



Bombay School
Bombay, near Pukekohe

Confirmed

Education Review Report

Education Review Report

Bombay 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?

Bombay School, located 13 kilometres east of Pukekohe, provides education for students from Years 1 to 8. The school's roll of 370 includes 42 students of Māori descent, who whakapapa to many different iwi. The school continues to operate a Ministry of Education (MOE) enrolment scheme to manage roll growth.

Since the previous ERO review in October 2012, there has been a slight increase in the school's roll. There have been a small number of changes in the teaching staff including the appointment of a new principal at the start of 2014. The board of trustees and parents have made a considerable investment in purchasing portable computers for student use. One of the classroom blocks has been remodelled. This modernised learning environment supports the school's vision of providing a curriculum that promotes collaboration among teachers and students, and is responsive to each individual student's interests and learning needs. Teachers have undertaken ongoing professional development in literacy, mathematics and learning with digital devices.

The school continues to foster a family-like atmosphere that reflects its rural setting and strong community support. ERO observed a positive tone that promotes student learning.

Bombay School has a positive ERO reporting history, and has made good progress in addressing the areas for review and development identified in the 2012 ERO report about developing the school's curriculum.

2 Learning

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

The school makes good use of student achievement to promote student learning.

Trustees are well informed about school-wide student achievement. They make good use of this achievement data to inform their decision making about resources and staffing, and to set appropriate targets in the school charter.

School leaders have developed useful processes to guide the collection of relevant achievement information, especially in reading, writing and mathematics. They use data effectively to identify students requiring additional assistance, and to evaluate the impact of school initiatives and programmes. School leaders are continuing to refine processes that support teachers to make valid and reliable judgements in relation to the National Standards.

Student achievement information is well used by teachers to group students for instruction. Some teachers make particularly good use of this information to respond to individual student's specific learning needs. Teachers support students to develop specific and meaningful learning goals, particularly in literacy and mathematics. Students are increasingly confident to articulate and reflect on their achievement in relation to these goals. School leaders should maintain their focus on ensuring the consistent alignment of assessment information, teaching and learning programmes, and individual student goals. This is likely to support the school's vision of being able to respond to each individual student's learning needs.

Parents receive comprehensive information about their children's achievement and progress. They receive two written reports each year and enjoy opportunities to participate in student-led conferences, as well as frequent informal contact with their children's teachers.

The school's 2014 achievement data indicates that a significant majority of students, including Māori, achieve at or above the National Standards in reading, writing and mathematics. It is well placed to meet the government's 2017 target of having 85% of students at or above the National Standards.

3 Curriculum

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

Students benefit from a broad and rich curriculum that effectively promotes and supports their learning.

Features of the school's curriculum include:

- an appropriate emphasis on literacy and mathematics learning
- many opportunities for students to experience success in sporting, cultural, and performing arts activities
- the effective use of real-life learning contexts
- strong partnerships with the Bombay community, which enrich students' learning experiences.

The commitment of the board, parents and teachers to increasing the integration of computer technology is promoting student motivation, collaboration and engagement in learning.

Students investigate their interests and questions in aspects of social science, science and technology through an inquiry learning approach. To enhance this learning process, school leaders should consider developing a framework to guide teaching practice that reflects *The New Zealand Curriculum*. This should enable the school to identify key learning outcomes for students, and to support students to build on their learning in these curriculum areas.

Students benefit from positive and affirming relationships with their teachers. They learn in attractively presented and well-resourced classroom environments that celebrate their learning and achievement. Teachers use a wide range of teaching strategies that effectively support positive

learning outcomes for students. ERO observed examples of innovative teaching practices that contribute to students' increased ownership of their learning.

The school provides several programmes for students requiring additional support in literacy and mathematics. The achievement and progress of these students is well monitored by the experienced and knowledgeable deputy principal.

The school's curriculum document provides specific and useful guidelines and expectations for teaching and learning at Bombay School, particularly for literacy and mathematics.

To further enhance the school's curriculum, and to better reflect New Zealand's bicultural heritage, priority should be given to:

- implementing a school-wide, sequential te reo Māori programme
- incorporating local Māori history, places of significance, and Māori contexts across the curriculum.

Bombay School students enjoy learning and playing in a safe, secure environment, where there is a strong focus on learning, progress and achievement.

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

Māori students' sense of culture and identity at the school is supported by:

- opportunities to participate in kapa haka
- engagement in pōwhiri
- the visibility of tikanga Māori in school operations.

The principal has undertaken meaningful consultation with the whānau of Māori students to seek their views and aspirations. He has recently established a useful relationship with a respected kaumātua to provide advice and guidance to the school about developing a Māori dimension within the curriculum. The school continues to be involved in the local Te Huarahi initiative to support the incorporation of te ao Māori in Franklin schools.

4 Sustainable Performance

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

Bombay School is well placed to sustain and improve its performance.

Trustees are knowledgeable about school governance and have a clear vision for school direction. They have trusting and supportive relationships with the principal and school staff.

The principal, deputy and assistant principals work collegially in the best interest of the school. They are strongly focussed on school improvement. Leaders actively support teachers to implement the school's vision. They are very approachable and encourage teachers and students to undertake important leadership roles in the school.

There are comprehensive systems that promote teachers to develop their professional practice. These include processes that support teachers to reflect on the impact of their teaching. Teachers receive regular feedback about their teaching, including the implementation of a comprehensive teacher appraisal process that meets legislative requirements.

The board and school leaders implement a wide range of useful self-review practices that include regular consultation with parents, staff and students. To further develop these practices, trustees and school leaders should consider strategically reviewing the effectiveness of key aspects of school operations.

Meaningful partnerships have been developed with local schools and education groups in the wider Franklin area. Several successful initiatives have been implemented that assist parents to be able to support their children's learning at home.

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

Bombay School provides a broad and rich curriculum that effectively promotes and supports student learning. The school continues to benefit from high levels of parent and community support. A recent focus of the school has been the increased use of computer technology by students to enhance their learning.

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

A handwritten signature in black ink, reading "Graham Randell". The signature is written in a cursive style with a large initial 'G'.

Graham Randell
Deputy Chief Review Officer Northern

20 October 2015

About the School

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| Location | Bombay, near Pukekohe | |
| Ministry of Education profile number | 1234 | |
| School type | Full Primary (Years 1 to 8) | |
| School roll | 370 | |
| Gender composition | Girls 52% Boys 48% | |
| Ethnic composition | Pākehā Māori Other European Indian South East Asian Other | 81% 11% 2% 2% 1% 3% |
| Review team on site | August 2015 | |
| Date of this report | 20 October 2015 | |
| Most recent ERO report(s) | Education Review Education Review Education Review | October 2012 May 2009 May 2006 |