

Information update: EROs school reports

To:	Minister for Education, Hon Erica Stanford		
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Purpose

1. This information update responds to your request for the last forty published ERO reports. Attached are a cross section of reports from our Term 1/2 review programme. These reports have either recently been published or are shortly to be so. We have included a cross section of both school (including primary, secondary, Māori medium and private schools) and early learning service. Also included are examples of progress letters which are produced in relation to schools who are part of ERO's watchlist.

Background

2. ERO has recently briefed you on a draft reform package to tackle school failure (M25-39 refers). One of the areas where ERO sought your agreement for further work, with the Ministry of Education, was a mechanism to ensure that schools of concern act on EROs recommendations.
3. ERO's reviews of early childhood services and schools are guided primarily by the legislative and regulatory requirements outlined in:
 - a) Section 127 of the Education and Training Act (the Act).
 - b) National Education Learning Priorities.
 - c) Schedule 7 of the Act, relating to private schools.
 - d) Other regulations, including the Early Childhood Education regulations.
 - e) The curriculum statements –Te Whariki, New Zealand Curriculum and Te Marautanga o Aotearoa.
4. ERO's also uses an evidence-based quality framework, to assess schools against what we know contributes to high performing schools and early learning services.

ERO's 'next steps for improvement'

5. The attached reports will give you a sense of the type of 'next steps for improvement' that ERO recommends to schools and early learning centres. Evaluation Partners develop the

next steps for improvement based on the concerns they have after reviewing a school. Typically, they will also work with the school to ensure that actions are sequenced and achievable.

6. The type of next steps that ERO commonly make are linked to the government priorities or require the school to deal with some of the systemic barriers to student achievement, for example:
 - a) Analyse assessment information and plan learning initiatives and interventions to improve learning outcomes.
 - b) Track and monitor mid-year attendance information; review and adjust targeted strategies.
 - c) Report the impact of leadership initiatives on student learning and wellbeing to the board and review impact to develop further initiatives and adjust roles and expectations accordingly.
7. Based on our recent discussions with you ERO is looking to refine the 'next steps for improvement advice to schools prior to any possible regulatory changes coming into force.
8. This project aims to enhance the quality and consistency of the recommendations for improvement in our school evaluation reports. In collaboration with Queensland and Tasmania, we are developing an evidence-based repository of improvement-focused recommendations that consider the unique context, capacity, and capability of each school, to help inform recommendations contained about the sort of areas schools need to address to improve.
9. Should you agree to provide a mechanism to ensure that boards must give effect to ERO's recommendations, ERO will also need to consider how to operationalise this power, including which recommendations it would apply to and any changes to our quality assurance processes. We do not envision that ERO would require all schools to give effect and report on progress against all recommendations but rather restrict this to those who need to make more substantial improvement.

Next steps

10. ERO is available to answer any questions you have about our school reports.



Nicholas Pole
Chief Review Officer

Hon Erica Stanford
Minister for Education

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Proactively released