



Education Review Office
Te Tari Arotake Mātauranga

Chilton Saint James School
Lower Hutt

Confirmed

Private School
Review Report

Private School Review Report: Chilton Saint James School

1 Background

The Chief Review Officer has a statutory duty to report on the performance of private schools throughout New Zealand.

ERO reviews of private schools are significantly different in process and more limited in scope and reporting than those for state and state-integrated schools, focusing as they do on the *Criteria for Registration* set out in section 35C of the Education Act.

Section 35I of the Education Act 1989 requires the Education Review Office (ERO) to review private schools and to report to the Ministry of Education on whether each school continues to meet the criteria for registration. The schools are privately owned and the legislative requirements are significantly different to those for state and state-integrated schools. Private schools are not required to follow the National Education Goals or National Administration Guidelines.

What does apply in place of the legislation imposed upon state schools by the Education Act is the contract between the persons paying for the tuition of the child at the school – the parents – and the school authority. Those are matters between the parent and the school's governing body. More information about ERO reviews of private schools can be found on ERO's website www.ero.govt.nz/Reviews-Process.

The criteria for registration are that the school –

- a) has premises that are suitable, as described in section 35D; and
- b) usually provides tuition for 9 or more students who are of or over the age of 5 years but are under the age of 16 years; and
- c) has staffing that is suitable to the age range and level of its students, the curriculum taught at the school, and the size of the school; and
- d) has equipment that is suitable for the curriculum being delivered or to be delivered at the school; and
- e) has a curriculum for teaching, learning, and assessment and makes details of the curriculum and its programme for delivery available for parents; and
- f) has suitable tuition standards, as described in section 35F; and
- g) has managers who are fit and proper persons (as described in section 35G) to be managers of a private school.

Chilton Saint James is a long established private school that celebrates its centenary in 2018. It caters for girls from Year 1 to 13. At the time of this review the roll was 387. The school's vision, values and motto are underpinned by its Anglican Christian special character.

Since the May 2013 ERO report, the staffing personnel have changed. A new principal was appointed at the end of 2015 and in 2016 a new leadership team was established. The school has been reorganised and is now separated into junior, middle and senior areas. The Chilton Saint James Preschool shares the same campus.

The school currently accommodates 13 international students.

2 Criteria for Registration

Suitable premises and equipment

Premises and equipment are suitable for purpose.

There are an appropriate range of classroom spaces and facilities to enable the successful delivery of the curriculum and to promote student engagement and learning. The school provides a well-ordered environment to support teaching and learning for students and staff.

Ongoing property development continues to improve the educational environment. Students have access to suitable facilities for science, technology and physical education. Music and the performing arts are well provided for. The school has a good range of outdoor facilities and grounds that are tidy and well maintained.

The board makes sound financial provision to support and resource teaching and learning across the school. Classrooms are generally well equipped. Greater provision for the use of digital devices to enhance learning is evident since the previous ERO review. Classrooms have internet access and data projectors. Students bring their own devices to support research and learning.

Suitable curriculum

Chilton Saint James School provides a balanced curriculum that reflects the principles of *The New Zealand Curriculum*, and is underpinned by Anglican values. The school is welcoming and inclusive. Classrooms visited had a calm and purposeful tone. Relationships between staff and students are respectful, friendly and productive.

Leaders have recently reviewed programmes of teaching and their assessment practices. Changes have been made to curriculum pathways to ensure more meaning and relevance to cater for an increasingly diverse range of girls' needs both within the school and beyond.

The primary school follows the International Baccalaureate programme integrated with *The New Zealand Curriculum* as its basis for teaching. There is a strong focus on developing literacy and numeracy skills. Students' levels of achievement are assessed using a combination of standardised testing and formative achievement information in relation to National Standards.

Senior students have opportunities to achieve a range of nationally and internationally recognised qualifications including National Certificate of Educational Achievement (NCEA) and the Cambridge International Examinations (at IGCSE and AS Level).

There is strong emphasis on and systems are in place to ensure a safe physical and emotional environment for the girls and staff. In line with its mission statement, the school clearly promotes its special character through all areas of school life and tuition. Students' transitions between the different areas of the school are well considered.

Staff are strengthening their use of data to promote achievement and progress, and are seeking ways to improve consistent and accurate assessment across the school. Leaders have identified that establishing greater consistency in the type of assessments used to track and monitor achievement and progress across the middle school (Years 7 to 10) is an area of ongoing development.

The school uses a range of appropriate and effective communication strategies to engage with parents. There are respectful and collaborative relationships among staff, and with leadership and staff, to improve outcomes for students.

Suitable staffing and tuition

Restructuring how the school is organised has resulted in some staff changing roles and new positions being created. The newly established leadership team works cohesively to support the strategic direction and improvement of the school.

Teachers are appropriately organised to cover all curriculum areas and specific age groups across the school. Students with additional learning needs are well catered for.

There are clear guidelines and expectations for teaching and learning. Teachers engage in both individual and collaborative team planning of experiences that promote active learning. Teachers set challenging and appropriate expectations for student learning.

The principal has introduced a structured appraisal system focused on clear processes and expectations that align with the strategic plan and registration requirements. This is at an early stage of implementation. The next steps are to build teachers' understanding of effective appraisal and fully implement the revised system. Leaders are focused on strengthening how well teachers inquire into the effectiveness of their practice should further support improved outcomes.

The school's managers have attested that they comply with the provisions of section 35G in respect to their being fit and proper persons to manage the school.

3 Other Obligations

There are suitable systems in place to ensure that the board's obligations are met. Policies and procedures are detailed and provide good guidance for the successful operation and management of the school. Established practices and procedures are well used to ensure students' physical and emotional safety.

There is good communication to inform the board's decision making through detailed principal reports about the school events, activities and curriculum delivery.

4 Other Matters

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 13 international students attending the school.

Systems and processes that guide provision for international students are suitable. Students have access to very good quality learning experiences, enjoy participation in co-curricular activities and are well supported by effective pastoral care systems. Student wellbeing, academic progress and achievement are appropriately monitored. The school identifies that reporting this information to the board of trustees is a next step.

5 Conclusion

On the basis of the information obtained during the review, ERO considers that Chilton Saint James School meets the criteria for registration as a private school set out in the Education Act 1989.



Patricia Davey
Deputy Chief Review Officer Central (Acting)

1 August 2017

About the School

Location	Lower Hutt	
Ministry of Education profile number	263	
School type	Private Composite (Years 1 to 13)	
School roll	387	
Number of international students	13	
Gender composition	Female 100%	
Ethnic composition	Māori Pākehā Pacific	5% 94% 1%
Special features	Anglican	
Review team on site	May 2017	
Date of this report	1 August 2017	
Most recent ERO report(s)	Education Review Education Review Education Review	May 2013 December 2009 November 2006