

Somerset Crescent School Education Review

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About the School

Location	Palmerston North	
Ministry of Education profile number	2363	
School type	Contributing (Year 1 to 6)	
School roll	225	
Gender composition	Male 60%, Female 40%	
Ethnic composition	Māori	46%
	Pacific	30%
	NZ European/Pākehā	21%
	Other ethnic groups	3%
Review team on site	September 2013	
Date of this report	13 November 2013	
Most recent ERO report(s)	Education Review	October 2010
	Education Review	June 2007
	Education Review	March 2004

The Purpose of an ERO Report

The purpose of ERO's reviews is to give parents and the wider school community assurance about the quality of education that schools provide and their children receive. An ERO school report answers the question "How effectively is this school's curriculum promoting student learning - engagement, progress and achievement?" Under that overarching question ERO

reports on the quality of education and learning outcomes for children and for specific groups of children including Māori students, Pacific students and students with special needs. ERO also reports on the quality of the school's systems for sustaining and continuing improvements.

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1 Context

What are the important features of this school that have an impact on student learning?

Somerset Crescent School in Palmerston North caters for 224 Year 1 to 6 students. Māori students comprise 46% of the roll, and Pacific 32%. Many Pacific students have English as their second language.

Strong links with the community are formed, particularly with local Māori and Pacific groups and early childhood education providers. Parents and whānau are encouraged to be partners in their children's learning.

The school's mission and values (URock - Respect, Onto-it behaviour, Cooperation and Kindness) underpin the school culture, enabling a positive learning environment. Thoughtful, deliberate actions promote the inclusion of students with special needs.

School leaders and staff continually develop their practice by undertaking relevant professional development.

2 Learning

How well does this school use achievement information to make positive changes to learners' engagement, progress and achievement?

Urgency to accelerate the progress of learners is the shared, strong focus of trustees, school leaders and teachers. They examine evidence of outcomes for students and this assists responsive decision making.

Valid, reliable achievement information is gathered and analysed each term to assess the progress of students. Timely data, including information about gender, ethnic and year level groups, informs the board. Resources are appropriately allocated. Suitable targets are set to raise the achievement of those students at risk of not achieving. Clear, explicit actions, focused on providing high quality teaching, are identified. The effectiveness of these actions is reviewed.

Teachers know about their students' achievement, progress and next steps for development. Reflection, inquiry and collaborative discussion help teachers to continually make changes to teaching strategies or programmes to maximise learning. Students with learning needs are identified. Specific, well-considered strategies and interventions are put in place to accelerate their learning.

Parents and whānau are well informed about the progress and achievement of their children. They are supported in a variety of ways to understand and assist their children's learning.

Data collected in 2012 and 2013 shows that teachers are successfully moving an increasing number of students from below National Standards to achieving the expected level. Māori students reflect the pattern of overall achievement in the school. School leaders recognise that the percentage of Pacific students achieving below expectations is higher than the whole school percentages.

3 Curriculum

How effectively does this school's curriculum promote and support student learning?

The school's curriculum successfully promotes students' engagement, progress and wellbeing. It recognises, acknowledges and responds to the cultural, learning and social understandings of the diverse range of learners.

The curriculum is collaboratively constructed and well defined. Expectations for effective teaching and consistent development of school values and key competencies are clear. Values are explicitly taught and integrated into all school practices. This results in a positive learning environment that supports students to show confidence and good citizenship.

A structured programme and natural integration of te reo me ngā tikanga Māori contribute to the school's biculturalism. The languages and cultures of Pacific children are also celebrated.

Deliberate teaching promotes successful learning. Teachers purposefully respond to the needs of students. Lessons are well prepared and reflect teachers' persistent focus on raising achievement. Relationships are strong and interactions are kind, respectful and friendly. Students' success is encouraged and celebrated.

There is a well-planned transition programme. This supports children and their families to make a successful and confident start to school.

Students are empowered learners. They are knowledgeable about what they can achieve and what their next learning steps are. They show leadership, are cooperative and enthusiastic. They engage in learning.

How effectively does the school promote educational success for Māori, as Māori?

The culturally-relevant, responsive curriculum supports success for Māori, as Maori. The school's values align with Māori values and protocols. Teachers are supported, through effective leadership, to acknowledge and celebrate the language, culture and identity of Māori.

The school engages meaningfully with community groups. The board and management seek and respond to the ideas and opinions of whānau.

Strategic and annual planning supports the school's commitment to promoting success for Māori students.

4 Sustainable Performance

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

Somerset Crescent School is very well placed to sustain and improve outcomes for children.

A collaborative, shared model of school leadership is evident. This is underpinned by the principal's focus on improving student achievement, progress and engagement. There is a well-considered approach to improving teaching. This is supported by a comprehensive appraisal process and professional development in areas of need, based on evidence.

Trustees agree on a firm strategic direction for the school. They make clear evidence-based decisions to promote positive outcomes.

Links with families and whānau, and the integration of the school into the community ensure ongoing support.

A schoolwide culture of review and reflection is firmly grounded in evidence. This assists trustees, the principal and teachers to know what is working well and what needs to improve. Strengthening the evaluative aspects of school self review would add further value to current practice.

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.

When is ERO likely to review the school again?

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

Joyce Gebbie
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13 November 2013