

Student progress and achievement

Detailed achievement information in literacy and mathematics is collected, analysed and regularly reported to the board and shared with the school community. Nationally referenced information shows that the majority of students are achieving at or above expectations for their year levels. Teachers make increasingly effective use of data for grouping, identifying specific needs and adapting their teaching. Resources are allocated to target needs school-wide and at particular levels.

Self review

Self-review practice continues to develop and is appropriately future focused. Feedback is regularly sought from the parent community and informs decision making as school leaders and trustees sustain continuous improvement. This has led to recent changes to students' and families' involvement in goal setting. Processes for reporting are undergoing review with written reports demonstrating achievement against national expectations.

Curriculum development

The school has made good progress in developing its guiding documentation for the Hadlow School Curriculum and, in the process, has strengthened its links with its community through regular consultation. It has a strong vision statement. The implementation of inquiry learning approaches, and the integration and use of information and communication technologies, enable students to develop useful skills through relevant and meaningful investigations.

Effective teaching

Teachers are highly reflective practitioners who work collaboratively to plan and evaluate their teaching. They explore effective teaching practices and identify strategies to further improve outcomes for students. Teaching as inquiry is becoming embedded in a staff culture of professional trust and dialogue.

Teachers develop appropriate learning goals and indicators for success with their students. Skilful questioning elicits students' prior knowledge and understanding. Authentic contexts are used to engage students and a focus on developing higher order thinking helps challenge and extend their ideas. The deliberate selection of a variety of teaching strategies and the appropriate pace of lessons is targeted to students' learning needs.

Learning environments

Students learn in positive and focused classroom environments that are well resourced. Routines and structures are clearly understood and contribute to the settled tone. Displays of student work celebrate the achievements of groups and individuals. As a result, students are purposefully engaged in their learning. They are becoming confident and increasingly capable learners.

Areas for development and review

The Hadlow Preparatory School Curriculum outlines a vision for learners that includes students becoming self-managing and respectful. Managers agree that it is timely to evaluate how well current initiatives and practices assist students to develop these qualities.

Such review should include:

- how best to acknowledge, reflect and value the cultures of students in the school; and
- ways to enact more fully the special character of the school.

Formative assessment

Giving written feedback with next steps for learning and regular opportunities for peer and self assessment are not apparent in all classes. While oral feedback is affirming, the introduction of specific written feedback targeted toward improvement could guide students in assessing their own learning and progress.

Te ao Māori

Although trustees employ a specialist teacher for te reo Māori, te ao Māori is not an integral part of the school curriculum or student's daily experiences in the classroom. The school is yet to look closely at and transfer the aspirations of *Ka Hikitia – Managing for Success/Māori Education Strategy* into their curriculum. As teachers build confidence in the use of te reo Māori and gain greater understandings of Māori culture as unique, they should be better positioned to enable students to access New Zealand's dual cultural heritage.

3 Agreed priorities

ERO and the board of trustees agree that the next stages of school development should focus on:

- 3.1 reviewing bicultural practices;
- 3.2 improving the consistency of formative assessment; and
- 3.3 further developing understandings and practices related to the special character of the school.

4 Board Assurance on Legal Requirements

Before the review, the board of trustees and principal of Hadlow Preparatory School completed an ERO *Board Assurance Statement* and *Self-Audit Checklist*. In these documents they attested that they had taken all reasonable steps to meet their legal obligations related to:

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

During the review, ERO looked at the school's documentation, including policies, procedures and records. ERO sampled recent use of procedures and ERO also checked elements of the following five areas that have a potentially high impact on students' achievement:

- emotional safety of students (including prevention of bullying and sexual harassment);
- physical safety of students;
- teacher registration;
- stand-downs, suspensions, expulsions and exclusions; and
- attendance.

During the course of the review ERO identified areas of non-compliance. In order to address these, the board of trustees must:

- 4.1 ensure implementation of the performance management system for the appraisal of the principal; and
[National Administration Guideline 3, National Education Guidelines]
- 4.2 consult with the community about the content of the health curriculum.
[s60B Education Act 1989]

5 Future Action

ERO is likely to carry out the next review within three years.



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1 December 2010