

WELCOME



SCHOOL

# Our vision

Our Kiwi community strives  
for great heights and SOARs  
together

*At KIWI we are soaring...*

**Striving for success**

**Owning our actions**

**Ambitious**

**Respectful, reflective, resilient**



# SOARING AT KIWI – OUR VISION AND VALUES

## **Strive for success**

**In order to achieve success, we will:**

Know what success looks like for us.

Do the best we can.

Celebrate our own and others success.

Know that to be successful takes effort and practice.

Have a positive attitude and encourage each other to do our best.

Support each other so that everyone can achieve success.

Approach each day with optimism and courage.

Strive to succeed in our friendships, our learning and as a whole community.

## **Own our Actions**

**Owning our actions means taking responsibility for ourselves. To do this we will:**

Acknowledge our mistakes.

Be honest and truthful.

Put it right when we make mistakes – adults will help us with this using restorative conversations.

Learn to understand the impact of our actions or lack of action.

## **Are Ambitious**

**In order to aim high and be ambitious, we will:**

Always try our best even when it feels tricky.

Embrace and enjoy challenge.

Be proud of what we do.

Find inspiration from our environment and others around us.

Be engaged learners who achieve well and make good progress.

Have a thirst for knowledge and a curious questioning mind.

## **Respectful, resilient & reflective**

**To be respectful, resilient and reflective, we:**

Treat each other with respect and celebrate our differences.

Respect our environment by caring for it and keeping it tidy.

Develop an understanding that learning takes time, effort and thinking.

Understand that mistakes help us learn.

Don't give up when things are hard.

Support each other through challenging experiences.

Look back on our achievements with pride.

Listen to feedback and draw on experience to improve.

# My personal vision as Headteacher

Kiwi Primary School will become a successful school where children, families and staff feel safe and happy and achieve their potential.

# What has been happening at Kiwi?

Kiwi has been on a journey of Rapid Improvement since September 2023. The following slides are just some of the work we have been doing to realise our vision and make Kiwi Primary School as successful as can be.

# Developed a trauma informed ethos and culture, which places the child at the heart of everything we do

## Guiding Principles and Values



This policy sets out how we at Kiwi Primary School view and manage behaviour in a positive and proactive way. Our approach is built on two key principles: **kindness** and the importance of **relationships**. Our aim is to help all children to learn to regulate their emotions in a way which means they can function in society and behave in ways that are expected by that society in different contexts. Children's wellbeing is at the heart of all we do.

Our school **SOAR** values drive everything we do in school. This is especially relevant in how we build relationships and support children in developing emotional resilience, regulation and wellbeing.

# Created a Relationships and Regulation Policy (previously a behaviour policy) which ensures all children are met with unconditional positive regard at all times

In school, our role is to accept children, be curious about what is happening for them and to show empathy. To be kind and to build relationships. A traditional 'behaviour policy' will set out how we expect children to behave and what sanctions we will put in place if they do not. This policy puts the focus on adults and what they need to do in order to inspire and educate children to meet high behavioural expectations.

As Dave Whitaker writes:

*"Behaviour management in schools begins with our choices as adults and our behaviour as professionals. Yes, we can write our behaviour policy and have the rules, rewards and sanctions clearly displayed on classroom walls, but it is our understanding of, and ability to deal with, relationships that influences behaviour." (p.3)*

*"Adult behaviour must always be the basis of any behaviour policy and its practical implementation in a school. It is the responsibility of all adults to be leaders of values, creating the right ethos and setting the tone of the school every day. Values are lived and should not be just be a statement in a website or a list on the classroom walls. When values are lived a culture is created...The challenge is to recognise how these values are actually lived out in the school every day." (p.13).*

# Designed and created a bespoke new curriculum which caters for the specific needs of our children

- Sequenced units of work which build upon knowledge and skills
- Hands on learning with concrete materials
- More outdoor learning including through cross-curricular orienteering
- Weekly KOLA (Kiwi Outdoor Learning Awards) sessions
- School trips
- Visitors, workshops and other experiences which help bring learning to life

# Delivered extensive training to our teaching team to ensure they can confidently deliver high quality teaching in every lesson.

The school has been on a journey of significant improvement this academic year. Throughout the year the tenacious and positive headteacher has united the school team and remained focused on the goal of securing the provision, support and education provided by Kiwi school. The school is well placed to secure and embed the changes and raised expectations in the new school year.

Wiltshire LA July 2025

# Improved educational outcomes and achievement

Since July 2023 the following improvements in children's attainment have been achieved:

| Subject area | Children achieving ARE (Age Related Expectations) or higher across the whole school (including Resource Base) |           |                   |
|--------------|---|-----------|-------------------|
|              | July 2023   | July 2025 | % <u>increase</u> |
| Reading      | 29%   | 52%       | <b>23%</b>        |
| Writing      | 24%   | 28%       | <b>4%</b>         |
| Maths        | 30%   | 44%       | <b>14%</b>        |

We are proud of this upwards trajectory and are expecting this to continue each year as we embed our improvements.

# Improved lunchtime play by introducing OPAL

Play is the process through which children learn everything that they need to know that cannot be taught. Play wires the brain, builds capable bodies, and is the foundation of building relationships.

OPAL's programme enables schools to provide every child with rich opportunities to be creative, collaborative and active in their outdoor play, in environments that are safe enough for 'health and safety' but challenging enough for children's ongoing development.

# Improving our systems for supporting children with SEND

We are lucky to have an Inclusion Team of three members of staff: **Mr D Haydn-Davies**, Inclusion Lead, **Mrs J Edgington-Cole**, SENCO and **Mrs N Atkiss**, Resource Base Manager who have been working hard to improve our SEN provision so that this September we have in place:

- A priority pupil tracker so that all children who have a vulnerability or additional need are identified and their progress closely monitored
- A new SEN system based upon Waves of support
- A SEN tracker which is accessible by all teaching staff so that any actions relating to children with SEN are logged
- Regular monitoring and review of SEN by our Senior Leadership team

# Increased Resource Base Provision

- Our Resource Base now consists of 3 classes with up to ten pupils in each
- It serves children with significant and complex learning needs
- A whole wing of our school has been repurposed to meet the needs of the children
- Our focus remains inclusion and we endeavour to integrate our Resource Base children with our mainstream children as much as they are able

# What Next?

|                   |   |
|-------------------|---|
| <b>PRIORITY 1</b> | <ul style="list-style-type: none"><li>To embed the refined core curriculum, so that it engages all learners through utilising effective QFT techniques/approaches to ensure all pupils build on prior learning and secure appropriate knowledge and skills, in order to make at least expected progress from their start points.</li></ul>        |
| <b>PRIORITY 2</b> | <ul style="list-style-type: none"><li>To continue to refine and embed the foundation subject curriculum, so that it engages all learners and enables all pupils to build on prior learning, close gaps and secure appropriate knowledge and skills.</li></ul>   |
| <b>PRIORITY 3</b> | <ul style="list-style-type: none"><li>Subject leaders will utilise the monitoring process to assure themselves that the progression of essential knowledge and skills that have been identified in their subject area are being taught effectively to enable pupils to build on prior knowledge and acquire new knowledge cumulatively.</li></ul> |
| <b>PRIORITY 4</b> | <ul style="list-style-type: none"><li>To ensure the revised behaviour policy (based on Kiwi Primary School's values and vision) is consistently applied by all staff to ensure that children feel a sense of belonging, feel safe and happy at school and are ready to learn.</li></ul>   |
| <b>PRIORITY 5</b> | <ul style="list-style-type: none"><li>To further develop and embed systems for identifying pupils' additional needs and develop appropriate strategies for meeting these, so that all staff have the right knowledge and expertise to support all pupils to learn the curriculum successfully.</li></ul>  |

# Partnership with parents

We have your children's best interests at heart, just as we know you do.

We aim to be welcoming and approachable.

If you have any concerns about your child either at home or at school, please talk to us.

We are here to help.

# How can you help?

- Model respect for our school and our teachers who work extremely hard to meet the needs of your children
- Talk to us if you are worried or if there are any significant changes at home, eg parent being deployed
- Consider joining our PTA!



Each one of us can  
make a difference.  
Together we make  
change.

Barbara Mikulski

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