EDUCATION REVIEW OFFICE
Te Tari Arotake Mātauranga

School Report – Barrytown School 3290

About the school

Barrytown School is a full primary school for Years 1 to 8. The school's vision, '*Happy and prepared for the world – Kia mauri tau, kia rite hoki mō te ao'*, is underpinned by the school *values Tiakina te taiao – We look after the environment, Ākina tatou e tatou -we encourage and care for one another, Itaita ana ngā akoranga– we hold tight to experiences, Kumanutia te hapori – we care for/cherish the community, and Oranga mō te katoa – wellbeing for everyone.*

The roll has increased since the previous review.

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, an 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.
Workings 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.

Barrytown School: Snapshot

ERO makes judgements on 14 areas. The Snapshot below shows how many of ERO's judgements for this school are Excelling, Doing well, Working towards or Improvement required. The judgements 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	**Meets expectation.** Barrytown School is taking reasonable steps to ensure student health and safety.

Barrytown School: Overview

The Overview below shows for each of the 14 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	**Working towards**	Achievement outcomes are improving. Further improvement is needed to ensure more learners achieve success.
Student progress	**Doing well**	A large majority of students make expected progress; the school is beginning to lift the rate of progress for those students at risk of not achieving.
Reading and writing	**Working towards**	A small majority of learners are meeting curriculum expectations for their level.
Mathematics	**Working towards**	A small majority of learners are meeting curriculum expectations for their level.
Attendance	**Doing well**	Most learners attend school regularly; the school is meeting the government target for regular attendance.
Engagement and belonging	**Doing well**	The school promotes students' engagement, wellbeing and inclusion. Students experience a strong sense of connection to their school community.
Equity	**Working towards**	Some groups of learners continue to do better than others
Leadership	**Doing well**	Leadership supports improvement and contributes to raising the quality teaching and learning.
Teaching	**Working towards**	The quality of teaching is developing, with greater consistency needed to improve learner outcomes.
Curriculum	**Doing well**	Students have good opportunities to learn across the breadth and depth of the curriculum with the school in the early stages of implementing structured literacy and mathematics practices.
Assessment	**Working towards**	The school is working towards using assessment to identify and respond to learner needs more effectively.

Provision for students with additional needs	**Doing well**	Most learners with additional need receive targeted support that enables progress and achievement of their learning goals.
School improvement	**Working towards**	Leaders are beginning to use data to inform planning. Further work is needed to embed these practices into everyday decision-making.
Governance and the school board	**Working towards**	The Barrytown School Board is re-aligning its practices with improvement priorities to lift outcomes.

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.

Barrytown 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

The school is working towards high levels of learner success. Achievement is improving, particularly in mathematics and writing. The school demonstrates commitment to raising achievement through targeted support and structured approaches in literacy and mathematics. Further improvement is needed to increase the proportion of learners who meet or exceed year-level expectations.

Progress

A large majority of learners make expected progress. Targeted interventions and effective support systems contribute to positive learner progress and readiness for future learning. The school is beginning to use progress information to identify and respond to learner needs.

Achievement in reading, writing and mathematics

A small majority of learners meet curriculum expectations for their year levels in reading, writing and mathematics. Achievement in mathematics is the strongest. Reading achievement remains stable and writing outcomes are improving. Structured literacy and mathematics approaches contribute to improve outcomes.

Attendance

Most learners attend school regularly. The school is meeting the Government target for regular attendance. Attendance has improved significantly over time and reductions in chronic absence are contributing to more consistent learner participation. The school use a suitable Attendance Management Plan that focus on sustaining improvements in attendance to support continued learner engagement and success.

Engagement and belonging

The school effectively promotes learners' engagement, wellbeing and inclusion. Positive relationships, strong community connections and responsive support contribute to a strong sense of belonging and active participation in school life. Learner feedback and wellbeing information indicate that these approaches are having a positive impact, with high levels of engagement evident across the school.

Equity

Some groups of learners continue to do better than others. Disparities remain between boys and girls, and between Māori and non-Māori learners, particularly in reading, writing and mathematics. While the disparity for boys has reduced over time, inequities for Māori learners persist.

The school is improving equity through targeted support, additional learning assistance and engagement with external agencies. The greater use of achievement and progress information is needed to evaluate effectiveness and further improve outcomes for priority learners.

School conditions for success

Leadership

The Principal maintains a clear focus on learner success, wellbeing, and equitable outcomes and uses achievement, progress, attendance, and engagement information to identify priorities and guide improvement efforts. Strategic planning aligns with the school's vision and local context. It supports responsive decision-making and effective use of resources.

The Principal fosters a culture of continuous improvement and is strengthening the use of evaluation to better understand which approaches have the greatest impact on learner progress and achievement.

Teaching

Teaching is increasingly focused on improving learner outcomes through structured literacy approaches, including iDeaL, alongside structured mathematics approaches such as PR1ME, Numicon and the Maths Acceleration Programme.

Teachers establish positive learning environments where students participate actively and experience a sense of belonging. Relationships between teachers and learners contribute to wellbeing and support readiness for learning. Teachers increasingly use assessment information to identify priorities, tailor teaching, and monitor learner progress.

The school is strengthening teaching expectations and consistency to improve learner outcomes.

Curriculum

The school’s curriculum reflects the interests, strengths, and learning needs of its students. Programmes provide meaningful learning opportunities that connect to students’ experiences and the local context.

Teachers implement the curriculum in ways that promote progress and readiness for next learning steps. Structured approaches to literacy and mathematics provide a strong foundation for learning and enables learners to access appropriate levels of challenge and support. The school is strengthening curriculum review to ensure programmes remain responsive and continue to meet the diverse needs of learners.

Assessment

The school demonstrates increasingly effective assessment practices that support the identification of learner strengths, needs, and next learning steps. Teachers use a range of assessment tools, including the Student Monitoring, Assessment and Reporting Tool (SMART), Progressive Achievement Tests (PAT), STAR testing and iDeaL assessments to gather information about learner achievement and progress.

Assessment information is used to inform teaching decisions, identify learners requiring additional support, and monitor progress over time. Leaders and teachers increasingly use assessment information to evaluate the effectiveness of interventions and to identify priorities for improvement. The school is strengthening the analysis and use of assessment information to better monitor progress, accelerate learning where required, and respond to disparities in outcomes.

Provision for students with additional needs

An inclusive approach supports students with additional needs. In the small-school context, staff know learners well and use assessment information, observations and whānau partnerships to provide targeted support. Individualised programmes and regular monitoring enable learners to participate, progress and engage successfully in school life. Collaboration with whānau and external agencies strengthens outcomes. The school is continuing to strengthen evaluation of support strategies to better understand and improve their impact on learner progress, participation and equity.

Governance

The Board is improving its stewardship and has refocused on the school's key priorities. The Board identifies strategic priorities that promote attendance, engagement and achievement and have improved systems for oversight and decision making. The Board demonstrates commitment to improvement; however, the quality of achievement and progress information available limits its ability to precisely monitor the effectiveness of actions and their impact on learner outcomes.

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 three months	Actions within six months	Every six months / annually	Expected outcomes
Strengthen teachers' and leaders' use of assessment information to improve learner progress, equity and evaluation, and report effectively to the board.	Teachers and leaders review and refine assessment tools, processes, and moderation practices to ensure the reliability and usefulness of achievement information.	Leaders and teachers participate in targeted professional learning to strengthen assessment literacy and the effective use of achievement information for teaching.	Leaders and teachers systematically analyse progress, achievement, and disparity data to evaluate the effectiveness for learners and report outcomes to the board.	Improved learner progress and achievement, with reduced disparities for priority learners.
Embed the English and mathematics *New Zealand Curriculum* schoolwide supported by structured teaching practices	Develop shared expectations and agreed practices for the implementation of structured literacy and curriculum delivery across all year levels.	Teachers participate in professional learning strengthen consistent implementation of effective practices and curriculum.	Teachers and leaders evaluate the impact of teaching practices on learner progress and achievement and use findings to refine practices.	Consistent teaching practices improve learner progress and achievement in English and Mathematics.

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 regularly and legislative requirements in the following areas:

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

Actions for compliance

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

- Obtaining and considering a Police Vet prior to employment commencing as part of Workforce Safety Checking *[Children's Act 2024; Section 104 and Schedule, Education and Training Act 2020]*

The Barrytown School Board has since addressed the area of non-compliance identified.

School Improvement

ERO has confidence that Barrytown School can bring about the improvements outlined in this report. The school demonstrates effectiveness in increasing learner attendance and improving achievement outcomes. School conditions and culture support learner engagement and progress.

The next public report on ERO's website will be within four years.

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



Sharon Kelly
Director of Schools

14 September 2026

Further information about the school

Type of schools	Full primary Co-educational
Year levels	Years 1 to 8
School roll	37
Student population	New Zealand European / Pākehā 62%, Māori 38%
Equity Index (EQI)	This school's EQI is 470 which places it in the above average range. This means a large majority students at this school face more socio-economic barriers to achievement than average.
Immersion & Bilingual Education	Barrytown School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	Profile Report, April 2023

School information

Education Counts provides further information about the school's student population, student engagement and student achievement, school enrolments and school zones Education Counts Home | Education Counts.

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.