



**Casebrook Intermediate School
Christchurch**

Confirmed

Education Review Report

Education Review Report

Casebrook Intermediate 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?

The school's vision of being a school of opportunity, continues to provide the motivation and highly desirable conditions that support students' learning and wellbeing.

Students have many opportunities to pursue personal interests and use a range of skills to extend their learning across the full curriculum. Their sense of empowerment and inclusion in the management of learning is fully evident in the high levels of engagement.

Students and staff are well supported by a highly effective leadership team and board of trustees.

The school's inclusive culture is greatly enriched by the presence of students from diverse cultural backgrounds. School leaders and teachers contribute to and benefit from their involvement in the local Community of Schools. The board and staff actively encourage the participation and contribution of the wider community in school programmes and special events.

The school has successfully addressed the areas for improvement outlined in the 2012 ERO report. The integrated nature of the school programme provides greater opportunities for students to reach their full potential. Specific targets and learning support are well planned to meet the needs of students at risk of not achieving positive educational outcomes. Curriculum reviews and teacher evaluations have led to a continuous improvement cycle of effective teaching and learning.

2 Learning

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

The school makes very good use of achievement information to increase learning opportunities for students. This is most evident in the way teachers:

- gather, analyse and share achievement information in teams so that all teachers can support individual students in their learning and engagement
- evaluate the quality of students' learning and achievement and the successful teaching practices that support this

- encourage students to share their learning successes or concerns so that support and extension can be better targeted to meet their needs
- reflect on their practice and identify areas they may need to make further improvements in.

Most students are achieving at or above the National Standards in literacy and mathematics. School leaders track student progress over time and are aware of those who are making accelerated progress. Māori and Pacific students are achieving well in reading and writing.

A well-considered range of additional support programmes and interventions are in place to help students experience success in their learning. Students are well supported by class teachers, specific programmes and experienced learning support staff.

3 Curriculum

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

The curriculum is highly effective in responding to the needs of the students and meaningfully promotes and supports their learning.

The school's values of Respect, Excellence and Perseverance (REP) are well embedded and understood, by both staff and students. School leaders have high expectations for teaching and learning and provide clear guidelines to support classroom practice. This includes models of high quality planning and evaluations.

Teachers offer an extensive range of activities for students to follow their passions and achieve success. The integrated model of teaching and learning successfully uses the expertise of specialist staff to provide authentic contexts for incorporating literacy and mathematics.

School leaders and teachers have a strong focus on extending gifted and talented students, providing opportunities for students to take on mentoring and leadership roles as well as carry out community service.

Teachers make consistent use of a wide variety of strategies that are known to encourage and extend student learning. These include:

- varied programmes that provide clearly-focused teaching and good opportunities for students to learn from each other
- reflecting on and adapting programmes, practices and groupings to build on student strengths
- using teaching strategies, such as questioning, that extend students' thinking and problem solving skills.

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

Māori students experience positive, respectful relationships, with their teachers and peers. They are well supported with their learning and benefit from the expert knowledge of Māori tutors. They are able to hear and use te reo Māori and experience tikanga Māori in authentic contexts such as mihi whakatau, kapa haka, hāngi and visits to the school's local marae. They are able to take on leadership roles.

The wide-ranging nature of the school's programme is beneficial to Māori students in that they have many opportunities to succeed through a wide range of curriculum experiences – in and beyond the school.

How effectively does the school promote educational success for Pacific students?

Pacific students have good opportunities to share their cultures with teachers and peers and within the community. They are well supported by a Pacific member of staff, and are able to take on leadership roles in the school.

The wide-ranging nature of the school's programme is beneficial to Pacific students in that they have many opportunities to succeed through a wide range of curriculum experiences – in and beyond the school.

4 Sustainable Performance

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

The school is very well placed to sustain and improve its performance. The board and principal are well organised, collaborative, and focused on accelerating student achievement and improving success through a range of opportunities.

The principal is highly regarded by staff, provides strong leadership, is future focused, uses the strengths of the staff and reports regularly to the board.

Trustees are highly skilled and have implemented a well-designed strategic plan. They have robust systems for self review and a useful succession plan to ensure the ongoing effectiveness of their governance.

The school has embedded highly effective self-review systems. These support research and evidence-based improvement which results in closely considered and well-informed decision making.

The school is a central part of its local community and has established strong relationships with other community groups. Parents' views are sought and used to inform future planning and direction for the school.

In order to continue to make ongoing progress, the board and principal should make sure that:

- further provision is made for reporting to, and consulting with Māori parents and whānau
- the integrated learning programme is refined and embedded.

Provision for international students

The 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. At the time of this review there were no international students attending the school.

The school has attested that it complies with all aspects of the Code.

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 learn in an inclusive and positive culture. The school's well-balanced programme provides a range of rich sporting, cultural, creative and academic opportunities through which students can achieve success. Parents and the wider community are encouraged to contribute to and participate in the school programme and special events. The school is well led by the principal and strongly supported by the board.

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



Chris Rowe
Deputy Chief Review Officer Southern (Acting)

14 January 2016

About the School

Location	Christchurch	
Ministry of Education profile number	3309	
School type	Intermediate (Years 7 to 8)	
School roll	331	
Gender composition	Boys 53%; Girls 47%	
Ethnic composition	Pākehā	68%
	Māori	20%
	Cook Island	1%
	Samoan	1%
	Other Pacific	2%
	Asian	5%
	Other European	3%
Review team on site	November 2015	
Date of this report	14 January 2016	
Most recent ERO reports	Education Review	September 2012
	Education Review	December 2008
	Education Review	June 2005