



School Report – Lichfield School 1790

About the school

Lichfield School is a contributing primary school in the South Waikato for students in Years 1 to 6. The school has a roll of 81 students. The school's vision is *Learning - Today, Tomorrow, Always | Hei akoranga - Inaianei, Āpōpō, Mō ake tonu atu* and values are *respect, integrity, resilience, confidence and striving for excellence*.

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.
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.

Lichfield School: Snapshot

ERO makes judgements on 14 areas. For Lichfield School ERO have reported on more than 14 areas because reading and writing are reported separately.

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	Meets expectation. Lichfield School is taking reasonable steps to ensure student health and safety.													

Lichfield 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. For Lichfield School ERO have reported on more than 14 areas because reading and writing are reported separately.

Student achievement	Working towards	The school is working towards improving achievement outcomes for all learners.
Student progress	Working towards	The school is working toward ensuring students make sufficient progress towards meeting curriculum expectations for their year level.
Reading	Doing well	A large majority of students are meeting or exceeding expectations for their year-level.
Writing	Working towards	A small majority of students are meeting or exceeding expectations for their year-level.
Mathematics	Doing well	A large majority of students are meeting or exceeding expectations for their year-level.
Attendance	Doing well	A large majority of students attend regularly. The school is approaching the target for regular attendance.
Engagement and belonging	Doing well	The school effectively promotes inclusion and wellbeing for all students.
Equity	Improvement required	Results are not yet equitable. Disparity remains for boys in reading and writing.
Leadership	Working towards	Leadership is beginning to improve student outcomes and school conditions for learning.
Teaching	Doing well	Learners benefit from teaching practice that supports progress and achievement in reading, writing and mathematics.
Curriculum	Doing well	Students have sufficient opportunities to learn across the breadth and depth of the curriculum.

Assessment	Doing well	Assessment information is used well to adjust teaching practices to ensure ongoing improvement in teaching and student progress.
Provision for students with additional needs	Doing well	Learners with additional needs are well supported to achieve their education goals.
School improvement	Working towards	The school is establishing planning and conditions that support improvements in the quality of education for learners.
Governance and the school board	Working towards	Governance practices are emerging, with increasing attention to compliance and strategic planning. Board self-review is limited.

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.

Lichfield 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 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.

Outcomes for students

Achievement

Achievement outcomes for learners are improving. A large majority are achieving at or above expected levels in reading and mathematics, and a small majority in writing.

Students are engaged in their learning and a curriculum that promotes positive learning dispositions, wellbeing, and a sense of belonging.

Progress

Learner progress is variable and not yet consistent across the school. The school is strengthening its focus on improving progress for learners, particularly those requiring additional support.

The school was unable to provide sufficient evidence of accelerated progress for priority learners, indicating that systems to support and evaluate progress are still developing.

Achievement in reading, writing and mathematics

Learners achieve well in reading, writing and mathematics. A large majority of students achieve at or above curriculum expectations in reading and mathematics, and a small majority in writing. Achievement is particularly where targeted teaching in classrooms and additional support for students has been used.

Outcomes are not yet equitable for all learners, with disparity remaining for boys in reading and writing.

Attendance

A large majority of students attend school regularly and attendance is improving. The school's attendance management plan aligns with Ministry guidelines to set clear expectations and includes proactive strategies such as early identification, consistent follow-up, and engagement with families. Leaders are strengthening their analysis of attendance data to further enhance rates for all learners.

Engagement and belonging

Learner engagement and sense of belonging at school are improving. Leaders use good systems for inclusive practice that support positive wellbeing outcomes.

Students feel increasingly included and supported in a respectful environment. Teachers and leaders value students' identities and cultures. The use of te reo and tikanga Māori, and responsive practices enhance students' confidence and participation in learning and school activities.

Trust between staff and students is growing. Staff are developing ways to regularly collect wellbeing data and student voice to ensure consistent, positive and equitable experiences for all learners.

Equity

Outcomes are not yet equitable for all groups of learners. While outcomes in mathematics are equitable across learner groups, there is disparity for boys in reading and writing.

Leaders and teachers are working towards better use of achievement and progress information to identify priority learners, target support, and implement strategies aimed at accelerating progress and reducing disparity.

School conditions for success

Leadership

Leadership is improving the conditions for learner success. Leaders are building a culture of quality teaching through professional learning and the use of achievement and progress information to inform planning, monitoring and review. Leaders are taking deliberate steps to build trust, strengthen collaboration, and clarify expectations, contributing to a more cohesive and improvement-focused culture.

Leaders are increasingly using data to identify priority learners, set improvement-focused goals, and beginning to evaluate the impact of interventions such as structured literacy programmes. Leaders develop relationships with local community networks and providers to support learner transitions and continuity of learning.

Teaching

Learners benefit from teaching practice that supports their progress and achievement, particularly in reading, writing, and mathematics. Leaders work collaboratively with teachers to ensure high-quality, evidence-informed teaching and learning practices are used consistently across all classrooms.

Teachers use assessment information and targeted programmes to respond to learner needs. There is growing consistency in the use of structured approaches in literacy and mathematics which is strengthening classroom practice and expectations for teaching and learning.

Teachers engage in ongoing professional learning, coaching, and feedback to build capability and be able to better evaluate the impact of their teaching strategies.

Curriculum

The school provides a broad and increasingly coherent curriculum that offers rich learning opportunities and supports foundational skills. Clearly articulated learning progressions, consistent assessment schedules, and structured approaches in literacy and numeracy are improving curriculum delivery.

Curriculum leadership is developing through professional learning, clear expectations, and support for implementing the refreshed *New Zealand Curriculum*. The curriculum reflects the local context and learners' identities, cultures, and aspirations through stronger integration of te reo Māori, tikanga Māori, mātauranga Māori, and engagement with hapū and iwi.

Assessment

The school is strengthening assessment systems to support reliable judgements about learner progress, achievement and next steps. Teachers use agreed schedules and a range of information to identify needs, monitor progress and inform targeted support. School-wide moderation strengthens the consistency and reliability of assessment information. Clear reporting to parents supports shared understanding of learner progress and achievement.

Assessment information is increasingly used to inform teaching and evaluate interventions, including tracking priority learners. The planned introduction of SMART assessments is expected to further strengthen consistency in practice.

Provision for students with additional needs

The school uses an inclusive approach to support learners with additional needs. Teachers and leaders identify needs and respond through individual learning plans, targeted interventions and structured programmes. Learners are supported through collaboration with teacher aides and external agencies. Support is increasingly informed by achievement and progress information and monitored for impact.

The school is reducing barriers to learning through inclusive classroom practices, purposeful resourcing and flexible responses to individual needs. Partnerships with whānau support shared understanding and coordinated support for learners.

Governance

The newly established Lichfield School Board is beginning to strengthen its governance role to support improved outcomes for learners. The board uses a range of learner achievement and progress information to inform strategic decision-making.

The board is beginning to use self-review and feedback to enhance its governance practice and is building capability through targeted training.

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 six months	Action within six months	Every six months / annually	Expected outcomes
Use achievement information to identify, monitor and accelerate student progress, and improve equity for learners.	Leaders and teachers implement deliberate strategies to accelerate progress in reading, writing and mathematics.	Leaders and teachers review the progress of target learners and refine teaching to better accelerate progress and address disparity.	Leaders report achievement, accelerated progress and disparity in reading, writing and mathematics to inform board planning and resourcing.	Improved achievement, accelerated progress and greater equity for learners.

Improvement priority	Action within six months	Every six months / annually	Expected outcomes
Improve regular attendance through the school's attendance management plan and ongoing review of actions.	Leaders and teachers identify students requiring attendance support and use the attendance management plan to guide targeted actions that strengthen engagement.	Leaders and teachers review and strengthen the attendance plan strategies and work with parents and whānau to address ongoing barriers to regular attendance.	Improved and sustained rates of regular attendance meet or exceed the Government target.

Improvement priority	Every six months / annually	Expected outcomes
Strengthen teacher inquiry so teacher reflect on the impact of teaching on student progress.	Leaders review schoolwide teaching and learning practices to identify professional learning priorities for staff.	Teaching practice is increasingly responsive to learner progress and supports improved outcomes.

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

- maintain an accident register to record incidents, near misses, and notifiable events, including those reported to WorkSafe
[Health and Safety at Work Act 2015]
- maintain records of regular evacuation drills undertaken each year
[Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018]
- undertake and record identity checks for all staff appointments
[sections 25, 26 and 27 of the Children's Act 2014]
- ensure signed board approval is obtained for all high-risk EOTC events
[Health and Safety at Work Act 2015].

The Lichfield School Board has since addressed the areas of non-compliance identified.

School Improvement

ERO has confidence that Lichfield School can bring about the improvements outlined in this report. The school is establishing planning and conditions to improve student outcomes.

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

26 June 2026

Further information about the school

Type of school	Contributing school Co-educational
Year levels	Year 1 to 6
School roll	81
Student population	European/ Pākehā 93%, Māori 26%, Asian 5%, Pacific 3%.
Equity Index (EQI)	This school's EQI is 457 which places it in the moderate range. This means a small majority of students at this school face more socioeconomic barriers to achievement than average.
Immersion & Bilingual Education	Lichfield School does not offer the provision of te reo Māori in Māori medium settings.
Last ERO report	School Report May 2026

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 the 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.