

**Brandon Intermediate
Cannons Creek, Porirua**

Confirmed

Education Review Report

Education Review Report

Brandon Intermediate

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?

Brandon Intermediate is situated in Cannon's Creek, Porirua. The roll of 133 students in Years 7 and 8 comprises 27% Māori and 72% Pacific.

In recent times there has been support from the Ministry of Education (MoE) to assist the school to move forward. Variability in the quality of teaching had hindered improvement and put the school at risk of not developing and sustaining high quality practices. Students' education was at risk. The capability of the board of trustees to develop sustainable practices has been compromised over time.

The June 2012 ERO report identified that good progress was evident in terms of the board's understanding of self review to support the school's strategic direction. Leadership, governance and student achievement required further improvement. As a result ERO has carried out a review over the past two years, focused on the recommendations of that ERO report.

There have been significant changes to the senior leadership team in 2014. The principal and one of the deputy principals left the school in term 1. The board focused on providing certainty and stability to continue to embed and grow the learning programmes in the school. It appointed the deputy principal to acting principal, and the special education needs coordinator (SENCO) and literacy leader to acting deputy principal until the end of 2014.

2 Review and Development

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

Priorities identified for review and development

The school developed strategic goals and annual objectives in 2013, based on the priorities for review and development identified in the previous ERO report. These were to:

- raise student achievement
- improve the quality of teaching and learning in every classroom
- strengthen relationships across the community
- focus governance and leadership on teaching and learning.

There continues to be concern about the high number of students entering Brandon Intermediate with very low achievement. However, the school can show that strategies to improve student achievement are having a positive impact.

Sixty one percent of the school population is targeted and identified as priority students. All teachers work closely and intensely with their targeted students. Deliberate teaching strategies are designed to assist teachers to increase rates of progress for students.

School data presented at the end of 2013 indicates that Year 8 students made more accelerated progress than Year 7 students. The school has participated for two years in an MoE literacy initiative. This has had a positive impact on student achievement. Teachers are now transferring their effective practices in literacy, to mathematics.

In response to the concerns raised in the 2012 ERO report, teachers are working positively to improve their teaching. National Standards are used to report student achievement. Embedding good practice is an ongoing focus for school leadership.

Appraisal of teachers has shifted from an approach based on a compliance model, to a reflective practitioner model. Teachers share good practice and demonstrate a commitment to raising student achievement.

Strengthening relationships across the community remains a focus and challenge for the school. Planned gatherings with community groups, centre on making home school partnerships genuine and responsive.

Several initiatives over time contribute positively to making the school accessible to families. Brandon PRIDE values continue to provide a framework for everyone to support higher expectations for student achievement.

3 Sustainable performance and self review

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

Priorities identified for review and development

There is a relentless focus to address persistent underachievement. Student achievement is appropriately a high priority for teachers and trustees. Staff demonstrate a commitment to raising achievement across the school.

Trustees receive regular reports that show how teachers are working to accelerate student progress. After two years the school literacy initiative has brought about positive shifts in student outcomes.

The board is in a position where it can continue to improve and review its performance. Factors that impact on this decision include that:

- the board has developed good governance practices. There are frameworks and systems to guide future school and board developments
- school leadership decisions are focused on stability for the school and particularly students. The principal and deputy principal are in acting positions until the end of 2014
- continued progress to improve teaching practices across the curriculum is evident.

Over time governance of the school has improved. The board has developed a governance framework supported by a work plan that is used to manage day-to-day school business. A review schedule for policies is in place. The acting principal reports to the strategic and annual goals and updates are recorded.

In 2012, Brandon Intermediate received assistance from the MoE through the Tailored Training and Support Services to School Boards of Trustees. It is important now that the school continues to develop and sustain its performance.

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

Brandon Intermediate has made progress since the 2012 ERO report. While student achievement remains a concern, it has improved. The quality of teaching has improved significantly. The board has developed governance policies and procedures and is in a position where it can continue to improve and review its performance.

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



Joyce Gebbie
National Manager Review Services
Central Region

27 June 2014

About the School

Location	Cannons Creek, Porirua	
Ministry of Education profile number	2814	
School type	Intermediate (Years 7 to 8)	
School roll	133	
Gender composition	Male 57%, Female 43%	
Ethnic composition	Samoan	35%
	Māori	28%
	Tokelauan	19%
	Cook Island Māori	15%
	NZ European/Pākehā	1%
	Other Pacific peoples	1%
	Other ethnic groups	1%
Special Features	Arts and Technology Centre	
Review team on site	August 2012 - May 2014	
Date of this report	27 June 2014	
Most recent ERO report(s)	Education Review	June 2012
	Education Review	April 2010
	Supplementary Review	December 2008