



**Cobham Intermediate  
Christchurch**

**Confirmed**

**Education Review Report**

# Education Review Report

## Cobham Intermediate

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 enables students to learn in ways that suit their different learning needs. It supports students to excel in areas of strength and interest that include music, academic and sport.

Many students travel from outside the school zone to attend. The roll represents a wide range of cultural diversity and socio economic backgrounds, including international students.

The school is rebuilding with a neighbouring primary school on a shared site in 2018. This process is requiring significant time and attention from the board and principal. Teachers are trialling different teaching approaches in preparation for the new learning environments.

Involvement in a local cluster of schools enables the principal and teachers to share professional knowledge and to learn alongside other educators. There is a shared emphasis on building school leaders' cultural responsive practice and skills in using te reo Māori.

The school has a positive reporting history with ERO. It is led by an experienced principal and board. The board and principal have successfully addressed areas identified in the 2013 ERO report. This includes more effective processes for monitoring and tracking student progress and achievement, changes to systems that support students with specific learning needs and a significant increase in teachers' understanding and implementation of culturally responsive practices.

### 2 Learning

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

Teachers make very good use of achievement information to support students' engagement, progress and achievement. Regular surveys and observations provide senior leaders with useful information about students' engagement, wellbeing and attitudes towards their learning.

School leaders set specific student annual achievement targets. They show high levels of commitment to meeting the learning and wellbeing needs of students.

School leaders and teachers have developed effective school-wide processes for identifying and responding to priority learners and those needing to accelerate their progress. Teachers are adapting their practice to better meet the needs of these learners. Learning support is well managed and led.

The school gives emphasis to students' developing independence and confidence as learners. Students are building a wide range of skills and knowledge that support them to lead their own learning. The school provides a unique learning environment for highly able students who are meaningfully extended and readily collaborate with teachers about their learning.

In 2015, most students achieved at or above the National Standards in literacy and mathematics. School-wide results were above national levels for these subjects. Students who started in 2014 made progress in these areas over their two years at intermediate. Progress was particularly noted in writing.

### **Areas for review and development**

ERO and the school leaders agree the key next steps are to:

- develop more specific action plans to accelerate the progress of targeted students
- promote increased learning partnerships with parents.

## **3 Curriculum**

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

The school curriculum is highly effective in promoting and supporting students' learning.

Students have good understanding of the school values. These values are well used to motivate positive learning and behaviour. Student success is recognised and celebrated. Positive relationships are fostered through consistent expectations and caring interactions between teachers and students.

Teachers provide a wide range of options for students that build on their strengths and interests. Students greatly benefit from the extensive leadership and learning opportunities they have. Use of specialist teachers' skills to enhance these programmes is a feature of the curriculum.

School leaders and teachers improve curriculum delivery in response to up-to-date research. The curriculum provides teachers with a comprehensive overview to guide teaching and learning. Digital technology plays an increasingly strong role in classroom programmes.

Teachers are increasingly reflecting on effective teaching and learning practices. They work collaboratively to implement well-considered strategies that engage and accelerate learners.

### **Areas for review and development**

School leaders have identified, and ERO agrees, it is important to continue to build all students' understanding and ownership of their own learning, progress and achievement.

The school should also consolidate its local curriculum into one document.

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

Teachers are beginning to more confidently promote educational success for Māori students, as Māori. There is strong Māori leadership within the school. This is reflected in the depth of understanding and knowledge that is shared with the school community, staff and students. Through the professional learning and development provided, teachers are more able to:

- demonstrate cultural practices such as mihi whakatau and waiata alongside students
- support Māori students to be proud of their language, culture and identity
- support all students to participate in pōwhiri or visiting their local marae.

The holistic approach to the school's programmes and the wide range of opportunities students have, enable Māori students to work towards achieving their full potential, as Māori.

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

The parents of Pacific students have provided the school with their aspirations for their children. In response the senior leaders are working with whānau to develop an action plan that will best meet the needs of these students.

## **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 highly-experienced board and principal are focused on improving student achievement. The strengths of the staff are effectively used to meet the school's expectations and enhance learning opportunities for students.

Teachers with curriculum responsibility, provide the board with detailed information about curriculum programmes, teacher practices and their impact on students' learning. Specific school-wide professional learning and development is building teachers' shared knowledge of effective practices that support students' preparation for their future learning.

The board is well informed about school programmes. Trustees have a well-designed strategic plan, robust systems for appraisal and self review and planned ways to ensure the ongoing effectiveness of their stewardship. There is a strong focus on ongoing improvement across all aspects of the school.

### **Area for review and development**

A review of the school charter and forward strategy is planned. It is timely to review the school's vision statement and how this could be reflected in a graduate profile.

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

At the time of this review, there were six international students attending the school. Provision for, and care of, international students is very well managed and led.

## 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.

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## When is ERO likely to review the school again?

Strong emphasis is placed on recognising students' needs and learning styles. Programmes are designed to build on their interests and strengths. Teachers provide many rich learning, cultural and sporting opportunities including a sports academy, performance music and strong kapa haka. The school is well placed to manage and sustain its performance.

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



Chris Rowe  
Deputy Chief Review Officer Southern (Acting)

1 June 2016

## About the School

Location	Christchurch	
Ministry of Education profile number	3323	
School type	Intermediate (Years 7 to 8)	
School roll	625	
Number of international students	6	
Gender composition	Boys 51%; Girls 49%	
Ethnic composition	Māori	10%
	Pākehā	56%
	Pacific	3%
	Chinese	7%
	Korean	6%
	Japanese	2%
	Other Asian	7%
	Other ethnicities	9%
Review team on site	March 2016	
Date of this report	1 June 2016	
Most recent ERO reports	Education Review	August 2013
	Education Review	January 2010
	Education Review	November 2006