EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report – Foxton School 2359

About the school

Foxton School's vision, *He Kura Ate-Raukawa*, is focused on providing high-quality bilingual education within a supportive and inclusive environment. The school promotes its core values of *Reo (integration), Oranga (wellbeing), Hononga (connection and belonging), and Ako (learning and curiosity)*. These values underpin teaching and learning programmes and guide the school's efforts to achieve equitable and successful outcomes for all students and their wider community.

The school provides two te reo Māori bilingual Level 3 classes and two rumaki Level 1 classes. Te Pā Harakeke o Te Awahou, an on-site Māori medium Early Childhood Education (ECE) centre, is located on site.

The school has had frequent changes in principal leadership over the past few years. An acting principal has been appointed until the end of term 3, 2026. All trustees are newly elected in 2025, supported by a Limited Statutory Manager, appointed in October 2025 to assist school governance.

About the review

Every New Zealand state and state integrated school is reviewed by ERO at least every four years to assess strengths and areas for improvement. The ERO team visits the school, gathers information by talking to students, parents, staff, and school board members, observing teaching in classrooms, and reviewing school information documents such as assessment data and school planning.

What do we review and report?

ERO reviews and reports on outcomes for students, school conditions that underpin success, and steps for school improvement. This report includes a snapshot, and overview and a full report and our School Reports focus on the following areas:

- **Achievement** and progress including reading, writing and mathematics
- **Engagement** and belonging
- **Equity**
- **Attendance**
- **Leadership** and school improvement
- The **curriculum** and **quality of teaching**
- **Assessment**
- Provision for students with **additional needs**
- **Governance** and the school board
- **Health and safety**

What do our judgements mean?

Excelling	Excelling means this school demonstrates consistently strong performance. This is the highest judgement.
Doing well	This means the school demonstrates mostly strong and consistent practice. Key conditions for success are in place and there is a focus on improvement.
Working towards	There are gaps in performance, aspects of improvement are evident but there is variability.
Improvement required	There are significant and sustained gaps in school performance and urgent improvement is required.

Foxton School: Snapshot

ERO makes judgements on 16 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgments are based on the ERO School Improvement Framework and evidence gathered by ERO during the evaluation.

Judgement	Number of areas
Excelling	
Doing well	
Working towards	
Improvement required	
Student health and safety	**Not meeting expectation.** Foxton School needs to ensure a physically and emotionally safe learning environment.

Foxton School: Overview

The Overview below shows for each of the 16 areas ERO's judgements on whether this school is Excelling, Doing well, Working towards or Improvement required and why. This provides more information about the judgements in the Snapshot.

Student achievement	**Improvement required**	Improvements are required to ensure all students are engaged and achieve well.
Student progress	**Improvement required**	Student achievement data is unreliable. ERO was unable to verify the extent to which students' progress overtime.
Reading and writing and mathematics	**Improvement required**	Student achievement data is unreliable. ERO was unable to verify achievement and the extent to which students' progress overtime
Pānui and tuhituhi and pāngarau	**Improvement required**	Student achievement data is unreliable. ERO was unable to verify achievement and the extent to which students' progress overtime.
Attendance	**Improvement required**	Less than half of learners attend school regularly. The school is well behind the Government target.
Engagement and belonging	**Working towards**	School practices are beginning to ensure every student feels supported and included at school.
Equity	**Improvement required**	Analysed data is not available.
Leadership	**Improvement required**	Leadership is beginning to establish relevant plans and actions to bring about required improvements.
Teaching	**Improvement required**	The school needs to improve teaching and learning. Improvement is needed to deliver better outcomes and ensure learners make sufficient progress.
Curriculum	**Working towards**	The curriculum requires improvement to ensure learners have access to sufficient learning opportunities.
Assessment	**Improvement required**	Assessment practices are not yet dependable or consistent across the school, to inform teaching and ensure reliable reporting.

Provision for students with additional needs	**Improvement required**	Some learners receive the targeted support they need, but approaches require evaluation to ensure they meet the specific needs of all learners.
School improvement	**Working towards**	Annual planning goals identify relevant priorities to guide the school in making necessary improvement.
Governance and the school board	**Working towards**	The board are developing systems to monitor school performance and ensure accountability for improvement.

How do we report percentages?

Less than a third	Less than half	Small majority	Large majority	Most	Almost all
0 to 33%	34 to 49%	50 to 64%	65 to 79%	80 to 90%	Over 90%

Further information about this school and report can be found on the last page.

Foxton School: Full Report

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 kawe, 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.

Outcomes for students

Achievement

Improvement is required to ensure all students are engaged in learning and achieve well. The school does not yet have sufficiently reliable, analysed achievement information to show achievement across the curriculum.

The limited data available shows that very few students meet curriculum expectations in reading, writing, and mathematics.

Progress

ERO was unable to verify the extent to which students make progress over time. Current assessment practices do not consistently provide reliable information about rates of progress or the impact of teaching on learner outcomes.

Progress judgements are largely based on unmoderated overall teacher judgements, which limits reliability. The school also lacks consistent systems to track and report learner progress over time.

Achievement in pānui, tuhituhi, and pāngarau and reading, writing and mathematics

ERO was unable to verify the extent to which students make sufficient progress over time in reading, writing, and mathematics, including pānui, tuhituhi, and pāngarau. Assessment practices are not yet consistent or robust enough to demonstrate progress and achievement in these areas. Improvement is urgently required so assessment information is used effectively to support teaching and learning.

Attendance

Less than half of students attend regularly, well below the Government target of 80%. Attendance has not improved, and chronic absence is increasing. Current systems are not well set up for effectively monitoring or responding to attendance issues. Improved procedures and more responsive action are urgently needed to lift attendance.

Engagement and belonging

School systems are beginning to support students to feel included and supported. Some effective practices are emerging, but these are not yet consistent enough to promote engagement and belonging for all learners.

Relationships between teachers and students are strengthening, and learners are increasingly recognised as individuals. Whānau feedback indicates that some students feel known and supported by their teachers, and practical support such as transport assistance helps reduce barriers to participation. However, these strengths are not yet systematic or sufficient to ensure all learners consistently experience positive engagement and belonging.

Equity

The school does not yet have analysed data to identify patterns of achievement or progress for different groups of learners. As a result, ERO was unable to determine how effectively the school is addressing disparity or promoting equitable outcomes. Available information is not sufficiently analysed or broken down to show whether priority learners are achieving equitably.

School conditions for success

Leadership

Leadership is beginning to establish relevant plans and actions to support required improvement. However, these are not yet sufficiently embedded to drive sustained improvement in learner outcomes or ensure consistent teaching quality.

The school has experienced significant and ongoing leadership change, affecting the consistency, coherence, and pace of improvement. As a result, leadership has not yet provided a stable and effective platform for improving achievement, progress, and attendance.

Teaching

Teaching quality and consistency need to significantly improve to better support learner outcomes. Learning intentions and success criteria are not routinely shared, and learners have limited opportunities to reflect on their progress and next steps.

Classroom observations show that teachers generally create respectful and culturally responsive learning environments. Relationships between kaiako and ākonga are strengthening, particularly in rumaki classes.

Curriculum

The curriculum is in the early stages of development and needs greater coherence to support learner progress and achievement. Learners have some opportunities to experience the breadth and depth of *The New Zealand Curriculum and Te Marautanga o Aotearoa*, but implementation is variable across the school. Some aspects reflect local contexts and Ngāti Raukawa identity, including local narratives and kaupapa, but these are not well embedded.

Structured literacy and mathematics programmes are in the early stages of implementation, and teachers have had limited professional learning to support the refreshed curriculum. The focus on foundational literacy and mathematics skills is variable, particularly in the rumaki context. Developing a more structured, planned and purposeful curriculum that aligns teaching, assessment, and progression across year levels and learning pathways, including bilingual and rumaki provision, is an immediate priority.

Assessment

Assessment practices need significant improvement to better support teaching, learning, and reporting. Current systems are inconsistent and lack structure, with insufficient achievement information and no common tools used across classes, including rumaki and bilingual provision.

Moderation is not embedded, which limits confidence in teacher judgements and the ability to track progress accurately. Assessment data is not systematically used to adapt teaching or identify learners needing extra support, and reporting remains inconsistent. Initial steps are being taken to establish an assessment schedule, but further work is needed to strengthen systems, ensure consistent moderation, and build teacher capability for adaptive teaching and reliable reporting.

Provision for students with additional needs

The school needs to further develop its systems and practices to effectively support learners with additional learning needs. While it identifies a significant number of learners requiring extra support, provision is not yet sufficiently coordinated or evaluated to ensure these learners make accelerated progress. There is limited alignment between identified needs, targeted interventions, and achievement priorities, particularly in literacy and mathematics.

A newly appointed Special Educational Needs Co-ordinator is beginning to establish learning support processes, and the school regularly engages with external agencies, including health services, to support learners with complex needs. Individual education plans have recently been developed for a small number of learners, and a Whare Takiwā space has been established to support some neurodiverse learners.

Teachers' understanding of how to identify and respond to additional learning needs is variable, and assessment information is used only to a limited extent to inform support. Strengthening learning support leadership, embedding robust planning and review processes, and evaluating the impact of resourcing and interventions are needed to improve outcomes for these learners.

Governance

The Foxton School Board is in the early stages of strengthening governance to better support learner outcomes. Recent changes in board membership and leadership, including the appointment of a Limited Statutory Manager, have affected the continuity and effectiveness of governance systems and processes.

Board members developed strategic and annual plans in 2026 that identify relevant priorities. However, these are not yet supported by reliable achievement information to enable robust scrutiny, monitoring, and evaluation. The board does not yet receive strong enough information to monitor learner outcomes, evaluate effectiveness, or hold leadership to account.

The board is beginning to address its statutory obligations, including a number of compliance matters and follow-up actions.

To fulfil its role effectively, the board needs to strengthen governance capability, make better use of evaluative evidence, and establish clear, regular reporting processes. This will support stronger strategic oversight and sustained school improvement.

Next steps for improvement

All schools look to continue to improve, even those that are excelling. The table below sets out ERO's recommended next steps.

Improvement priority	Action within 3 months	Action within 6 months	Every 6 months / annually	Expected outcomes
Strengthen assessment systems and practices to better support teaching, learning, and reporting to the board, parents, and whānau.	Leaders and teachers review the current assessment regime to: • identify relevant tools • begin professional learning and development (PLD) to support consistent and effective assessment practices.	Staff, in conjunction with the school board, develop an assessment schedule that establishes timeframes and expectations for reporting throughout the year to the board, parents and whānau. Teachers are beginning to use reliable assessment data to adapt teaching to the diverse needs of learners.	The board receives reliable student progress and achievement information to establish targets and take relevant actions to improve the progress, achievement and attendance of all learners.	Robust assessment processes and practices ensure effective teaching for learners and clear, meaningful reporting to the board, parents, and whānau.

Improve the quality of teaching to meet the diverse needs of all learners.	Leaders observe teacher practice and develop a PLD plan to guide and strengthen their collective capability to: • use explicit, effective teaching, • meet curriculum expectations • respond to the learning needs of students.	Teachers engage in relevant PLD and increasingly implement agreed expectations for teaching, learning and curriculum delivery with clear professional growth cycle goals in place	Leaders and teachers use information from the observational feedback and their PGC to evaluate the impact of their practice on learner progress and achievement. Curriculum statements are reviewed and reflect agreed strategies and expectations for effective delivery of the schools' curriculum.	Effective teaching and learning practices impact positively on learner progress, achievement and engagement.
Enhance governance capability to ensure effective stewardship and achievement of their strategic priorities.	The school board reviews the actions contained in their annual plan and aligns ERO findings to ensure a cohesive response that promotes required improvement.	Staff and the school board evaluate learning support that establishes the impact of current interventions and resourcing on improving learner progress, achievement and attendance.	The school's statement of variance will report the evaluative outcomes of their actions aligned to their identified priorities and targets.	Governance is effective, using reported information to evaluate that teaching and interventions are improving learner outcomes and strategic priorities are being achieved with measurable progress.
Strengthen reciprocal partnerships with parents and whānau to ensure their meaningful inclusion at school reflects their aspirations and supports improved outcomes for learners.	The school board gathers information from parents, whānau, hapu and iwi to align their aspirations for learner success and in relation to the appointment of a new principal.	Written reports and curriculum information is shared with parents and whānau to help understanding of learning goals, progress, and ways they can contribute to their child's learning at home.	The school board consults parents, whānau, hapu, and iwi on their strategic plan, using feedback to align with shared aspirations for learner success.	Parents and whānau are meaningfully included in school life and learning processes, with their voices actively sought and valued.

Regulatory and legislative requirements

This section of the report reviews the school's policies, procedures, documentation, and checks that it meets all regulations, maintains a safe environment, and supports students' wellbeing.

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

Board administration	Yes
Curriculum	Yes
Attendance	Yes
Management of health, safety and welfare	Yes
Personnel management	Yes

Action for compliance

ERO and the board have identified the following areas of non-compliance during the board assurance process:

- compliance with regulations to ensure governance meets legislative requirements for: evaluating strategic planning, adhering to financial regulations, monitoring student achievement and personnel.
  [Education and training Act 2020: Section 127(1)]
- the school board, principal and teaching staff use good quality assessment or aromatawai information to report to each student at the school and their parents on the student's progress and achievement at least twice a year.
  [Education (School Boards) Amendment Regulations 2022, Regulation 21: Duty to report on progress and achievement of students]
- the school board, principal and teachers consistently implement its attendance procedures to monitor, record, and respond to student absence.
  [Education and training Act 2020 and Education School Attendance Regulations 2024]
- the school board, principal and teachers give effect to any national performance measures for monitoring and reporting students' progress.
  [Education and training Act 2020: Section 127(2)(f)]
- the school board reports to the Secretary for Education, to its school community, and parents on the performance of the school's students.
  [Education and training Act 2020: Section 165]
- implementing a robust risk assessment by the school board using the information contained in the Police vetting to assess whether the person would pose a risk to the safety of children if the person was to carry out work at the school.
  [Education and training Act 2020: Section 104 and Schedule 4 of the Act: Risk assessment after Police vetting]

The Foxton School Board has not yet addressed the areas of non-compliance identified.

School Improvement

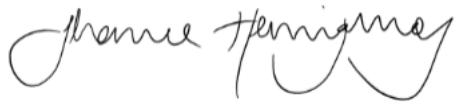
Foxton School is a school of serious concern. The school continues to face significant challenges in improving attendance, achievement, and the school conditions that support learner success.

ERO does not have confidence that Foxton School can make the improvements identified in this report without continued support from the appointed Limited Statutory Manager.

ERO will monitor the school's progress at more regular intervals.

The next public report on ERO's website will be within 18 months.

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



Sharee Hemingway
Director Ākonga Māori

19 August 2026

Further information about the school

Type of school	Co-educational full primary school
Year levels	Years 1 to 8
School roll	89
Student population	Māori 85%, European /Pākehā 17%, other ethnic groups 7%
Equity Index (EQI)	This school's EQI is 547 which places it in the highest range. This means almost all students at this school face more socioeconomic barriers to achievement that average.
Immersion & Bilingual Education	Foxton School offers the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report January 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones educationcounts.govt.nz/home.

What does EQI mean?

The Equity Index (EQI) is a number assigned to each school, ranging from 344 to 569. It estimates the extent to which students face socio-economic barriers to education and achievement. The Higher EQI the more barriers students in the school face.

EQI is **NOT** a measure of school quality or performance. It's about funding and support needs for the school.