

SCHOOL DEVELOPMENT PLAN

2024 - 2027



UNCRC Article 2: The Convention applies to every child without discrimination.

UNCRC Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children.

UNCRC Article 28: Every child has the right to an education in which discipline must respect their dignity and rights.

UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This School Development Plan (SDP) is a working document designed to build on our success and ensure areas for improvement are tackled effectively. As a result of our on-going self-evaluation, we are able to evaluate the impact of our actions on pupils' achievement and well-being. Governors are kept fully informed of progress towards these priorities at Governing Board Meetings and Sub Committee Meetings.

School Vision

Our purpose is to **prepare pupils for lifelong success.**

Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

Godwin Junior School Context (July 2026)

Number of pupils on roll: (420 capacity) Boys Girls	343 55% 45%	Percentage of pupils eligible for Free School Meals	29%	Percentage of pupils eligible for Pupil Premium	30%	Percentage of pupils with English as an additional language (EAL)	43%
Percentage of pupils on the SEND register	25%	Number of pupils with Education, Health and Care Plan (EHCP)	18	Total number of pupils in receipt of HNF	Y3: 3 Y4: 3 Y5: 4 Y6: 8 18 = 5.2%	No prior attainment in 2025 due to impact of Covid on KS1 SATS	

% of Godwin pupils achieving age expected or above National figures in red (LA figures in brackets)					
	2022	2023	2024	2025	2026
Reading	74% 75% (79%)	79% 73% (78%)	77% 74% (80%)	77% 75% (81%)	77% 74% (83%)
Writing	70% 70% (75%)	82% 72% (75%)	77% 72% (79%)	75% 72% (80%)	80% 73% (82%)
Maths	71% 71% (78%)	78% 73% (82%)	82% 73% (83%)	77% 74% (83%)	80% 75% (85%)
Grammar, Punctuation and Spelling	80% 73% (80%)	82% 72% (82%)	77% 72% (82%)	84% 73% (81%)	80% 74% (TBC%)
Combined Reading, Writing and Maths	57% 59% (68%)	69% 59% (67%)	65% 61% (72%)	64% 62% (74%)	69% 63% (76%)

% of Godwin pupils achieving above age expected National figures in red (LA figures in brackets)					
	2022	2023	2024	2025	2026
Reading	31% 28% (35%)	28% 29% (34%)	33% 29% (35%)	42% 33% (40%)	37% 31% (41%)
Writing	22% 13% (20%)	15% 13% (21%)	25% 13% (22%)	22% 13% (24%)	25% 13% (25%)
Maths	27% 23% (33%)	18% 24% (36%)	26% 24% (36%)	37% 26% (39%)	39% 27% (40%)
Grammar, Punctuation and Spelling	38% 28% (44%)	27% 30% (45%)	38% 32% (50%)	31% 30% (46%)	53% 30% (48%)
Combined Reading, Writing and Maths	16% 7% (13%)	5% 8% (13%)	13% 8% (13%)	18% 8% (16%)	17% 9% (17%)

2026 KS2 Pupil Premium Pupils (Godwin = 34 in cohort of 75)	Godwin	National
Reading Expected or Above	65%	63%
Reading Above Expected	12%	22%
Writing Expected or Above	65%	61%
Writing Above Expected	9%	7%
Maths Expected or Above	65%	62%
Maths Above Expected	9%	16%

2026 KS2 SEND Pupils (Godwin = 20 in cohort of 75)	Godwin	National
Reading Expected or Above	60%	43%
Reading Above Expected	20%	12%
Writing Expected or Above	55%	35%
Writing Above Expected	15%	3%
Maths Expected or Above	50%	42%
Maths Above Expected	25%	9%

	Average Scaled Score - Godwin					Average Progress Score - Godwin				
	2022	2023	2024	2025	2026	2022	2023	2024	2025	2026
Reading (R)	105.2	105.7	105.6	106.1	105.9	-0.55	-0.17			+1.52
Writing (W)	n/a					+0.63	+1.26			+3.64
Maths (M)	104.0	104.7	105.1	105.0	106.8	-0.25	-0.52			+3.50
Grammar, Punctuation and Spelling (GPS)	106.7	105.8	106.8	106.3	108.4	n/a				
Combined R, W, M	n/a					n/a				

NB National progress data for junior schools is always lower than for primary schools

Attendance 2025-2026 Persistent absence 2025-2026	95.6% 10.3%	Staff turnover over the previous year	The school has been capped at 14 classes (capacity is 16). We have two ECTs. One part-time teacher is currently on maternity leave.
Most recent Ofsted grade	Good (Nov 2023)	Key Ofsted feedback from last report	- Embed our new curriculum thinking, so that pupils' learning is consistently strong across all subjects. - Develop staff expertise further to ensure that the intended curriculum is consistently implemented in all subjects.

SDP Focii:

1. Quality of Education - Teaching and Learning

- by developing subject-specific pedagogical knowledge
- by focussing on embedding knowledge, skills and understanding across the curriculum

2. Quality of Education - Outcomes

To improve the progress and attainment of underachieving groups (in particular, Pupil Premium and boys) through identifying and addressing barriers to learning

3. Quality of Education - Outcomes

To ensure that provision for children on the SEND [Code of Practice](#) enables them to make good progress

4. Leadership and Management

To improve the quality of teaching and outcomes for all children through improving the impact and effectiveness of Subject Leaders

5. Behaviour and Attitudes

To support the mental health & wellbeing of both children and staff

6. Leadership

Further develop our community links through effective communication with all stakeholders and improving opportunities for stakeholder engagement.

Red = no progress to date. **Pink** = emerging progress. **Yellow** = embedded progress. **Green** = achieved.

1. Quality of Education –Teaching and Learning

- develop subject-specific pedagogical knowledge
- focus on embedding knowledge, skills and understanding across the curriculum

The quality of teaching and learning is a key driver for school improvement. We need to ensure consistently excellent teaching and learning which results in excellent progress and attainment for all pupils throughout the school.

Godwin Junior School has developed a number of partnerships within different education spheres e.g. Newham Learning, Education 4 Change, NNLP. We have also achieved a number of Quality Marks and Awards which reflect the excellent practice which is taking place within our school.

In order to provide the best possible outcomes for our pupils, we believe that we should continue to develop teachers' pedagogical awareness and support TAs to develop theirs.

We also want to continue the excellent work we were already undertaking prior to our Ofsted Inspection with regard to embedding knowledge, skills and understanding across all subjects.

Led by: Head Teacher and Assistant Head Teacher

What do we want to achieve?

Intent

- Improving staff subject knowledge and pedagogy remains a focus for the Senior Leadership Team
- Teachers and TAs deliver a high quality teaching and learning experience, focused on children's individual learning
- Curriculum planning and delivery is consistently high quality and progress across the school is evident
- Assessment for Learning ensures that lesson pitch, challenge and support enable all children to make good progress
- Interventions are well-planned and consequently impact positively on pupil outcomes
- Teachers demonstrate a secure understanding of data and expertly track pupil progress. In particular, they are

How do we know

- In-school monitoring
- Pupil Data
- INSET calendar
- Pupil Achievement Meetings
- School Improvement Partner Report
- Head Teacher's Report to Governors
- School Self Evaluation Form
- School Governor Visits

able to identify those who are not making expected progress and implement measures to address this – NB Pupil Premium • Pupils’ learning becomes even more engaging and progress is enhanced as a result of initiatives implemented • Teachers continually evaluate own practice, impacting on improved outcomes for all pupils	Link Governors: Terilla Bernard
How are we going to make this happen? <i>Implementation</i> 1. High quality INSET develops a Professional Learning Community in which teachers use research-based approaches to inform their practice and develop their ability to reflect on the impact of their practice 2. High quality INSET focuses on key subject knowledge and key strategies to support groups and individuals 3. Subject Leaders and SLT ensure that expectations are clear and that planning and delivery match these, with support being provided where appropriate 4. Pupil Achievement Meetings are robust with clear actions for teachers to implement and these are reviewed for impact 5. Teachers evaluate own practice and its impact on pupil outcomes 6. Subject Leaders’ focus on Quality Marks and Awards ensures national expectations and best practice are cascaded through INSET 7. Professional Learning opportunities through our partnerships enable staff to see new initiatives in action and discuss their implementation before deciding to trial these at Godwin 8. Impact of initiatives is constantly evaluated and measures are refined as appropriate before being rolled out 9. Refine and embed the use of Retrieval Practice across the curriculum 10. Refine and embed the use of Knowledge Organisers, which provide a summary of key facts and essential knowledge that pupils need to learn about a topic 11. Evaluate the impact of Retrieval Practice and Knowledge Organisers on the extent to which knowledge, skills and understanding are embedded across the curriculum	
Progress <i>Impact</i> Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings	

Autumn 2025	Spring 2026	Summer 2026
• Very positive School Improvement Partner visit focussing on inclusion, enrichment and pupil voice • Maths Retrieval Practice focusing more on reasoning, successfully rolled out across school • Learning by Questions (LbQ) maths platform fully embedded - supports teachers' assessment • 1-1 Pupil Writing Conferencing provided an	• Very positive School Improvement Partner visit focussing on writing, with a particular emphasis on inclusion and the progress and attainment of Pupil Premium children • NNLP Writing Moderation – opportunity to discuss children’s progress and targets; demonstrated teachers’ judgements are sound • History CPL linked to Quality Mark application	• Very positive School Improvement Partner visit focussing on science, budget, staffing, Ofsted inspection structure • Pupil Achievement Meetings continue to produce clear actions to enable children to make good progress. • Team teaching for ECTs supported their professional development

opportunity to clarify misunderstandings/address misconceptions, as well as encourage pupils to think about the writing process; thus improving writing skills and building confidence. • Professional Learning Community – focus on feedback to improve learning maintained focus on range of feedback strategies and reflecting on impact • Team teaching for ECTs supported their professional development • NNLW Writing Across The Curriculum Practice Sharing – opportunity to examine how other schools develop writing skills in a range of subjects. Reinforced expectations. • Year group writing moderation ensured focus on age-expectations and supported consistency across each year group • Science Leader facilitated CPL as part of application for Science Quality Mark – raised profile of inclusion and ways to ensure it • Geography CPL on fieldwork in local area resulted in increased teacher confidence • Summary of expectations across the curriculum and monitoring ensured that Subject Leader support was effectively targeted to individuals • Pupil Achievement Meetings continue to produce clear actions to enable children to make good progress. • History workshops - Y6 WWII - supports pupils' historical understanding. Has a positive impact on retrieval practice as the workshops are multi-sensory and engaging. • FAB science workshops support pupils to gain a clearer understanding of complex ideas through practical demonstrations and scientific enquiry • Tennis team teaching with expert supports teachers to further develop skills and confidence • Numicon Training for all staff enables them to	focussed attention on an overarching enquiry across the whole unit and supported teachers to develop their own pedagogical understanding • Maths CPL focused on how Numicon and other concrete resources can be used effectively to support learning in KS2 • Team teaching for ECTs supported their professional development • 1-1 Pupil Writing Conferencing provided an opportunity to clarify misunderstandings/address misconceptions, as well as encourage pupils to think about the writing process; thus improving writing skills and building confidence. • Pupil Achievement Meetings continue to produce clear actions to enable children to make good progress. • History workshops - Y4 Viking and Y3 Roman - support pupils' historical understanding. Has a positive impact on retrieval practice as the workshops are multi-sensory and engaging. • FAB science workshops support pupils to gain a clearer understanding of complex ideas through practical demonstrations and scientific enquiry • Cricket team teaching with expert supports teachers to further develop skills and confidence • Educational visits continue to embed learning beyond the classroom and support retrieval practice. • All pupils participated in our Raised Voices, speech-writing competition. This promoted oracy, self-confidence, the ability to structure an argument and helped to develop public speaking skills as children performed in front of their peers. • Further promoted a love of reading through World Book Day activities	• 1-1 Pupil Writing Conferencing provided an opportunity to provide additional support for targeted children, improving writing skills and building confidence. • Internal writing moderation to ensure consistency in assessments across year groups and the school • Science CPL linked to Quality Mark application focussed attention on curriculum content, lesson structure, developing curiosity, child-led investigations and assessment – resulted in significant positive changes in all areas, including teacher confidence in accurately assessing • Maths Retrieval Practice adapted to focus more on reasoning – Y5 teachers trialling; positive feedback to date – will be rolled out in Autumn 2026 • Science Retrieval Practice adapted to focus more on in-depth understanding – rolled out following successful trial in Y5 • Maths Week focused on problem solving and critical thinking through collaborative games and puzzles – highly popular with pupils and effective • Year 5 production of Macbeth at a professional theatre hugely successful; well received by parents and carers and provided an opportunity for our pupils to discover and develop their talents • Competitions in numerous subject areas – History, French, art – engage children in their learning and provide opportunities for their talents to be celebrated • Adapted Create4Change materials in advance of Art Week in July to seek to engage our children with the work of a range of artists from under-represented backgrounds • Promoted a love of reading through measures such as inviting The Gate Library into school to launch the Summer Reading Challenge. • Poetry Slam competition provided the
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support children who struggle with basic mathematical concepts • The Globe Theatre Company's Macbeth workshop enriched the Year 5 English curriculum and supported pupils to access the play • Educational visits to: Y3: The Natural History Museum; West Ham Park - Stone Age Workshop. Year 4: The British Museum, Year 5: The Houses of Parliament Year 6: The Natural History Museum, classification; West Ham Park - Blitz Detectives all play a part in embedding learning outside of the classroom. Learning is fun and memorable meaning that children are more able to recall significant facts. • CPL on 'Executive Functions' and 'Strength for Change' by Education4Change supported staff to understand the key components of executive functions in children and how these cognitive processes are crucial for school success, self-regulation and independent daily tasks.		opportunity for all children to perform , thus developing confidence, articulation and an enthusiasm for the spoken word • Y3-5 presented their learning to parents/carers at Curriculum Assemblies – this embedded their learning, developed their oracy and self-confidence, helped to develop performance skills and showcased their musical talents • History workshop - Y5 Ancient Greece - supports pupils' historical understanding. Has a positive impact on retrieval practice as the workshop is multi-sensory and engaging • CPL on Writing Across the Curriculum reinforced expectations of the quality and quantity of writing in non-core subjects at Godwin • CPL on adaptive teaching in core subjects refocused attention on the need to review and personalise planning and resourcing to meet the needs of individual cohorts • Educational visits continue to provide significant enrichment and embed learning beyond the classroom, as well as support retrieval practice. • Focus on research findings on the value of reducing cognitive overload in the learning environment trialled in 4 classrooms – positive feedback from pupils. CPL to all teaching staff on the rationale behind and impact of this before rolling out wider trial next academic year.
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2. Quality of Education - outcomes

To improve the progress and attainment of underachieving groups (Pupil Premium and boys) through identifying and addressing barriers to learning

Attainment data demonstrates that, in general, boys and children in receipt of Pupil Premium funding underachieve relative to their peers.

This gap needs to be addressed.

Our school roll is comprised of: 57% boys / 43% girls

Pupil Premium children make up 30% of the school roll

KS2 SATS 2025 and internal data illustrate that boys and Pupil Premium children often underachieve relative to their peers. However, compared to national data, our Pupil Premium children and our boys do better than their counterparts across the country:

KS2 SATS Data by PP status (Godwin PP = 29 in cohort of 85)	Godwin		National	
	PP	NonPP	PP	Non PP
Reading Expected or Above	69%	80%	64%	81%
Reading Above Expected	28%	50%	22%	39%
Writing Expected or Above	59%	84%	60%	78%
Writing Above Expected	3%	32%	7%	16%
Maths Expected or Above	69%	80%	61%	80%
Maths Above Expected	24%	43%	15%	31%

KS2 SATS Data by gender (Godwin boys=49 in cohort of 85)	Godwin		National	
	boys	girls	boys	girls
Reading Expected or Above	76%	78%	72%	78%
Reading Above Expected	33%	56%	31%	36%
Writing Expected or Above	74%	78%	66%	78%
Writing Above Expected	16%	31%	10%	16%
Maths Expected or Above	84%	67%	75%	73%
Maths Above Expected	33%	42%	30%	22%

Led by: Head Teacher, Inclusion Leader and Assistant Head Teacher

What do we want to achieve?

Intent

- Teachers use formative and summative assessment expertly to gauge progress and attainment
- The attainment gap between boys and girls significantly narrows
- The attainment gap between Pupil Premium and non-Pupil Premium children significantly narrows
- The curriculum offering will remain a rich, ambitious one with high expectations for all pupils

How do we know

- Pupil Data
- Internal Monitoring
- Pupil Achievement Meetings
- School Self Evaluation Form
- Head Teacher Report to Governors
- Engagement data from Timestable Rockstars and Learning by Questions

Link Governors: Jessica Morrison

How are we going to make this happen?

Implementation

1. In Continuous Professional Learning, increased focus on developing teachers' awareness of how they interact with and develop relationship with all pupils, in particular those in key groups
2. Teachers aware of individual pupil data, who the underachieving pupils are and urgency of closing gap
3. Targeting of TA support in class and in intervention groups for children in key groups
4. Targeting of key pupils when teachers use 1:1 Pupil Conferencing each term to discuss targets and progress
5. Targeting of key pupils for after-school clubs e.g. Debate Mate, Maths Homework Club
6. SLT, Subject Leaders and teachers demonstrate a secure understanding of data to make impactful decisions
7. Year group moderation in writing and maths takes place each term to assess progress made
8. Termly Pupil Achievement Meetings (PAMs) take place – focusing on progress of boys and Pupil Premium children in particular

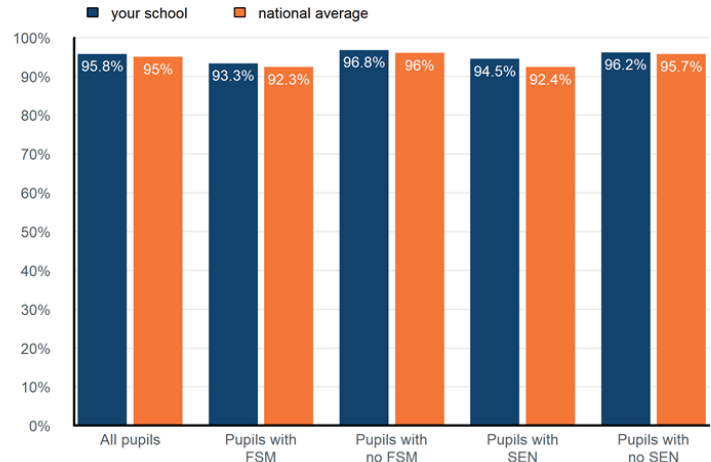
9. Parent/Carer workshops focusing on ways in which children can be supported at home: e.g. maths methods, reading strategies, phonics
10. Leaders at all levels are aware of the barriers to learning and how these impact on pupil outcomes and are focussed on addressing these
11. Achievement (progress and attainment) of underachieving children is tracked against the national average and Newham average. (These are only available for end of KS2)
12. Exposing PP pupils to aspirational opportunities – Brilliant Club, liaising with local universities and other organisations.

Progress

Impact

Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings

Autumn 2025	Spring 2026	Summer 2026																					
- Pupil Achievement Meetings (PAMs) in Sept focused attention on PP and boys who are below age-expected, resulting in focus pupils being identified and strategies being discussed - TA absence continues to impact on ability to target support and maximise impact 1:1 writing conferencing focussed on underachieving boys and PP learners - this increased pupil awareness of key next steps - Targeting of chn to attend Y6 boosters (80% of maths booster; 76% of reading booster are PP), Maths Homework Club (45% are PP), Debate Mate (27% are PP) supports key pupils to make good progress - Writing moderation meetings for each year group showed astute teacher levelling and enabled discussion of next steps for key pupils. This results in precise focus on these. - PP children were targeted for AIM High Writing Enrichment with writer and poet Neal Zetter – developed children's confidence as writers - Regular attendance meetings run by DHT track and address absences, resulting in attendance levels higher than national and	- Very positive School Improvement Partner visit focussing on writing, with a particular emphasis on inclusion and the progress and attainment of Pupil Premium children - Pupil Achievement Meetings (PAMs) in Jan focused attention on PP and boys who are below age-expected, resulting in focus pupils being identified and strategies being discussed 1:1 Writing Conferencing focussed on underachieving boys and PP learners - this increased pupil awareness of key next steps - Targeting of chn for interventions continues - Targeting of chn to attend Maths Homework Club (22% are PP) supports key pupils to make good progress - NNLP Writing Moderation meetings for each year group benchmarked against national standards and enabled discussion of next steps for key pupils. - Regular attendance meetings run by DHT track and address absences, resulting in attendance levels higher than national and local average, as well as a lower persistence absence level than national and local. - Disadvantaged children were accessing after-school clubs this term (19% of after-school club places were filled by PP children, this	- Pupil Achievement Meetings (PAMs) in April focused on PP and boys who are below age-expected, resulting in focus pupils being identified and strategies being discussed 1:1 Writing Conferencing focussed on underachieving boys and PP learners -increasing pupil awareness of next steps - Targeting of chn for interventions continues - Regular attendance meetings run by DHT track and address absences, resulting in attendance levels higher than national and local average, as well as a lower persistence absence level than national and local - Targeting of chn to attend Maths Homework Club (32% are PP) supports key pupils to make good progress - Disadvantaged children were accessing after-school clubs this term (21% of after-school club places were filled by PP children, this was 24% last year, 19% 2 years ago, 16% 3 years ago) 2026 KS2 SATs data demonstrates that PP children at Godwin are more likely to be At Age-Expected than their peers nationally. However, in reading and maths our PP chn do not achieve as well at the Greater Depth standard. <table border="1"> <thead> <tr> <th>Data for Pupil Premium Children (Godwin = 34 in cohort of 75)</th><th>Godwin</th><th>National</th></tr> </thead> <tbody> <tr> <td>Reading Expected or Above</td><td>65%</td><td>63%</td></tr> <tr> <td>Reading Above Expected</td><td>12%</td><td>22%</td></tr> <tr> <td>Writing Expected or Above</td><td>65%</td><td>61%</td></tr> <tr> <td>Writing Above Expected</td><td>9%</td><td>7%</td></tr> <tr> <td>Maths Expected or Above</td><td>65%</td><td>62%</td></tr> <tr> <td>Maths Above Expected</td><td>9%</td><td>16%</td></tr> </tbody> </table>	Data for Pupil Premium Children (Godwin = 34 in cohort of 75)	Godwin	National	Reading Expected or Above	65%	63%	Reading Above Expected	12%	22%	Writing Expected or Above	65%	61%	Writing Above Expected	9%	7%	Maths Expected or Above	65%	62%	Maths Above Expected	9%	16%
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local average. • Participation of children in The Brilliant Club's Scholars Programme which seeks to expose pupils to aspirational opportunities (10 out of 14 pupils met the criteria) • Disadvantaged children were accessing after-school clubs (22% of after-school club places were filled by PP children, this was 24% last year, 19% 2 years ago, 16% 3 years ago) • Learning walks focusing on learning behaviour identified strengths and areas for development. • INSET on 'Supporting Multilingual Learners' developed staff expertise in this field	was 24% last year, 19% 2 years ago, 16% 3 years ago) • Our Brilliant Club Scholars' Programme results are the best that we have ever had: six Firsts and 8 2:1s from a cohort where 10 out of 14 pupils met the criteria of disadvantaged • Of our 17 Raised Voices (speech writing and delivering) finalists, 41% were boys. It is important to note increased participation and confidence amongst boys at all stages of this oracy competition • 12 Year 5 and 6 pupils attended a Debate Mate competition at SOAS University (50% were boys). This supported them in developing critical thinking, confidence, communication and teamwork skills	Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) support compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2025 to 2026, up to Monday 25 May 2026.  <table border="1"> <thead> <tr> <th>Group</th> <th>your school</th> <th>national average</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>95.6%</td> <td>95%</td> </tr> <tr> <td>Pupils with FSM</td> <td>93.3%</td> <td>92.3%</td> </tr> <tr> <td>Pupils with no FSM</td> <td>96.8%</td> <td>96%</td> </tr> <tr> <td>Pupils with SEN</td> <td>94.5%</td> <td>92.4%</td> </tr> <tr> <td>Pupils with no SEN</td> <td>96.2%</td> <td>95.7%</td> </tr> </tbody> </table> • Our school attendance 2025-6 is 95.6%. This is 1% above other Newham primary schools and 1% above schools nationally. In Newham's league tables we currently rank: • 7th highest out of 68 schools for overall attendance • 7th lowest out of 68 schools for overall absence • 30% of the 30 finalists in our annual Poetry Slam competition were in receipt of Pupil Premium funding.	Group	your school	national average	All pupils	95.6%	95%	Pupils with FSM	93.3%	92.3%	Pupils with no FSM	96.8%	96%	Pupils with SEN	94.5%	92.4%	Pupils with no SEN	96.2%	95.7%
Group	your school	national average																		
All pupils	95.6%	95%																		
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Pupils with no FSM	96.8%	96%																		
Pupils with SEN	94.5%	92.4%																		
Pupils with no SEN	96.2%	95.7%																		

3. Quality of Education - Outcomes

To ensure that provision for children on the SEND [Code of Practice](#) enables them to make good progress

At Godwin Junior School, 25% of our children are on the SEND register, which is significantly higher than the national average (13%), and is an increasing percentage of our school roll. We also have a growing number of children in receipt of High Needs Funding and must ensure that we use

funding and expertise well in this increasingly complex area.

Led by: Inclusion Leader

What do we want to achieve?

Intent

- The needs of children on the SEND register are understood and as a result they receive high quality support, including personalised support for those with an EHCP or who are in receipt of High Needs Funding, to ensure that those needs are met
- Children on the SEND register with complex needs are set challenging, measurable targets within their Educational Health Care Plans/ Support Plans and achieve these
- The progress of children on the SEND register is effectively tracked
- All staff understand their role in the delivery of the SEND Code of Practice
- The Inclusion Leader and those working with children with SEND feel supported
- Children on the SEND register with complex needs take part in enrichment activities which will broaden and enhance their learning and life experience
- Parents/carers of children on the SEND register express confidence in the support their child receives and communication is considered a strength

How do we know

- Parent / Carer survey conducted annually (Autumn term)
- EHCPs/Support Plans
- Strategic Diary – staff INSET
- Head Teacher Report to Governors
- Governor Link Visits
- In-school monitoring
- Attainment and progress data
- Enrichment Activities

Link Governors: Terilla Bernard

How are we going to make this happen?

Implementation

1. Quality, bespoke input from specialists to support individual staff working with children in receipt of High Needs Funding
2. Quality INSET for both teachers and TAs on assessing, target setting and supporting children with additional needs
3. Embed the use of our tracking system so that all staff are able to effectively measure the progress of the children with whom they work
4. Ensure Support Plans and EHCPs are of high quality and involve input from all stakeholders so that they are robust and include appropriate challenge
5. Regular, quality enrichment, including educational visits, for children with complex needs is carefully planned for and its impact is evaluated
6. Regular, proactive meetings with parents/carers of children with additional needs to ensure strategies and progress are shared, concerns discussed and a meaningful partnership is developed

Progress

Impact

Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings

Autumn 2025	Spring 2026	Summer 2026
• Our Speech and Language Therapist (SALT) has many children with complex language needs	• Through our Newham School Sports Partnership, TAs have received CPL to enable	• Inclusion Leader participated in effective transition sessions with secondary schools our pupils will be

on her caseload and worked closely with children, class teachers and support staff to tailor support and interventions for the children. This resulted in staff feeling more able to meet needs. She has also contributed to assessment and EHC Plan requests. We have ensured that professionals' advice and recommendations are clearly referenced and used in Support Plans. • Our SALT provided whole-school training on identifying and supporting the needs of children with autism. This led to staff being confident in describing a child's needs, as well as implementing strategies and providing resources immediately to meet a child's needs. • Our Educational Psychologist delivered whole-school CPL on dyslexia-friendly learning which helped staff to understand the implications across a wide range of areas of school life. Staff increasingly confident in recognising need and implementing strategies to support children. • Continued support from our Ed Psych, SALT and Dyslexia and Dyscalculia Service identified appropriate strategies and programmes for staff to implement. These supported pupils to make progress in their learning. • Wellbeing in Newham Schools (WINS) delivered CPL on using Zones of Regulation as a strategy to support children who have difficulty in managing their emotions. This resulted in all staff having a shared understanding of how to implement this resource. • Practitioners from WINS delivered workshops to parents and carers on 'Supporting my child's sleep routine', Keeping my child safe online', Supporting my child with emotional	then to more effectively support children with High Needs Funding during PE lessons • INSET tailored to Support Staff's self-identified SEND knowledge-needs (e.g. Language for Thinking, Social Stories), has increased understanding and provided a range of inclusion strategies • Teachers and TAs continue to review Support Plans (following CPL) which means that progress is reviewed, new outcomes, provisions and resources are prepared • PE - Inclusive CPL organised by PE subject leader resulted in teachers being more confident on how to plan to accommodate SEND so that all children are appropriately supported and challenged • Support staff received trained on delivering impactful interventions to boost pupils' confidence and address their specific needs • Support staff received CPL and support from Interim SENDCo to review pupils' EHCP targets	attending – this ensures effective information sharing to support our pupils in Year 7 • Inclusion Leader attended Woodgrange Year 2 Annual Reviews for children in receipt of High Needs Funding who will be joining us in September – this supports a smooth transition and ensures that our staff are aware of the needs of new pupils • Inclusion Leader focused on re-establishing close working partnerships with families of children in receipt of High Needs Funding – essential to ensure good outcomes • TA CPL on strategies to support dysregulated children reinforced consistency across the school; TA CPL on sensory processing ensured best practice is disseminated • Re-established links with WINS – transition with Year 6 groups as well as supporting individual families • Re-engaged with Partnerships for Inclusion of Neurodiversity in Schools (PINS) project; completed an audit in preparation for joint working next academic year • Collaborated with NHS Speech Therapy Service to conduct a joint Communication Audit across the school to support creation of communication-rich learning environments • Our Speech and Language Therapist (SALT) has many children with complex language needs on her caseload and worked closely with children, class teachers and support staff to tailor support and interventions for the children. This resulted in staff feeling more able to meet needs. She has also contributed to assessment and EHC Plan requests. We have ensured that professionals' advice and recommendations are clearly referenced and used in Support Plans. • Continued support from our Ed Psych, SALT and Dyslexia and Dyscalculia Service identified appropriate strategies and programmes for staff to implement. These supported pupils to make progress in their learning.
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regulation’ and ‘Enhancing positive relationships with my child. They also worked on a 1-1 basis with individual families to support children’s emotional wellbeing • Support staff CPL on Understanding Behaviour as a Way of Communicating led to TAs having an increased awareness of the reasons for particular behaviours. • Support staff CPL on Precision Teaching led to TAs being confident in how to deliver bespoke pre-teaching to support children to access whole-class teaching and learning • INSET tailored to staff’s self-identified SEND knowledge-needs has increased understanding and provided a range of inclusion strategies • Teachers review Support Plans on a termly basis (with support from Interim SENDCo) which means that new outcomes, provisions and resources are prepared promptly • Support Plans clearly reflect the outcomes and provisions on the EHC Plan so we can be confident that needs are being met • SEND Coffee Morning supported parents/carers to connect with one another and share strategies, as well as to understand more about school support • Visit by Paralympian athlete inspired all children, including those able to identify with his conditions – ADHD and autism		• Support Plans continue to clearly reflect the outcomes and provisions on EHC Plans so we can be confident that needs are being met • Inclusion Leader focused on essential work to facilitate submission of EHCP Needs Assessments to the Local Authority. We hope that this will result in additional funding to meet identified needs • Support Staff had a number of CPL sessions on strategies to support children when they are dysregulated – we anticipate this will result in an increasingly proactive approach and fewer incidents of extreme dysregulation • Support Staff received CPL on recognising environmental factors that may result in sensory overstimulation and hence cognitive overload, as well as strategies to support pupils • CPL on adaptive teaching in core subjects refocused attention on the need to review and personalise planning and resourcing to meet the needs of individual cohorts • Staff received training on cognitive-friendly classrooms to reduce cognitive overload – this has been successfully trialled and has now been rolled out to be reviewed at the end of the autumn term 2026. Learning environment expectations were reviewed in light of this • Lesson observations of support staff helped to ensure consistently high-quality provision, with individual feedback which informs future CPL • Hosted SEND Coffee Morning, with guest speaker from LA SEND Advisory Teacher – well received but only attended by two parents • 2026 KS2 SATs data demonstrates that Godwin SEND children are more likely to be At Age-Expected than their peers nationally <table border="1"> <thead> <tr> <th>Data for SEND Children (Godwin = 20 in cohort of 75)</th><th>Godwin</th><th>National</th></tr> </thead> <tbody> <tr> <td>Reading Expected or Above</td><td>60%</td><td>43%</td></tr> <tr> <td>Reading Above Expected</td><td>20%</td><td>12%</td></tr> <tr> <td>Writing Expected or Above</td><td>55%</td><td>35%</td></tr> </tbody> </table>	Data for SEND Children (Godwin = 20 in cohort of 75)	Godwin	National	Reading Expected or Above	60%	43%	Reading Above Expected	20%	12%	Writing Expected or Above	55%	35%
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		Writing Above Expected	15%	3%
		Maths Expected or Above	50%	42%
		Maths Above Expected	25%	9%

4. Leadership and Management

To improve the quality of teaching and outcomes for all children through improving the impact and effectiveness of Subject Leaders

Godwin Junior School has benefited from a stable team of experienced Teachers, Teaching Assistants and Subject Leaders. This year, we have experienced Subject Leaders in place who will be key in helping to raise standards across the school through increased awareness of research-findings, national initiatives and standards.

Led by: Head Teacher and Deputy Head Teacher

What do we want to achieve?

Intent

- Subject Leaders receive high-quality Continuous Professional Learning opportunities which impact on their ability to impact positively on whole-school practice and therefore pupil outcomes
- Subject Leaders are increasingly aware of national standards and how our school practice compares to these
- Subject Leaders understand data with ease, expertly identify trends across the school and implement measures to maximise pupil outcomes (as discussed previously, subject leaders have to balance collection of and time to focus on qualitative and quantitative data tracking across all subjects: June 2026)
- Subject Leaders clearly communicate high expectations, model good practice and support colleagues to develop
- Subject Leaders further develop our high-quality integrated curriculum
- Curriculum planning and delivery is excellent and as a result, children develop secure knowledge, skills and understanding in all subjects

How do we know

- Subject Leader Action Plans
- CPL attended
- Quality Marks and Awards
- Curriculum Planning
- Internal monitoring
- Pupil Data
- Governor School Visits
- Strategic Diary – staff INSET
- Head Teacher Report to Governors
- School Improvement Partner Report

Link Governors: Sam Darby-Gould, Qudrat Khan

How are we going to make this happen?

Implementation

1. Through data analysis and in-school monitoring, each Subject Leader is aware of the strengths and weaknesses of their subject and creates an Action Plan to articulate a strategy for improvement
2. Subject Leaders spend time on purposeful targeted support e.g. Planning support, 1:1 writing discussions; year group writing and maths moderation

3. Subject Leaders and SLT ensure that expectations are clear and that planning and delivery are aligned and impactful
4. All Subject Leaders support colleagues to develop planning and discuss lesson delivery
5. Subject Leaders make greater use of CPL and research, including Quality Marks, to inform practice across the school.
6. Quality INSET clearly communicates learnings and expectations in order to support school improvement
7. Subject Leaders self-evaluate their leadership skills to identify areas for focus and professional learning
8. The Senior Leadership Team works with Subject Leaders to identify external support for CPL opportunities centred around leadership development: Newham Learning, professional organisations and NPQML / NPQSL etc
9. The Senior Leadership Team work to improve the confidence of Subject Leaders in interpreting and using data. Analysis is shared with the Senior Leadership Team on a termly basis.
10. Subject Leaders contribute to the Head Teacher Report to the Governing Board

Progress

Impact

Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings

Autumn 2025	Spring 2026	Summer 2026
- Foundation subject leaders attended Newham Learning Network Meetings. This has developed pedagogy across the school through INSET - Science Subject Leader re-applying for Primary Science Quality Mark – CPL she received was cascaded to all teachers - Through constantly re-evaluating our practice against Ofsted Subject Reviews, Subject Leaders continued to developing our practice in light of national expectations - Subject Leaders continue to develop more robust systems for measuring attainment, which will allow them to respond to trends - Subject Leaders' Action Plans outline measures which they will implement to address priorities for improvement - During INSET, Subject Leaders share high expectations. They then monitor against a set of agreed criteria to ensure that these are being met. Both written and verbal feedback is provided	- Very positive School Improvement Partner visit focussing on writing, with a particular emphasis on inclusion and the progress and attainment of Pupil Premium children - NNLP Writing Moderation led by English Subject Leader – opportunity to discuss children's progress and targets; demonstrated teachers' judgements are sound - Science Subject Leader continued to attend high-quality science CPL through the Primary Science Quality Mark application –cascaded to all teachers - History CPL linked to Quality Mark application focussed attention on an overarching enquiry across the whole unit and supported teachers to develop their own pedagogical understanding - Foundation subject leaders attended Newham Learning Network Meetings, resulting in them staying informed about national expectations developing relationships with other Subject	- Very positive School Improvement Partner visit focussing on Science, with a particular emphasis on measures that the Subject Leader has implemented as part of the high-quality training she received as part of her Primary Science Quality mark application - Partnership with UEL established to support leadership vision for SLT and core subject leaders through bespoke CPL - Two teachers attended UEL CPL facilitated through Newham Learning, focusing on developing their confidence as leaders - one has subsequently applied for and been successful in securing a Subject Leader position at Godwin - Science Subject Leader continued to attend high-quality science CPL through the Primary Science Quality Mark application – cascaded to all teachers and then supported colleagues with planning to incorporate proposed changes to provision - Following evaluation of our approach to retrieval

• Following our Curriculum Review in summer 2025, our Curriculum Lead and Subject Leaders implemented changes to further strengthen links between subjects, support knowledge retention and ensure even greater pupil engagement • Subject Leaders ensured new Knowledge Organisers were created for new topics to provide concise, single-page summaries of core facts, vocabulary and concepts. This helped reduce cognitive overload and aided memory retention. • Robust monitoring indicates that curriculum planning and delivery is strong across the school. Subject Leaders provide high-quality support to further develop this • In-school writing moderation and practice sharing of writing across the curriculum across NNLP have provided opportunities for Subject Leaders to ensure consistently high standards and target support as appropriate • Professional Learning Community – focus on feedback to improve learning maintained focus on range of feedback strategies used across the curriculum and reflecting on impact	Leaders and sharing best practice. • PE - Inclusive CPL organised by PE subject leader resulted in teachers being more confident on how to plan to accommodate SEND so that all children are appropriately supported and challenged • PE – Cricket CPL organised by PE subject leader resulted in teachers being more confident and informed on how to develop skills.	practice, our Maths Subject Leader led a trial, focussing on problem-solving. This will be rolled out in Autumn 2026 • Geography Subject Leader submitted an application for the Geography Quality Mark, using evidence of effective practice she had gathered over the year • History Subject Leader collated evidence towards the History Quality Mark, with a view to submitting an application in autumn 2026
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5. Behaviour and Attitudes

To support the mental health & wellbeing of both children and staff

Mental health and wellbeing continue to be a focus; we recognise that it is vital for pupils who need assistance with their mental health to receive it at an early stage in order to address matters before they escalate. In addition, staff members may also need support.

Staff wellbeing and job satisfaction are closely linked. By focussing on ensuring that staff are fulfilled in their working lives we hope to recruit and retain high quality, dedicated staff whose input results in improved outcomes for our pupils.

Led by: Head Teacher and Deputy Head Teacher

What do we want to achieve? <i>Intent:</i> • Mental Health literacy is well developed • Pastoral TAs are confidently able to support children with emotional issues and external support ensures that children with a higher level of need are supported • External agencies e.g. CAMHS support the school and individual children to ensure good mental health and wellbeing • Parents/carers understand what the school is trying to achieve and support the school by mirroring messaging at home. • Staff feel actively-involved in decision-making within the school, resulting in high levels of staff satisfaction • Staff feel valued and that their contributions are appreciated • Staff retention remains high as a result of staff feeling valued • Staff recruitment is increasingly successful, with a higher quality of candidates applying for positions • The culture and ethos of Godwin Junior School positively impacts on wellbeing • Staff have a positive outlook. The Senior Leadership Team are aware of the main pressures on staff and understand the clear link between the wellbeing of staff and children	How do we know • <i>Staff Survey</i> • <i>Staff Shout Out Board Notes</i> • <i>Staff Breakfast and Events</i> • <i>Staff Retention and Deployment</i> • <i>Responses to job adverts placed</i> • Parent / Carer survey (conducted Autumn term) • Pupil survey (conducted Autumn term) • Feedback from the School Council • Head Teacher Report to Governors • Staff absence and turnover data • School Improvement Partner Report • Awards received Link Governors: Anna Darke
How are we going to make this happen? <i>Implementation</i> 1. Share draft SDP and SEF at beginning of school year and ask staff for feedback 2. Consult staff re CPL they feel would benefit their practice 3. Ask staff to evaluate how effective they feel CPL is and respond accordingly 4. Relaunch staff shout out comments with a half-termly prize 5. Keep staff informed re attempts to fill vacancies 6. Continue with termly staff wellbeing events 7. The Governing Board writes an annual letter to all staff to acknowledge and celebrate successes 8. Our PSHE Policy is developed 9. A Health & Wellbeing Policy is developed 10. The Senior Leadership Team research health and wellbeing strategies that have been successful in other schools 11. The Inclusion Leader explores how pupil wellbeing can be supported using external agencies including Headstart Newham 12. Trained Teaching Assistants responsible for pastoral support continue to deliver this 13. Through explicit referencing, pupils increasingly aware of how mental health and wellbeing are threaded throughout different areas of the school curriculum 14. Wanstead Flats is used to support mental health with regular planned mental wellbeing sessions 15. Wellbeing section in school newsletter continues to demonstrate to school community that this area is taken seriously and signposts to organisations which can offer support 16. Health and Wellbeing Lead continues to support staff by providing information about organisations which can offer mental health support	

17. Health and Wellbeing Lead continues to provide 'pamper hampers' in staff toilets and with SLT, organises termly 'thank you' events/acts
18. Health and Wellbeing Lead refreshes staff 'thank you' notes which are shared

Progress

Impact

Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings

Autumn 2025	Spring 2026	Summer 2026
- Attendance data is significantly above both national and local – top 25% nationally for this term as well as for 2024-2025 - Our pastoral TAs have supported children with specific issues, resulting in reduced behaviour incidents and increased self-esteem – both of which lead to improved pupil outcomes for those individuals - Parents/Carers continue to seek support from SLT re managing their children's behaviour at home. This partnership helps parents/carers to implement strategies aligned with those we use at school and reduces conflict at home - Wellbeing in Newham Schools (WINS) parent/carer weekly workshops created a sense of community - they are not alone in their struggles. - WINS 1-1 sessions with individual parents/carers supported them to implement strategies at home to maintain their child's mental wellbeing - Different Learning Powers shared each week in Autumn Term newsletters. This leads to a shared understanding of why these attributes are important so that families can use similar language to help children maintain good mental health - SDP shared with all staff at beginning of school year and their opinions sought as to what further training they would like to receive to support the	- Staff breakfast results in staff feeling valued, increased job satisfaction and staff retention - Children's Mental Health Week Pizza Party raised the profile of emotional health and was a positive experience; pupils felt valued and appreciated - Junior Citizens' Event for Year 6 develops pupils' confidence in dealing with unexpected situations. - Drama classes facilitated by an external provider supported children to develop their self-confidence - High staff retention reflects the fact that staff feel valued - On-line safety assembly delivered by BigFoot Arts Company reinforced messages about online safety, respectful online behaviour and what to do if children feel unsure or uncomfortable online. - As a result of the on-line safety assemblies, an email was sent out to Year 5 and 6 parents/carers about possible concerning responses. - Year 6 charity event for Childline reiterated the message about talking to a trusted adult - Parent/Carer workshop on online safety delivered in spring 2 - Children's Mental Health Week Pizza Party raised the profile of emotional health and was a positive experience; pupils felt valued and appreciated. - Participated in Eat Them to Defeat Them campaign, promoting healthy food choices	- All class teachers delivered sessions using the NSPCC's Speak Up, Stay Safe resources to make children aware of their rights and to help them know that there are trusted adults at school who they can talk to if they have concerns - Over the academic year, all year groups have visited Wanstead Flats or West Ham Park for wellbeing sessions; the positive impact of this on children is evident - Successfully moved from Safeguard Software to CPOMS to record safeguarding incidents. All staff, including midday supervisors received training on how to use the new system and how to deal with and report safeguarding incidents and disclosure appropriately - Now accessing Newham Integrated Front Door Team (which includes a social worker, early help practitioner, a CAMHS clinician and mental health in schools team practitioner) to support families with appropriate referrals, advice and signposting - Cultural Diversity Day and fashion parade helped to celebrate the diversity within our school community and to promote pride in heritage - Activities for Refugee Week, including British Red Cross Migration Workshops for Year 6, promote a sense of community cohesion - Cyber Choices workshop by the MET police for Year 6 results in pupils' increased understanding of digital responsibility and safety.

school to achieve its priorities. Input to support children with additional needs identified and a programme of CPL implemented • Staff well-being events e.g. staff breakfast and staff 'shout outs' are well-supported • Participated in Eat Them to Defeat Them campaign promoting healthy food choices • All Year 4 classes took part in swimming lessons as part of the school curriculum – children were excited and there was a positive outcome • Anti-Vaping and Smoking workshop delivered to Year 6 children to educate them about the harms of these • Year 6 outing to a professional theatre to watch a production of 'It's A Wonderful Life'; uplifting message "No man is a failure who has friends" • Anti-bullying assembly delivered by BigFoot Arts Company to raise awareness of the theme 'Power for Good'. Children learned about the importance of being an up-stander. • Participated in The Big Bean Boost campaign, promoting healthy food choices • Other than maternity leave, no staff left at the end of the term. This indication of staff satisfaction results in continuity and a shared understanding of priorities and approaches • End of term staff night out was well attended, indicating high morale		• Year 6 received workshops on Prevent, facilitated by the LA – seeking to support community cohesion • TfL- facilitated workshops on independent travel supported our Year 6 pupils to ease any transport-related transition concerns • Re-established link with WINS – universal Y6 transition workshops, targeted small group Y6 transition work, targeted work with parents/carers • Sports Days, facilitated by Newham School Sports Partnership, planned to be incredibly successful, with children having fun whilst taking part in physical exercise • Attendance data is significantly above both national and local • Excellent staff retention – one teacher retiring, one moving to a SEND school, one is relocating - reflects the fact that staff feel valued and happy at work • All teachers received ½ day lieu time for writing annual reports to parents/carers – teachers appreciate this • Teachers receive lieu time for additional responsibilities: after-school drama club, residential visit, after-school booster classes • Staff breakfast results in staff feeling valued, increased job satisfaction and staff retention • During heatwave all children and class-based staff were based in air-con rooms throughout the day, acknowledging the positive impact on children's mental health of being in school, staff wellbeing and our working parents'/carers' mental health. • Some educational visits were cancelled due to the school prioritising children and staff wellbeing. Sports Days were re-scheduled to avoid the hottest days for the same reason. • During heatwave, recognition that children being
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		outside at morning break time was important for their mental health and planning to do this safely with additional equipment to support low-intensity play. SLT presence in playground to monitor this
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6. Leadership

Further develop our community links through effective communication with all stakeholders and improving opportunities for stakeholder engagement.

We are committed to further developing our partnership with Woodgrange Infant School to ensure a smooth transition for pupils joining us, in terms of continuity and progression in terms of both learning and behaviour.

Godwin Junior School has a history of links with local schools and community initiatives such as Food Banks, Air Pollution, Newham Heritage Month, The Magpie Project, Bloomin' Forest Gate etc. We hope to strengthen these, as well as create new ones; raising the profile of our school within the local area.

Recognising the vital role that parents and carers play in supporting their children's education, we also seek to further develop our relationship with families, as well as to work with The Friends of Godwin - our PTA.

Led by: Head Teacher and Deputy Head Teacher

What do we want to achieve?

Intent:

- Closer working relationship with Woodgrange Infant School which ultimately benefits children who transition between the schools
- Children and staff contribute to activities which support the local community and maintain the school's high profile
- Prospective parents/carers are aware of the school and our fantastic educational offer
- Parents and Carers feel actively involved in the life of the school
- Different groups of Parents and Carers feel positive about their child's experience at Godwin and the communication they have with key individuals within the school
- The Friends of Godwin continues to support the school's priorities through fundraising activities
- Revenue is raised through local businesses sponsoring events and through the school applying for grants

How do we know

- Newsletters
- Nursery/Year 2 tour feedback
- Friends of Godwin meetings and events
- Parent/Carer questionnaire results
- Holiday camps and activities
- Successful grant awards
- Head Teacher's Report to Governors
- Subject Leader's Action Plans

Link Governors: Anna Goodhand-Anstey

How are we going to make this happen?

Implementation

1. SLT and Subject Leaders across the two schools visit each other's schools, examine curriculum overviews and modes of delivery
2. School to be actively involved in issues and at forefront of initiatives affecting local community
3. Workshops for parents and carers to support their children's learning
4. Regular coffee mornings for parents and carers to talk to SLT and each other
5. Questionnaires and feedback actively sought e.g. Autumn Term Parent/Carer Survey; SEND Annual Review Feedback
6. School sports hall and grounds are used outside of school hours for activities open to all local children/residents
7. Support Friends of Godwin to develop so that they are able to plan fundraising events and get support from local businesses
8. The school applies for and is successfully awarded grants which enable us to develop stakeholder/local community engagement

Progress

Impact

Updated at the end of each term; to be discussed at The Quality of Education Committee Meetings

Autumn 2025	Spring 2026	Summer 2026
• HT visited Woodgrange's Autumn Term SIP visit – supports closer working between the schools • SDP priorities shared between schools - supports closer working between the schools • Half-termly coffee mornings well-attended with good discussion • Tours for prospective parents/carers popular, with positive feedback • Friends of Godwin organised numerous fundraising events, which were well-supported by local community e.g. Bake Sales, Winter Fair • One parent fundraised to purchase replacement guitars – significant attention • School has organised foodbank appeals to support members of local community • Former pupil who is now studying to be a teacher volunteered supporting teaching and learning one day per week – community engagement • 5 former pupils returned for their voluntary Work Experience placements supporting teaching and learning for one week – community engagement • Reading Volunteer listened to children read every week – community engagement	• Former pupils returned for voluntary experience supporting teaching and learning every week– community engagement • School sports hall hired during half term by an external organisation for their staff CPL • Visit by Baroness Lyn Brown to enrich Parliament Week • Continue to liaise with Woodgrange Infant School and Forest Gate Community School on school attendance where siblings are concerned. • Hosted a UNICEF RRSA visit, showcasing the work we do to our MP and London's Violence Reduction Unit – significant accolade to have been selected • Friends of Godwin continue to organise fundraising events – e.g. Bake Sale, Clothes Collection • Year 6 charity event for Childline • PSHE lead presented RHE and RSHE curriculum and rationale to governors, resulted in all governors being aware of reasons for decisions school has made • Newham Learning triad working with Avenue and	• Inclusion Leader attended Woodgrange Year 2 Annual Reviews for children in receipt of High Needs Funding who will be joining us in September – this supports a smooth transition and ensures that our staff are aware of the needs of new pupils • Transition visits for Year 2 pupils from Woodgrange, as well as a transition meeting for their parents/carers – ensures smooth transition • Year 2 pupils at Woodgrange attended Year 3 Curriculum Assemblies – supports transition process • RHE and RSHE Zoom Workshops were organised for parents/carers in each year group to share curriculum and resources, seek feedback and answer questions – well received but not all well-attended. Recorded sessions uploaded to website. • Newham Learning triad working with Avenue Primary School • Cultural Diversity Day and fashion parade helped to celebrate the diversity within our school community

• Year 3 Gamelan performance provided the opportunity for new parents/carers to feel welcomed to the school • Christmas performances for each class provided the opportunity for parents/carers to feel part of the school • Successful Tesco grant of £1000 awarded – Godwin Fruit for All • Newham Learning triad working with Avenue and St Luke's Primary Schools	St Luke's Primary Schools	• London Clean Air Initiative worked with Pupil Parliament • Local MP attended Scholars' Programme graduation as guest speaker – raised positive profile of our school • One of our pupils was an Age Group Winner in the London Mayor's Fourth Plinth competition - raised profile of school across London • Partnership with School Food Matters supported Year 3 science learning (bee friendly planting, beekeeper visit to Godwin and educational visit) and raised the profile of our school • Partnership with Energy Garden resulted in Year 6 workshops on green spaces within London and the impact of climate change, supporting geography skills • Year 3 charity fundraising competition for GOSH raised the profile of this charity amongst our community • Y6 Enterprise Event welcomed local community and former pupils to the school – v successful • Friends of Godwin (PTA) spearheaded a number of fundraising initiatives e.g. Bake Sale, Freeze Pop Friday (ice pole sales), Bags4Schools (clothes collection), Godwin Great Get Together - create sense of community as well as fundraise for the school. NB Former pupils and local community samba band performed at the Get Together. • Transition meeting for Year 2 families – food tasting and introduction to the school. Successful introduction to the school • Charity days: Y3 Shelter; Y5 Water Aid – develop relationships with organisations which link to our curriculum • Curriculum assemblies provide the opportunity to welcome parents/carers into the school and showcase their learning • Poetry Slam finals provide the opportunity to
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		welcome parents and carers into the school and also aligns with our school vision of nurturing confident, articulate individuals • Year 6 production provided a final opportunity to invite parents and carers in to school to celebrate their children's successes • Continuing link with Repowering London (our solar panel provider) led to them having a stall at our parent/carers conferences and Godwin Great Get Together • Guitars 4 Godwin Fundraising initiative raised over £2000 and led to purchase of 30 new guitars and 3 new piano keyboards • Successful bid to London Children's Flower Society for £500 towards gardening project • Successful bid to UMUK Sound Foundation for £400 towards 30 new guitars • Friends of Godwin PTA successful sponsorship with local estate agent raised £600 • School car park used for parking during a local wedding - fundraising
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