



William Penn Strategic Plan 2022-25

The Governing Body of William Penn Primary School has produced a strategic plan that sets out our priorities for the next 3 years and details the important milestones we need to achieve along the way. This includes our vision, strategic priorities and the Quaker values that underpin all we do. Running through all of our plans are a commitment to the wellbeing of our pupils and staff as well as sustainability both in terms of the environment and finances.

This strategic plan has been written using the feedback of our pupils, parents and staff; it recognises the many existing strengths of the school and builds upon these. The 'What we do well' column has been populated from the feedback received through our Vision surveys,

We are committed to meeting the needs of our pupils, helping them realise their potential and move with confidence into the next stage of their lives. We will use this to inform our annual school improvement plan and help us to decide how to allocate our resources.

We believe this plan is aspirational and is designed to ensure the school continues to flourish and meet the needs of its pupils both now and in the future.

Our Vision: 'Living, Laughing and Learning Together'

A personalised learning experience that allows every child to fulfil their potential, is ready for the next stage and a recognition that success does not look the same for every child.

Our Quaker Values:

Honesty, Integrity, Reflection,
Peace, Friendship, Simplicity

Our Strategic Priorities

Quality of Education

A broad, balanced and engaging curriculum which is progressive and meets the needs of all learners.

Behaviour, Attitudes & Wellbeing

A safe, calm, orderly and positive environment resulting in positive attitudes to learning.

Personal Development

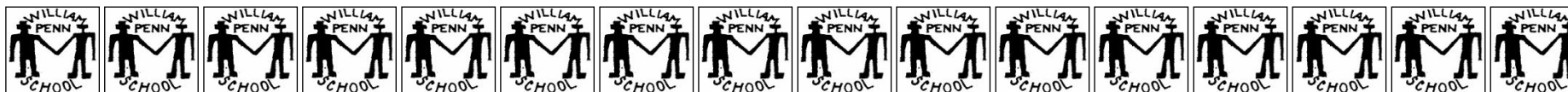
Equality of opportunity, an inclusive environment, developing pupils' character and readiness for the next stage of education.

Leadership & Management

Accountable leadership at all levels. Strong and effective governance. Vision and values are embedded.

Community Engagement

Strong engagement between the school and the wider community including parents, Quaker foundation and locality schools.



William Penn Strategic Plan 2022-25

OBJECTIVES	WHAT WE ALREADY DO WELL	2022-23	2023-24	2024-25
Quality of Education <i>A broad, balanced and engaging curriculum which is progressive and meets the needs of all learners.</i>	<ul style="list-style-type: none"> ▪ 'Great' teaching and learning ▪ Good technology and resources ▪ Learning/lessons/ subjects – not too hard or too easy ▪ Classrooms – atmosphere, friendly, colourful 	<ul style="list-style-type: none"> ▪ Post-Covid, ensure consistency of expectations and high standards for all pupils in all subjects ▪ Embed whole school curriculum intent to reflect the school's ethos and values ▪ Complete the curriculum review to ensure it is progressive and meets the needs of all learners ▪ Re-establish the wider curriculum offer to include enriching opportunities for building cultural capital ▪ Review the role description of subject leaders, including release arrangements, to ensure time is afforded for monitoring the curriculum implementation. 	<ul style="list-style-type: none"> ▪ Audit EYFS curriculum ▪ Ensure transition from EYFS to KS1 forms part of all curriculum plans ▪ Review assessment and tracking systems to ensure progress and attainment in foundation subjects is accurately recorded ▪ Continued CPD opportunities for all staff ▪ Succession planning for subject leadership ▪ Continue to invest in curriculum resources 	<ul style="list-style-type: none"> ▪ Re-audit curriculum coverage to ensure it remains relevant, meets the needs of all learners and is firmly embedded. ▪ Review learning at home/homework arrangements including use of Google Classrooms and opportunities for handwritten homework
Behaviour, Attitudes & Wellbeing <i>A safe, calm, orderly and positive environment resulting in positive attitudes to learning.</i>	<ul style="list-style-type: none"> ▪ Children recognised as individuals – staff know and care about every pupil ▪ Nurturing environment ▪ Happy children ▪ Restorative practice 'it works and means we can remain friends' 	<ul style="list-style-type: none"> ▪ Ensure the behaviour policy is clear, consistent and effective with high expectations for all pupils ▪ External training for staff in supporting pupils struggling with emotional regulation ▪ Continue to provide support (internal and external) for pupils with challenging behaviour ▪ Focus on attendance – support for families with attendance below 90% 	<ul style="list-style-type: none"> ▪ Ensure new staff and pupils receive training in restorative practice principles to maintain expectations ▪ Widen role of peer mentors ▪ Review rewards and sanctions to ensure they are still effective ▪ Continue to work with families to achieve the highest level of attendance ▪ Re-visit Rights Respecting School silver award 	<ul style="list-style-type: none"> ▪ Ensure new staff and pupils receive training in restorative practice principles to maintain expectations ▪ Research-led review of behaviour management techniques to ensure pupils remain engaged in their learning and low level disruption is not tolerated ▪ Review strategies and policies

OBJECTIVES	WHAT WE ALREADY DO WELL	2022-23	2023-24	2024-25
Personal Development <i>Equality of opportunity, an inclusive environment, developing pupils' character and readiness for the next stage of education.</i>	<ul style="list-style-type: none"> ▪ Wraparound care ▪ Areas of responsibility (school council, sports captains, peer mentors) ▪ Participation in inter-school events ▪ Whole school events ▪ Develop pupils' confidence and sense of responsibility 	<ul style="list-style-type: none"> ▪ Ensure the running track is in place and used regularly ▪ Ensure the redeveloped 'former pond area' is regularly used and provides enriching opportunities ▪ Increase the number of extra-curricular activities ▪ Widen the resources available for break and lunchtime activities ▪ Ensure pupils have opportunities for independence and leadership ▪ Re-establish trips and visitors 	<ul style="list-style-type: none"> ▪ Research Forest schools, outdoor and nature activities with a view to enhancing the current offer ▪ Ensure pupils continue to have opportunities to work with children from other classes ▪ Continued opportunities for Pupil Orchestrated Learning 	<ul style="list-style-type: none"> ▪ Review RSHE curriculum and update to ensure it reflects the current school context and pupils. ▪ Re-assess the wraparound care provision and range of after school clubs to ensure a broad offer which meets the needs of all pupils
Leadership & Management <i>Accountable leadership at all levels. Strong and effective governance. Vision and values are embedded.</i>	<ul style="list-style-type: none"> ▪ Values and Quaker ethos ▪ Strong, supportive and visible leadership ▪ Friendly and approachable staff ▪ Excellent communication 	<ul style="list-style-type: none"> ▪ Ensure parents have a clear understanding about what their child is learning by ensuring the curriculum pages are informative and current ▪ Refresh the website so that it becomes a 'one stop shop' for all school information ▪ Develop outside learning opportunities and continue to invest in premises ▪ Consider opportunities to reduce teacher workload 	<ul style="list-style-type: none"> ▪ Implement online systems for permissions etc ▪ Provide greater guidance for parents on how they can support their children at home ▪ Develop outside learning ▪ Invest in premises, especially outside areas/KS1 outside area ▪ Quaker values – children to produce updated displays for their classrooms and hall 	<ul style="list-style-type: none"> ▪ Provide opportunities for parents to engage with and have a voice in key school policies (eg homework, behaviour, RSHE, uniform) ▪ Invest further in IT equipment to ensure staff and pupils have the resources needed for the curriculum to be delivered effectively ▪ Continue to provide effective financial management so that funds are spent to meet the needs of children currently in the school and the longer term future
Community Engagement <i>Strong engagement between the school and the wider community including parents, Quaker foundation and locality schools.</i>	<ul style="list-style-type: none"> ▪ Small school with a friendly, family feel that is very welcoming ▪ School atmosphere and sense of community 	<ul style="list-style-type: none"> ▪ Re-introduce wider community activities such as performances and events ▪ Build partnerships with other schools to widen the competitive sports offer ▪ Re-establish the PTA ▪ Encourage stronger links between teachers and leadership across locality schools (and further afield) to experience and share best practice 	<ul style="list-style-type: none"> ▪ Review community and family links, including opportunities for parents/carers to attend workshops in school to support their child's learning ▪ Link up with other schools for team events ▪ Increased links with the Quaker foundation (Blue Idol and beyond) ▪ Consider further opportunities to strengthen links with pre-schools and secondary schools in the area 	<ul style="list-style-type: none"> ▪ Further increase the range and variety of community activities ▪ Ensure the PTA is firmly established with a calendar of regular fundraising and community events