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#### Disclaimer

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

## About The School

Location	Cambridge
Ministry of Education profile number	1702
School type	Primary (Years 1 to 6)
Decile rating[1]	8
Teaching staff:	13.89
Roll generated entitlement	1.11
Other	15
Number of teachers	
School roll	224
Number of international	4

## students

Gender composition	Girls 55% Boys 45%
Ethnic composition	New Zealand European/Pākehā 72%, New Zealand Māori 9%, Other European 4%, African 6%, Asian 3%, Indian 2%, Other 4%
Review team on site	August 2009
Date of this report	6 October 2009
Previous ERO reports	Education Review, November 2006 Education Review, May 2003 Accountability Review, June 1999 Assurance Audit, December 1995 Effectiveness Review, June 1994

## The Education Review Office (ero) Evaluation

Cambridge Primary School is centrally located in the Waikato town of Cambridge. The school provides education for students in Years 1 to 6. Buildings, including an historic administration and classroom block, and grounds are attractively presented and well maintained.

The principal provides strong leadership for the school and community. He is well supported by members of the school's leadership team. The board of trustees is supportive of the principal and teachers and together they are committed to building strong relationships with the community. The school undertakes extensive consultation with the parent community and uses this as the basis for its strategic planning.

Positive and affirming relationships between teachers and students are a feature of the school. Students enjoy a family-like atmosphere and sense of belonging in the school community. Trustees and teachers have identified a need to raise levels of student achievement in literacy and mathematics. Teachers are currently participating in a comprehensive professional development programme aimed at raising levels of achievement in reading and writing. The school has a commitment to supporting students with identified special learning needs, and provides a wide range of programmes in literacy and numeracy to meet these needs. Classroom environments are attractively presented with examples of high quality student work displayed. Students benefit from access to appropriate learning resources including information and communication technologies. International students are well supported by the school.

ERO observed examples of good quality teaching practice that enhanced student learning opportunities. The next step for the school is to raise the overall consistency in the use of teaching strategies that promote students' active engagement in learning. The school, with its community, has a commitment to providing an extensive range of sporting, cultural and academic learning opportunities for its students.

## Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

## The Focus Of The Review

### Student Achievement Overall

ERO's education reviews focus on student achievement. What follows is a statement about what the school knows about student achievement overall.

The school has recently introduced a range of norm-referenced assessment tools to measure student achievement against national comparisons in the areas of literacy and mathematics. The information from these assessments is used to inform decision making about access to learning programmes and for reporting.

### Achievement in Literacy Term One 2009

Achievement information about reading, using the Supplementary Test of Achievement in Reading (STAR) for Year 3 students, showed that 73% of these students achieved in the stanine 4 to 9 (average to above average) range compared with the national expectations of 77%. Assessment Tools for Teaching and Learning (asTTle) in reading for Years 4 and 5, showed the majority of these students achieved below national comparisons, while students in Year 6 achieved at levels similar to national comparisons.

The school measures achievement in writing, using asTTle for Years 4 to 6. Information gathered indicated a majority of students not yet achieving at nationally expected levels in persuasive writing. Further assessment of persuasive writing using asTTle in July showed Year 5 students were achieving at similar levels to national comparisons, while Years 4 and 6 were achieving below national comparisons. All year levels showed progress in this form of writing between March and July. The school is currently implementing professional development programmes to raise student achievement levels in writing.

### Achievements in Mathematics Term One 2009

Achievement information in mathematics using Progressive Achievement Tests (PATs) for Year 3 students and asTTle for Years 4 to 6 indicated most students in Years 3 to 5 were achieving below national comparisons while Year 6 students were achieving at levels similar to national comparisons. A recently introduced numeracy support programme has been implemented for identified students to further raise levels of achievement in this aspect of mathematics.

The school provides extensive opportunities for students to experience success in a wide range of academic, cultural and sporting events and competitions.

## School Specific Priorities

Before the review, the board of Cambridge Primary School was invited to consider its priorities for review using guidelines and resources provided by ERO. ERO also used documentation provided by the school to contribute to the scope of the review.

The detailed priorities for review were then determined following a discussion between the ERO review team and the board of trustees. This discussion focused on existing information held by the school (including student achievement and selfreview information) and the extent to which potential issues for review contributed to the achievement of the students at Cambridge Primary School.

ERO and the board have agreed on the following focus area for the review:

- systems, practices and initiatives to enhance student achievement.

ERO's findings in this area are set out below.

## Systems, Practices and Initiatives to Enhance Student Achievement

### Background

The previous Education Review evaluated the effectiveness of school assessment systems and practices to improve learning. The report identified the need for further professional development for teachers in assessment for learning as well as a need for the school to review systems and practices for engaging and communicating with parents. A newly appointed principal has, with the board of trustees, focused on rebuilding relationships with the community and together they have implemented a number of initiatives to develop positive school community interactions. Teachers have undertaken extensive professional development in areas of literacy, numeracy and formative assessment. This report evaluates the effectiveness of systems, practices and initiatives to enhance student achievement.

### Areas of good performance

**Principal's leadership:** The principal provides strong, directional leadership for the school and its community. He has worked hard to build positive working relationships with students, staff and

parents. His focus on building teacher capability to enhance student achievement is evident through his commitment to supporting teachers' professional development. The school community appreciates the principal's visibility and accessibility. His leadership is providing clear direction and underpins school and community cohesion.

**Governance:** The board of trustees provides sound and supportive governance for the school. An experienced board chairperson leads a knowledgeable group of trustees who contribute a range of strengths and experiences. Trustees have a clear understanding of their role as governors of the school and are supportive of the principal and teachers. They are committed to ongoing improvement through self reflection and regular review of school policies and procedures. School development is supported by sound governance.

**Community consultation:** The board of trustees and principal have undertaken extensive consultation with the school community. Frequent surveys and consultation meetings provide parents with opportunities to give feedback to the school on a range of issues. The responses from these surveys and meetings are reported back to the community and are used for school decision making. Regular newsletters from the school and board of trustees enable parents and the community to be well informed with regards to aspects of school operations. Parent and community input is highly valued and reflected in the strategic direction of the school.

**Teachers' professional development:** The school is currently implementing an effective model for teachers' professional development. This school-wide, ongoing approach to professional learning benefits from external expertise and is based on current educational research and theories. A focus of this professional development has been to develop internal expertise and curriculum leadership for the school. The continued use of this comprehensive professional development model is likely to further increase teacher knowledge and expertise and enhance student achievement.

**Support for learning:** The school has a commitment to supporting students identified as needing extra assistance. Recent initiatives have included establishing Reading Recovery and numeracy support programmes. Trained and skilled teacher aides provide additional programmes to assist identified students in class and withdrawal programmes. Students, including those with identified high learning needs, are well catered for within the class and in appropriate withdrawal programmes. The school's Special Education Needs Coordinator oversees all programmes and liaises between teacher aides and classroom teachers. Students benefit from a comprehensive range of support programmes to meet their learning needs.

**Relationships:** Positive and affirming relationships are evident among students and teachers. Students' interactions with one another are supportive and encouraging. The school's values programme promotes positive interactions through a focus on citizenship, achievement, responsibility and effort. Teachers are approachable and seek ways to involve parents and the community in school and class events. School-wide behaviour management systems are well understood by students and are consistently implemented by teachers. Students enjoy the school's family-like atmosphere and strong sense of community.

Learning environment: Teachers work hard to provide learning environments that reflect student achievement and promote learning. Wall displays include samples of high quality student work in a range of curriculum areas. Teachers and students have access to appropriate learning resources including information and communication technologies. A well stocked and presented school library is available for student use inside and outside of class hours. Print rich, well resourced and maintained learning environments are likely to support student learning and achievement.

Teaching practice: ERO observed some examples of good quality teaching practices to enhance student learning outcomes. These teachers:

- share learning intentions based on the identified needs of students;
- provide clear links between student activities and the learning intention; and
- use a range of teaching strategies, including the effective use of questioning, to promote student engagement in learning.

Students in these classes benefit from teaching practices that are clearly focused on learning and raising levels of achievement.

### Areas for improvement

Consistent use of formative practice: While there are examples of good quality teaching practice evident in the school, there is a need to develop greater consistency in teachers' use of effective strategies to promote student achievement. These strategies include:

- establishing learning intentions based on identified student needs;
- developing success criteria through the use of exemplars;
- developing student activities that directly link to the learning intention; and
- documenting feedback and next learning steps for students, teachers and parents to refer to.

More consistent use of these strategies is likely to assist the school to realise its goal of raising levels of student achievement.

Managing school-wide student achievement information: The school uses an appropriate range of nationally norm-referenced assessment tools. It is now necessary for school leaders to develop and implement systems to collate, analyse and interpret the results of these assessments to:

- monitor cohorts of students over time;

- evaluate the effectiveness of programmes and initiatives;
- target professional development initiatives; and
- improve clarity of reporting.

Focused analysis and interpretation of student achievement information is likely to better inform school-wide decision-making.

## Areas Of National Interest

### Overview

ERO provides information about the education system as a whole to Government to be used as the basis for long-term and systemic educational improvement. ERO also provides information about the education sector for schools, parents and the community through its national reports.

To do this ERO decides on topics and investigates them for a specific period in all applicable schools nationally.

During the review of Cambridge Primary School ERO investigated and reported on the following areas of national interest. The findings are included in this report so that information about the school is transparent and widely available.

### Success for Māori Students: Progress

In this review, ERO evaluated the extent to which the school was familiar with the Māori Education Strategy - Ka Hikitia: Managing for Success and progress made since the last review in promoting success at school for Māori students.

The school reports it has discussed the document but not yet made changes in the light of it.

### Area for further improvement

Implementing school expectations: School policies and other documentation provide clear guidelines for promoting the educational needs of Māori students. School leaders should now review current practice to ensure that these guidelines are being fully implemented. This is likely to enable the school to meet its stated expectations to promote the participation and success of its Māori students and to fulfil the intent of the Treaty of Waitangi.

### Recommendation

That school leaders review practices to align them with school documented expectations to enhance the achievement of Māori students.

## Preparing to Give Effect to the New Zealand Curriculum

Schools are currently working towards implementing The New Zealand Curriculum by February 2010. During this review ERO investigated the progress Cambridge Primary School is making towards giving full effect to the curriculum as part of its planning, organisation and teaching practice.

ERO found that school leaders and teachers at Cambridge Primary School are making good progress towards giving effect to The New Zealand Curriculum in their planning, organisation and teaching.

## Including Students with High Needs

During this review ERO investigated the extent to which the board and school leaders of Cambridge Primary School provide an inclusive education for students with high needs. This included collecting evidence about the school's policies, processes and practices to support the enrolment and induction of students with high needs and to support their participation and achievement at school. The information collected during this review will contribute to information that will be reported in a national education evaluation report.

Prior to a review, a board of trustees and principal attest in the Board Assurance Statement that they have taken all reasonable steps to meet their legal requirements including those detailed in Ministry of Education circulars and other documents.

The board of Cambridge Primary School was asked to attest to whether it had 'ensured that teachers of students with disabilities, and other contact staff, have a sound understanding of the learning needs of students with disabilities and, where necessary, have put in place support systems centred on each individual with disabilities.' The board was also asked to attest that 'policies and procedures that relate to students who have special education needs are implemented without discrimination'.

ERO's findings confirm these attestations.

## Provision for International Students

### Compliance with the Code of Practice for the Pastoral Care of International Students and the Provision of English Language Support

Cambridge Primary School is a signatory to the Code of Practice for the Pastoral Care of International Students (the Code) established under section 238F of the Education Act 1989. This is a requirement of all schools that enrol international students in terms of the Act. Schools are also required to provide English language support for their international students.

The school complies with all aspects of the Code.

### Area of good performance

Support for international students: International students and their families are well supported by the school. Clearly documented systems and procedures are in place to inform parents about all aspects of school operations. An experienced teacher aide knows students and their families well. She works closely with teachers to enhance students' learning opportunities and their wellbeing. International students are settled and confident learners within the school.

### Area for improvement

Provision for English language support: While students receive appropriate teacher aide support in class and their progress is monitored and reported to parents, it is necessary for the school to review the provision and oversight of English language programmes. The development of a school programme that aligns with Ministry of Education support material is likely to better meet the needs of these learners.

## Board Assurance On Compliance Areas

### Overview

Before the review, the board of trustees and principal of Cambridge Primary 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 legislative obligations related to:

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

During the review, ERO checked the following items because they 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.

## Compliance

ERO's investigations did not identify any areas of concern.

In order to improve current practice, the board of trustees should:

- review performance management systems to ensure teachers receive timely documented feedback of their teaching practice in relation to their appropriate professional standards.

## Recommendation

ERO and the board of trustees have developed the following recommendation:

6.1 that the school develops a clear and strategic plan for the leading of teaching and learning with particular attention to analysis and interpretation of achievement information and achieving consistency of teaching practice.

## Future Action

ERO is confident that the board of trustees can govern the school in the interest of the students and the Crown and bring about the improvements outlined in this report. ERO is likely to carry out the next review in three years.

Dr Graham Stoop

Chief Review Officer

6 October 2009

6 October 2009

To the Parents and Community of Cambridge Primary School

These are the findings of the Education Review Office's latest report on Cambridge Primary School.

## Community Page

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## Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

If you would like a copy of the full report, please contact the school or see the ERO website, [www.ero.govt.nz](http://www.ero.govt.nz).

Dr Graham Stoop

Chief Review Officer

## GENERAL INFORMATION ABOUT REVIEWS

### About ERO

ERO is an independent, external evaluation agency that undertakes reviews of schools and early childhood services throughout New Zealand.

### About ERO Reviews

ERO follows a set of standard procedures to conduct reviews. The purpose of each review is to:

- improve educational achievement in schools; and
- provide information to parents, communities and the Government.

Reviews are intended to focus on student achievement and build on each school's self review.

### Review Focus

ERO's framework for reviewing and reporting is based on three review strands.

- School Specific Priorities - the quality of education and the impact of school policies and practices on student achievement.
- Areas of National Interest - information about how Government policies are working in schools.
- Compliance with Legal Requirements - assurance that this school has taken all reasonable steps to meet legal requirements.

### Review Coverage

ERO reviews do not cover every aspect of school performance and each ERO report may cover different issues. The aim is to provide information on aspects that are central to student achievement and useful to this school.

### Review Recommendations

Most ERO reports include recommendations for improvement. A recommendation on a particular issue does not necessarily mean that a school is performing poorly in relation to that issue. There is no direct link between the number of recommendations in this report and the overall performance of this school.

[1] Decile 1 schools draw their students from areas of greatest socio-economic disadvantage,

Decile 10 from areas of least socio-economic disadvantage.