

ERO External Evaluation

Upper Hutt School, Upper Hutt

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

Upper Hutt School is located in central Upper Hutt, north of Wellington. At the time of this ERO external evaluation the roll is 327 students, with 96 identifying as Māori and 29 as of Pacific heritage.

Raising achievement and engagement for all students through high quality teaching and learning is a key intent. The school's strategic aims include a focus on culture, collaboration, curriculum and empowering learners.

The guiding whakataukī is 'Kia tupu ai ēnei kakano hei rakau nui: May these tender seedlings grow into mighty trees'. The school vision is for a confident, connected and actively involved community of lifelong learners supported by its 'PRIDE' values: 'Partnership, Respect, Integrity, Determination, Empathy'.

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

- reading, writing and mathematics over time and in relation to school targets
- Māori and Pacific learners' achievement
- those with additional learning needs
- wellbeing and engagement.

There have been a number of changes in staff and board since the July 2015 ERO report.

Significant building developments have resulted in collaborative teaching and learning environments.

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?

Achievement in reading, writing and mathematics is consistent over time, with most students achieving at or above school expectations.

Most Pacific and the majority of Māori students achieve at or above the school's expectations in reading, writing and mathematics.

The school recognises ongoing disparity for Māori achievement and for boys, especially in writing, and girls in mathematics. Strategies have been implemented to address this.

Students with more complex learning needs are supported through an appropriate range of interventions and well integrated into mainstream classes.

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

There is evidence of Māori and other students accelerating their learning. School leaders report many of the target students make accelerated progress through a range of programmes and interventions.

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?

The recently revised curriculum framework supports the implementation of a meaningful, localised curriculum. Useful guidelines help teachers to be responsive to the diverse needs of students.

Students are well engaged in positive caring and inclusive learning environments. PRIDE values are evident through respectful, reciprocal relationships. The settled environment is partly an outcome of a well-managed transition process into and through the school and on to intermediate.

Students are well tracked and monitored. An appropriate range of information is used at class and schoolwide level to guide teaching and learning. Teachers inquire into the impact of their practice and student agency continues to be a focus for independent learning.

The school whānau community cultural plan demonstrates a commitment to Te Tiriti o Waitangi. School values and teaching strategies link with tikanga Māori. Teachers are increasing their knowledge and understanding of Maori language, culture and values.

The school is capably led and change well managed. There is a strong reflective culture and growing evaluation capability. School leaders and trustees consult and respond positively to multiple views that contribute to ongoing development. They have set appropriate priorities that include cultural responsiveness and inclusion.

Governance is sound. Plans, systems and processes for operations are well aligned. A strategic focus is on growing community partnership.

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

The school should continue to implement strategies and teaching practices to reduce achievement disparities for groups of learners in literacy, mathematics and other valued outcomes.

Curriculum review and development should continue to fully articulate local themes and cultural contexts.

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 there are three international students attending the school.

Appropriate processes are used to monitor the wellbeing and provision of learning programmes for international students.

4 Going forward

Key strengths of the school

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

- leadership that has influenced an inclusive school culture promoting children's learning and wellbeing
- a clear strategic direction that aligns school processes to facilitate ongoing student achievement
- a collaborative and innovative approach to teaching and learning
- increased engagement with parents, whānau and community that promotes a partnership for learning.

Next steps

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

- curriculum development to document place-based and culturally responsive practice
- continuing to accelerate progress and achievement for Māori and other students at risk of not achieving.

ERO's next external evaluation process and timing

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



Alan Wynyard
Director Review & Improvement Services
Te Tai Pokapū - Central Region

21 September 2018

About the school

Location	Upper Hutt								
Ministry of Education profile number	3053								
School type	Contributing (Years 1 to 6)								
School roll	327								
Gender composition	Boys 52%, Girls 48%								
Ethnic composition	<table> <tr> <td>Māori</td> <td>29%</td> </tr> <tr> <td>Pākehā</td> <td>47%</td> </tr> <tr> <td>Pacific</td> <td>9%</td> </tr> <tr> <td>Other ethnic groups</td> <td>15%</td> </tr> </table>	Māori	29%	Pākehā	47%	Pacific	9%	Other ethnic groups	15%
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Students with Ongoing Resourcing Funding (ORS)	Yes								
Provision of Māori medium education	No								
Review team on site	July 2018								
Date of this report	21 September 2018								
Most recent ERO report(s)	<table> <tr> <td>Education Review</td> <td>July 2015</td> </tr> <tr> <td>Education Review</td> <td>August 2012</td> </tr> <tr> <td>Education Review</td> <td>July 2009</td> </tr> </table>	Education Review	July 2015	Education Review	August 2012	Education Review	July 2009		
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