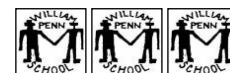




# William Penn Fact Sheet – November 2019

Bullet Points in Italics taken from March 2019 Ofsted Report



## School Context

- Quaker foundation
- 84 pupils on roll (PAN = 105)
- 5 FSM (6%), 10 Pupil Premium (12%) inc 2 x PP+
- 12 SEN Support (14.3%)
- 1 EHCP (1.2%)
- 4 EAL (4.8%) – below average
- 0 CLA, 2 PLAC
- Attendance 95.5% in 2018-19, just below target of 96%
- Judged as good in all areas at last Ofsted (March 2019)

## School Vision and Values

- The school's mission is 'Living, Laughing and Learning Together' underpinned by its core Quaker values of honesty, integrity, reflection, equality, peace, friendship and simplicity
- We believe that every member of the school community is both a 'teacher' and a 'learner' which is a basic Quaker belief. We respect each other and value the rights and responsibilities of each individual. We strive for high standards and challenge ourselves to further our own learning and understanding throughout the journey of life.

## Strengths

- *"Attainment in reading, writing and mathematics at the end of KS2 have consistently been in line with or above national thresholds, including at higher standards. Many pupils now achieve standards above those expected for their age."*
- Personalised learning experience for every child.
- The Quaker foundation embeds a nurturing culture into daily school life, all members of the school community are valued.
- The overwhelming majority of parents and pupils are happy with the school and would recommend it. (Source: 2019 stakeholder surveys)

## Key Priorities (SEAIP 2019-2020 and Ofsted Report March 2019)

- Develop a vision for the next 3-5 years which is shared and understood by all.
- Improve the quality of writing across the school, ensuring that the standard of presentation is high in all books.  
*"... teachers have high expectations of the quality and presentation of pupils' writing, so that pupils make consistently strong progress."*  
*"More pupils in key stage 1 to reach the expected standard and greater depth in writing by practising their phonics skills when writing independently."*
- Ensure a broad and balanced curriculum is delivered and that the model of assessment for foundation subjects shows progression of skills.  
*"Subject leaders to check quality of teaching and work in pupils' books more regularly to monitor the impact of the changes and consistency of initiatives"*

## Quality of Education: Good

- Leaders are putting considerable focus on the curriculum to ensure it is well planned and sequenced so that learning builds on knowledge and skills already taught. *"Exciting opportunities are created for pupils to learn in a range of subjects."*  
*"The wider curriculum is varied and promotes pupils' understanding of the world and how cultures and belief systems are different."*
- Teachers share skills and knowledge with their colleagues to ensure pupils progress well and develop their understanding. Reading is prioritised and outcomes are particularly strong. Assessment is used to good effect to inform teaching and embed knowledge.  
100% of lessons observed in 2018-19 were good or outstanding with 21% being outstanding.
- From their starting points, pupils make good progress and attain well, particularly at the end of KS2. Pupils leave the school ready for the next stage.  
3 year average reading attainment score (108.4) was in the highest 20% nationally. (ISDR).  
3 year average for pupils achieving expected standard in RWM at KS2 is 65% which is above county (59.7%) and national (63.5%).

## EFYS: 12 pupils in 2019 (each child represents 8.3%)

|                 | 2018 (13) | 2019 (12) | County | National |
|-----------------|-----------|-----------|--------|----------|
| % achieving GLD | 62%       | 67%       | 72%    | 72%      |

## KS1: 11 pupils in 2019 (each child represents 9.1%)

|         | 2018 (13) | 2019 (11) | County | National |
|---------|-----------|-----------|--------|----------|
| Reading | 77%       | 64%       | 75%    | 75%      |
| Writing | 54%       | 36%       | 68%    | 69%      |
| Maths   | 69%       | 64%       | 74%    | 79%      |
| RWM     | 54%       | 36%       | 63%    | 65%      |
| Reading | 8%        | 0%        | 21%    | 25%      |
| Writing | 0%        | 0%        | 11%    | 15%      |
| Maths   | 0%        | 0%        | 17%    | 22%      |
| RWM     | 0%        | 0%        | 8%     | 11%      |

## Phonics: 10 pupils in 2019 (each child represents 10%)

|                   | 2018 (16) | 2019 (10) | County | National |
|-------------------|-----------|-----------|--------|----------|
| Year 1            | 56%       | 80%       | 81%    | 82%      |
| Year 2 (4 pupils) | 92%       | 100%      |        | 77%      |

## Behaviour & Attitudes: Good

- Pupils feel safe and respect their environment.  
*"Safeguarding is effective. Leaders have created a strong safeguarding culture."*
- The school has developed a clear and effective approach to managing behaviour through Restorative Practice.  
*"... sustained culture of caring and kindness throughout the school."*
- Children's attitude to learning are good, evidenced through pupil surveys, observations and data outcomes.
- Pupils respect each other and take responsibility for their own learning. Low level disruption is not tolerated.

## Personal Development: Good

- The school builds confidence and pupils are taught about perseverance and resilience using the Growth Mindset.
- Through the core values, which are embedded in daily life, pupils learn about honesty, integrity, reflection, equality, peace, friendship and simplicity. Their work on the RRS award taught them to treat people equally and to respect differences.
- *"Pupils are proud that their work has been recognised by gaining a national silver award as a Rights Respecting School."*
- Pupils are taught how to keep themselves healthy and safe. They are given wider opportunities through extra-curricular clubs and through collaboration with other schools locally.

## Sports Premium: Budget £xx

- PE specialist to develop knowledge and confidence for staff
- Increased opportunities for pupils to participate in competitive sport outside of school
- Increasing provision for all pupils to access a wide range of sports

## KS2: 14 pupils in 2019 (each child represents 7.1%)

|         | 2018 (15) | 2019 (14) | County | National |
|---------|-----------|-----------|--------|----------|
| Reading | 93%       | 71%       | 73%    | 73%      |
| Writing | 73%       | 71%       | 76%    | 78%      |
| Maths   | 73%       | 79%       | 76%    | 79%      |
| GPS     | 80%       | 79%       | 75%    | 78%      |
| RWM     | 73%       | 57%       | 62%    | 65%      |
| Reading | 53%       | 36%       | 27%    | 27%      |
| Writing | 27%       | 14%       | 27%    | 20%      |
| Maths   | 60%       | 7%        | 23%    | 27%      |
| GPS     | 53%       | 29%       | 31%    | 36%      |
| RWM     | 27%       | 7%        | 7%     | 11%      |

## KS1-KS2 Progress

|         | 2018 (12) | 2019 (13) | County | National |
|---------|-----------|-----------|--------|----------|
| Reading | +4.2      | +1.9      | +0.2   | 0        |
| Writing | -1.2      | -1.4      | -1.0   | 0        |
| Maths   | +1.5      | +0.8      | -0.5   | 0        |

## Leadership & Management: Good

- Leaders have high expectations for all pupils in the school.
- Leaders monitor teaching and learning through regular lesson observations, planning and work scrutinies. Teachers have opportunities to observe and learn from each other.
- Governors regularly engage in training to enable them to discharge their duties, providing confident strategic leadership and robust accountability for educational and financial performance.
- Governors have clear systems for seeking the views of parents, pupils and staff. These views directly inform the school improvement priorities.
- Governors have developed a culture of openness and work in partnership with staff. They closely monitor progress towards achieving key school priorities and hold leaders to account.
- *"Governance is strong. The governing body gathers first-hand information to inform its discussions and decisions. Governors work tirelessly to play their part in monitoring leaders' actions well and holding them to account."*

## Pupil Premium: Budget £xx, 10 pupils inc 2 PP Plus

- Planned use of funds 2018-19:  
Quality teaching for all: improved phonics knowledge & maths concepts  
Targeted support: Social and emotional support  
Low income households: Financial help with trips and clubs
- Governing body has appointed a Pupil Premium champion to monitor impact.