



# School Report

**School Name:** Stratford Primary School

**Profile Number:** 2244

**Location:** Stratford

Tēnā koutou e mau manawa rahi ki te kaupapa e aro ake nei, ko te tamaiti te pūtake o te kaupapa. Mā wai rā e kawē, mā tātau katoa.

We acknowledge the collective effort, responsibility and commitment by all to ensure that the child remains at the heart of the matter.

## About the School

Stratford Primary School has 455 students in Years 1 to 8 of whom 29% are Māori, 62% New Zealand/Pākehā, with small numbers from other ethnicities.

The school's vision for learners is to *AIM HIGH, to be the best I can be*. The mission of *AIM High* is for all learners to demonstrate *Manaakitanga* through their shared values of respect for self, respect for others and respect for the environment.

## Part A: Parent Summary

### Progress since February 2023 ERO report

ERO and the school are working together to evaluate how well teaching and learning of literacy increases student engagement and promotes equity and excellence for learners.

During the evaluation, it was found that participation in professional learning and development (PLD) for teachers strengthened their collective understanding of effective writing strategies. Leaders facilitated regular opportunities for teachers to observe modelled practice using internal and external specialists and share effective writing strategies. Teacher inquiry processes were used to determine the impact of writing strategies, leading to development of a writing framework, to guide agreed practice across the school.

Most priority learners achieved expected or accelerated their progress in writing. Nearly half of these learners achieved curriculum expectations at the end of 2024. An identified disparity for Māori learners, when compared to New Zealand European/Pākehā, was reduced. Leaders are continuing to provide individual PLD for teachers in 2025 to increase the consistency of practice to accelerate the progress of boys in writing and achieve equitable outcomes.

### How well placed is the school to promote educational success and wellbeing?

A large majority of learners enter Stratford Primary School significantly behind the expected curriculum level. The school's efforts are well focused on accelerated progress.

How well are learners succeeding?	Success and progress for all learners is increasing.
What is the quality of teaching and learning?	Learners benefit from good quality teaching practice that improves progress and achievement in reading, writing and mathematics.
How well does the school curriculum respond to all learners needs?	<p>Learners have sufficient opportunities to learn across the breadth and depth of the curriculum.</p> <p>There is an increasingly consistent focus on supporting learners to gain foundational skills in literacy and mathematics.</p> <p>Learners with complex needs are well supported to achieve their education goals.</p>
How well does school planning and conditions support ongoing improvement?	School planning and conditions to support ongoing improvement to the quality of education for learners are well established.
How well does the school include all learners and promote their engagement and wellbeing?	The school reasonably promotes learners' engagement, wellbeing and inclusion.
How well does the school partner with parents, whānau and its community for the benefit of learners?	<p>The school reports usefully and accurately to parents / whānau about their child's learning, achievement and progress.</p> <p>The school responds well to a wide range of information gathered through community consultation, to inform strategic planning and curriculum decisions.</p>
Student Health and Safety	The school board is taking reasonable steps to ensure student health and safety.

## Achievement in Years 0 to 8

This table outlines how well students across the school meet or exceed the expected curriculum level.

Foundation Skills	
Reading	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Writing	<p>A large majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>
Mathematics	<p>A small majority of learners meet or exceed the expected curriculum level.</p> <p>Results are becoming more equitable for all groups of learners.</p>

## Attendance

The school is approaching the target of 80% regular attendance.

The school is developing a suitable plan to improve attendance.

Regular attendance is improving towards the target.

Chronic absence is reducing over time.

## Assessment

The school uses an appropriate approach and reliable practices to find out about achievement against the curriculum.

Teachers are developing assessment information to adjust teaching practices to ensure ongoing improvement in teaching and student progress.

## Progress

The school has good quality planning to increase the rate of progress for all groups of students.

The school has to some extent improved achievement and progress for those learners most at risk of not achieving since the previous review.

The school has to some extent extended achievement and progress for learners working at or above curriculum levels since the previous review.

The school is making progress towards meeting Government reading, writing and mathematics targets and is likely to meet them by 2030.

## **Part B: Findings for the school**

This section of the report provides more detail for the school to include in strategic and annual planning for ongoing improvement across the school.

### **Areas of Strength**

- Comprehensive processes are in place to identify, monitor and tailor support for learners with additional and complex needs; effective co-ordination of additional staffing, programmes and interventions benefit outcomes for learners.
- Learners demonstrate well-embedded school values, encouraging positive wellbeing, in a highly inclusive environment.
- Leadership is highly inclusive of their community; parent and whānau aspirations are suitably reflected in strategic plans to achieve their collective vision for learner success.
- Teachers are well supported through the provision of PLD and coaching by leaders to strengthen the consistency of practice that meets the diverse learning needs of students.
- The school's curriculum appropriately prioritises the acquisition of foundation skills; delivery of reading, writing and mathematics is meeting the one hour per day expectation.
- Established partnerships with local educational providers and networks support learners at key transition points in their schooling and ensure regional priorities are collectively progressed to meet the needs of learners and their community.
- Parents and whanau are welcomed in an inclusive environment. Opportunities are suitably provided to give and receive information, to support positive learner outcomes.
- Trustees undertake their roles effectively; reported information is well considered ensuring resourcing is targeted to meet the needs of learners and staff.

### **Key priorities and actions for improvement**

The agreed next steps for the school are to:

- develop an attendance target and implement a plan that supports regular monitoring and evaluation of outcomes aligned to the Government target
- develop achievement targets for boys in writing and groups of learners working toward curriculum expectations in mathematics that raise achievement and accelerate the progress for priority learners
- build the consistency of teacher practice that ensures the effective delivery of writing and structured literacy improves outcomes for learners
- review assessment and provide PLD for teachers that increases their collective capability to effectively deliver the refreshed mathematics curriculum and benefit learner outcomes.

The agreed actions for the next improvement cycle and timeframes are as follows.

*Every six months:*

- analyse and report attendance information which provides evaluative insights into the impact of actions the school has undertaken to achieve the Government targets
- leaders will provide ongoing coaching for teachers to promote consistency in delivery of their writing framework and embed structured literacy to benefit learner outcomes
- teachers will align their inquiry process to achievement targets in writing and mathematics to support evaluation of strategies that determine the impact of practice on achieving positive outcomes for learners
- engage teachers in review of current mathematics assessments and provide PLD to strengthen their collective understanding and delivery of the refreshed mathematics curriculum

*Annually:*

- teachers will share the evidence from their inquiry to determine the impact of their practice on accelerating the progress of identified learners working toward curriculum expectations in writing and mathematics
- leaders' statement of variance will report evaluative evidence which shows the impact of their improvement plans in writing, mathematics and attendance on outcomes for learners
- leaders and teachers' participation in PLD will inform relevant changes to approaches in the delivery of their mathematics curriculum guidelines establishing shared strategies of effective practice.

Actions taken against these next steps are expected to result in:

- actions to increase attendance successfully meet the Government target and are sustained over time
- effective teaching in literacy and mathematics that lifts achievement toward the Government targets and achieves equitable outcomes for priority learners
- curriculum guidelines reflect shared agreement for the effective delivery of literacy and mathematics that support teacher practice and provide consistency for learners.

## Part C: Regulatory and Legislative Requirements

### Board Assurance with Regulatory and Legislative Requirements

All schools are required to promote student health and safety and to regularly review their compliance with legal requirements.

During this review the Board has attested to some regulatory and legislative requirements in the following areas:

#### Board Administration

Yes

#### Curriculum

Yes

#### Management of Health, Safety and Welfare

Yes

#### Personnel Management

Yes

ERO's role will be to support the school in its evaluation for improvement cycle to improve outcomes for all learners. The next public report on ERO's website will be a School Report and is due within three years.

Me mahi tahi tonu tātau, kia whai oranga a tātau tamariki  
Let's continue to work together for the greater good of all children



Sharon Kelly  
Director of Schools (Acting)

6 June 2025

### Education Counts

This website provides further information about the school's student population, student engagement and student achievement. [educationcounts.govt.nz/home](https://educationcounts.govt.nz/home)