



EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

**South Featherston School
South Wairarapa**

Confirmed

Education Review Report

Education Review Report

South Featherston School

This review is designed to support schools that were experiencing difficulties at the time of the last review. ERO provides ongoing evaluation over the course of one-to-two years as the school works to improve its overall performance and build its self-review capability.

This report answers key questions about the school's background and the context for the review. The report also provides an evaluation of how effectively the school is addressing areas identified for review and development and the quality of its practices and systems for sustaining performance and ongoing improvement.

Findings

1 Background and Context

What is the background and context for this school's review?

South Featherston is a rural school in South Wairarapa, providing education for students in Years 1 to 8. The current roll is 48 students, of whom 29% are Māori.

The school has been supported by a limited statutory manager (LSM) since June 2019. The LSM has been working with the board to develop and strengthen school and board systems and processes. The board has also participated in governance workshops with the New Zealand School Trustees Association. Since February 2020, the principal has been involved in leadership programmes and the principal and teachers have undertaken professional development on literacy, digital learning, mathematics and science.

2 Review and Development

How effectively is the school addressing its priorities for review and development?

Priorities identified for review and development

The February 2020 ERO report identified the following areas for development:

- processes and practices relating to assessment, and tracking and regularly reporting progress and achievement
- documenting curriculum delivery guidelines and the local curriculum
- school and board systems and processes, including strengthening community engagement.

Progress

The board, principal and teachers have made significant progress in all areas identified for development.

A suitable assessment and reporting schedule was implemented at the start of 2020. Teachers identify target students in their class, implement teaching strategies to meet their needs, and track their ongoing progress.

The principal reports analysed information on student progress and achievement to the board. Reports keep board members well informed about initiatives to improve outcomes for students.

Assessment information from mid-2021 shows that almost all students are achieving at or above curriculum expectations in mathematics and reading. In writing, this is the case for most students. Of the students achieving below expectations at the start of 2021 in reading, writing and mathematics, all have made progress with some students making accelerated progress.

Teachers use a range of sound deliberate teaching strategies effectively to engage students in thinking and learning. All children are fully engaged in interesting, purposeful learning experiences.

A curriculum delivery plan provides clearer guidance for teaching and learning. This document includes procedures about careers and second language learning for students in Years 7 and 8. Documentation of the local curriculum is ongoing.

Board members have a shared understanding of their roles and responsibilities and ensure that the school is meeting statutory requirements. The board and principal have introduced new initiatives and strategies to strengthen relationships with parents and the community.

3 Sustainable performance and self review

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

The school has made good progress with developing processes and practices to sustain and continue to improve its performance.

Communication between the board, principal and teachers is collaborative and reflects a commitment from all to ongoing school improvement.

The principal and board collect information to make sense of what is currently happening and identify future actions. To further strengthen evaluation for ongoing improvement, it is important to focus on the effectiveness of an initiative in terms of outcomes for students. This is a key next step.

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
- school policies in relation to meeting the requirements of the *Children's Act 2014*.

Conclusion

South Featherston School has effectively addressed its priorities for improvement. There is sound collaboration between board members and the principal to ensure positive outcomes for students. The board is well informed. Key school practices are successfully supporting an improvement focus and are likely to continue to improve and sustain student progress and achievement.

The school will transition into ERO's Evaluation for Improvement process.



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About the school

[The Education Counts website provides further information about the school's student population, student engagement and student achievement.](#)