



**Belfast School**  
**Christchurch**

**Confirmed**

**Education Review Report**

# Education Review Report

## Belfast School

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. The report answers four key questions about the school.

## Findings

### 1 Context

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

Belfast School is a large, full-primary school catering for an increasingly diverse student roll. Some building development has occurred since the 2010 ERO review, including a new learning space for senior students. The board and staff have maintained and built on the many strengths outlined in the previous ERO report and successfully addressed the report's recommendations.

The school motto Care, Share, Learn, Grow is very well known by the school community and is linked to all aspects of student learning and the way the school operates.

The school continues to be closely involved in the local community. Teachers maintain effective links with local early childhood services and secondary schools so that children experience successful transitions to and from the school.

### 2 Learning

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

School leaders and teachers make very good use of student achievement information to promote students' engagement, progress and achievement. The majority of students are achieving at or above the National Standards in reading, writing and mathematics.

Analysis and use of achievement data has strengthened in the school since the 2010 ERO review.

School-wide achievement data is well analysed and used effectively to refine school achievement targets. As a result there is a strong focus on identifying and supporting students most at risk of not meeting National Standards in reading, writing and mathematics.

The school has extensive processes in place to track the progress and achievement of individual students. Students with additional learning needs are quickly identified and a well-considered range of additional support programmes and interventions is put in place to help them experience success in their learning. The engagement, progress and achievement of students with high needs are well monitored.

Good quality information to the board about student learning helps inform decision making. The board provides significant additional funding to support initiatives that focus on raising student achievement.

Teachers have good systems in place for sharing achievement and general information so that students' learning and wellbeing needs can continue to be well supported as they move from one class to the next.

Parents receive clear and useful reports about their children's progress and achievement.

There is an increasing focus across the school on students self managing their learning. They regularly set and monitor their own learning goals. Students spoken to by ERO said that they are developing a strong awareness of their achievement and progress against their learning goals.

The leaders and teachers have identified, and ERO agrees, that the next step is to focus on continuing to raise the achievement of boys, particularly in reading and writing.

### **3 Curriculum**

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

Students experience a rich and varied curriculum that is highly effective in promoting their learning, enjoyment and engagement. The school's values strongly foster a positive school culture. The curriculum is very well linked to the school's vision for learning which underpins all learning and contributes to a strong school identity.

Relationships throughout the school promote learning and wellbeing. Supportive relationships among students (tuakana teina) are highly evident throughout the school. Students benefit from the shared responsibility for student learning and wellbeing from school leaders, teachers, teacher aides and support staff.

The curriculum has been well individualised to the school with good links to the key competencies and principles of the New Zealand Curriculum. A significant focus is on adapting the curriculum to best meet learners' needs.

The curriculum is well documented. Leaders promote school-wide use of effective teaching practices. There are consistent expectations and clear guidelines for high-quality teaching. Staff participate in useful and ongoing targeted internal and external professional learning opportunities. A variety of opportunities are created for staff to use and share expertise. Appraisal of teachers is well implemented with well-considered feedback. A school-wide focus on teaching as inquiry has supported teachers to inquire more deeply into the impact of their teaching on students' learning.

ERO observed examples of high quality teaching in purposeful learning environments where students were engaged and talked about being interested and motivated in their learning.

The school leaders and ERO agree that the next steps are to continue to develop:

- modern learning practice approaches, including developing an effective learner profile
- staff understanding of the Pasifika Education Plan and cultural responsiveness
- the careers education programme into the years 7 and 8 programmes.

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

The school has been effective in increasing the visibility of Māori culture in the school and successfully promotes the learning of Māori students.

Māori students achieve well in reading, writing and mathematics. The school has been part of the Māori Achievement Collaborative. There are clearly identified school protocols relating to te reo and tikanga Māori. Prominence and value is given to the Māori culture within the school community. Teachers have had increased access to professional learning in te reo and tikanga Māori and about Ka Hikitia the Māori Education Strategy. The school's kapa haka group is very well supported. A teacher has recently taken responsibility for the oversight of success for Māori across the school.

The next step is for school leaders to formalise future priorities for supporting Māori students' success as Māori.

## **4 Sustainable Performance**

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

This school is very well placed to sustain and improve its performance.

The board, school leaders and staff have a strong focus on making a difference to student achievement and wellbeing. They maintain professional, collaborative relationships that prioritise students learning, achievement and wellbeing.

The school has well-embedded self-review systems. These support research and evidence-based improvement, and result in well-considered and well-informed decision making.

Strong leadership is provided by the principal who makes very good use of the deputy principals' strengths, as well as his senior teachers, to effectively lead and manage the school.

The board has a clear understanding of governance roles and responsibilities. Good information sharing, effective reporting systems and clear responsibilities support effective decision making.

The school is a central part of its local community and has established significant relationships with other community groups. These strong home, school and community partnerships provide good support networks for students and their families. Parents' views are sought and used to inform future planning and directions for the school.

### **Provision for international students**

The school is a signatory to the Code of Practice for the Pastoral Care of International Students established under section 238F of the Education Act 1989. No international students were enrolled at the time of the ERO review.

## 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.

## Conclusion

Students experience a rich and varied curriculum that is highly effective in promoting their learning, enjoyment and engagement. The emphasis placed on the school's values contributes to a positive and supportive learning environment for all students. The school is very well led, and has a sustained focus on continuous improvement. Well-maintained relationships with the community continue to strengthen support for children's learning and wellbeing.

ERO is likely to carry out the next review in four-to-five years.



Graham Randell  
Deputy Chief Review Officer Southern

11 June 2015

## About the School

Location	Christchurch	
Ministry of Education profile number	3292	
School type	Full Primary (Years 1 to 8)	
School roll	471	
Number of international students	0	
Gender composition	Girls 45% Boys 55%	
Ethnic composition	New Zealand European	75%
	Māori	15%
	Pacific	3%
	Asian	3%
	Other ethnicities	4%
Review team on site	March 2015	
Date of this report	11 June 2015	
Most recent ERO report(s)	Education Review	November 2010
	Education Review	October 2007
	Education Review	June 2004