

SCHOOL DEVELOPMENT PLAN

2023 - 2026



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

<p>Number of pupils on roll: (360 capacity)</p> <p>Boys</p> <p>Girls</p>	<p>353</p> <p>56%</p> <p>44%</p>	<p>Percentage of pupils eligible for Free School Meals</p>	<p>27%</p>	<p>Percentage of pupils eligible for Pupil Premium</p>	<p>28%</p>
<p>Percentage of pupils on the SEND register</p>	<p>25%</p>	<p>Number of pupils with Education, Health and Care Plan (EHCP)</p>	<p>14</p>	<p>Total number of pupils in receipt of HNF</p>	<p>Y3: 6 Y4: 9 Y5: 7 Y6: 7 29 = 8%</p>
<p>Percentage of pupils with English as an additional language (EAL)</p>	<p>51%</p>	<p>Pupil intake information (% of pupils with high (H), middle (M), low (L) prior attainment)</p>	<p>Due to impact of Covid-19 this data is not available.</p>		

Godwin Junior School Context

2023 KS2 SATs 2023 (2022)(national 2023)	% age expected+	% GDS	Average Scaled Score	Progress
Reading (R)	79 (74) (73)	28 (31) 29	105.4 (105.2) 105.1	-0.9 (-0.5)
Writing (W)	82 (70) (72)	15(22) 13	(n/a)	+1.3 (+0.7)
Maths (M)	78 (71) (73)	18 (27) 24	104.2 (104) 104.2	-0.5 (-0.2)
Grammar, Punctuation and Spelling (GPS)	82 (80) (72)	27 (38) 30	105.3 (106.7) 104.9	(n/a)
Combined R,W,M	69 (57) (59)	5 (16) 8	(n/a)	(n/a)

2 children out of a cohort of 104 were in receipt of SEND High Needs Funding

Attendance 2022-2023	93.2%	Staff turnover over the previous year	The school has been capped at 13 classes (capacity is 16). One teacher retired, two part-time teachers left.
Persistent absence 2022-2023	22.4%		
Most recent Ofsted grade	Good (May 2018)	Key Ofsted feedback from last report	Consistency: ensure that the new programmes for teaching mathematics and reading are fully embedded across the school.

SDP Focii:

1. Quality of Education - Teaching and Learning

Improve Teaching and Learning through implementing research-led and collaborative approaches to developing effective pedagogy that leads to improved outcomes

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 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 **Yellow** = emerging progress **Blue** = embedded progress **Green** = achieved

1. Quality of Education –Teaching and Learning

Improve Teaching and Learning through implementing research-led and collaborative approaches to developing effective pedagogy that leads to improved outcomes

The quality of teaching and learning continues to be 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 explore national expectations, examine research findings and practice in other schools, actively engage in educational research and identify how we use this information to benefit Godwin children.

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
- School Leaders at all levels become increasingly aware of research findings and innovations in education and how these work in practice. These ideas are then trialled by key individuals, evaluated and the school becomes more pioneering as a result
- Teachers and TAs deliver a high quality teaching and learning experience, focused on children's individual learning
- Pupils' learning becomes even more engaging and progress is enhanced as a result of initiatives implemented
- 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
- Teachers continually evaluate own practice, impacting on improved outcomes for all pupils
- Teachers demonstrate a secure understanding of data and expertly track pupil progress. In particular, they are able to identify those who are not making expected progress and implement measures to address this
- Interventions are well-planned and consequently impact positively on pupil outcomes
- To raise students' aspirations and broaden their horizons

How do we know

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

How are we going to make this happen?

Implementation

1. High quality teacher 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 TA INSET focuses on key subject knowledge and key strategies to support groups and individuals in receipt of High Needs Funding
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 impact of 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. Invite inspirational, diverse volunteers from a range of careers, to talk to children about their jobs and show how what they are learning in school can lead to an interesting, exciting future connecting life and learning
10. Trial/extend the use of knowledge organisers which provide a summary of key facts and essential knowledge that pupils need to learn about a topic

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2023	Spring 2024	Summer 2024

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: 56% boys / 44% girls

Pupil Premium children make up 28% of the school roll

Internal data (July 2023) illustrates:

Current Year 4: Boys underachieve in reading and writing compared to girls.

Pupil Premium children significantly underachieve in reading, writing and maths compared to non-Pupil Premium children.

Current Year 5: Pupil Premium children significantly underachieve in maths compared to non-Pupil Premium children.

Current Year 6: Boys significantly underachieve in r, w and m compared to boys

Pupil Premium children significantly underachieve in reading, writing and maths compared to non-Pupil Premium children.

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 and is then closed
- The attainment gap between Pupil Premium and non-Pupil Premium children significantly narrows and is then closed
- The curriculum offering will remain a rich, ambitious one with high expectations for all pupils

How do we know

- Pupil Achievement Meetings
- Pupil Data
- School Self Evaluation Form
- Head Teacher Report to Governors
- Internal monitoring.
- Engagement data from Timestable Rockstars and Mathletics

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 tutoring sessions
6. Targeting of key pupils for after-school clubs
7. Subject Leaders and teachers demonstrate a secure understanding of data to make impactful decisions
8. Year group moderation in writing and maths takes place each term to assess progress made
9. Termly Pupil Achievement Meetings (PAMs) take place – focusing on progress of boys and Pupil Premium children in particular
10. Parent/Carer workshops focusing on ways in which children can be supported at home: e.g. maths methods, reading strategies, phonics
11. Leaders at all levels are aware of the barriers to learning and how these impact on pupil outcomes and are focussed on addressing these
12. Achievement (progress and attainment) of underachieving children is tracked against the national average and Newham average. (These are only available for end of KS2)
13. Exposing PP pupils to aspirational opportunities – Brilliant Club, liaising with local universities and other organisations.

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2023

Spring 2024

Summer 2024

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 in receipt of High Needs Funding, to ensure that those needs are met
- Children on the SEND register 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 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 twice yearly (Autumn term and Summer term).
- EHCPs/Support Plans
- Strategic Diary – staff INSET
- Head Teacher Report to Governors
- Governor Link Visits
- Case studies.
- In-school monitoring
- Attainment and progress data
- After-school club participation data
- Enrichment Activities

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 on the SEND register
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 is carefully planned for and its impact is evaluated
6. Regular, proactive meetings with parents/carers of children on SEND register ensure strategies and progress are shared, concerns discussed and a meaningful partnership is developed
7. Extending SEND pupils' learning by engaging them in educational visits bespoke for non-neuro typical pupils

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2023	Spring 2024	Summer 2024

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
- 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
- Strategic Diary – staff INSET
- Link Governor Visits
- Head Teacher Report to Governors
- School Improvement Partner Report
- Governor School Visits

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 create 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 work 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 a termly update as part of the Head Teacher Report to the Governing Board

Progress

Impact

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Autumn 2023	Spring 2024	Summer 2024

5. Behaviour and Attitudes

To support the health & wellbeing of both children and staff

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. Child obesity in Newham is the second highest in the capital and significantly higher than the national average – we recognise the need to help combat this.

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

What do we want to achieve?

Intent

- 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.
- Across the curriculum, healthy lifestyle choices are promoted. This encourages children to consciously make positive choices
- 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
- Mental Health and Physical Health literacy is well developed

How do we know

- *Staff Survey*
- *Staff Shout Out Board Notes*
- *Staff Breakfast and Events*
- *Staff Retention and Deployment*
- *Responses to job adverts placed*
- Parent / Carer survey (conducted Autumn/Spring term)
- Pupil survey (conducted Autumn term)
- Feedback from the School Council.
- Governor Link visits.
- Head Teacher Report to

- 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.

- Governors.
- Staff absence and turnover data.
 - School Improvement Partner Report.
 - Newsletters – children’s participation in competitive events.
 - Awards received

How are we going to make this happen?

Implementation

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. Children surveyed to determine perception of PE – September and June. Initial findings to better engage children in physical activity, particularly the least active
14. Engagement of all pupils in regular physical activity
15. Profile of PE and sport is raised across the school as a tool for whole-school improvement
16. Increased confidence, knowledge and skills of all staff in teaching PE and sport
17. Broader experience of a range of sports and activities offered to all pupils
18. Increased participation in competitive sport
19. Continue to participate in a wide range of sporting competitions through Newham School Sports Partnership – further meeting PE and Sport Premium indicators
20. All classes to participate in The Daily Mile (trials last year) – further meeting further meeting PE and Sport Premium indicators.
21. External support to develop teachers’ confidence and skill in teaching specific areas of PE – team teaching and after-school INSET – results in higher-quality teaching and learning and increased pupil enjoyment
22. School maintains Gold Level Games Mark awards
23. Through explicit referencing, pupils increasingly aware of how health and wellbeing are threaded throughout different areas of the school curriculum
24. The school achieves the Healthy Schools Gold Award
25. The school continues to promote sustainable travel and complete travel activities to maintain TfL Gold STARS accreditation
26. Wanstead Flats is used to support mental health and physical health with regular planned mental wellbeing sessions
27. 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
28. Health and Wellbeing Lead continues to support staff by providing information about organisations which can offer mental health support

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

Progress

Impact

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Autumn 2023	Spring 2024	Summer 2024

6. Leadership

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

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 develop our relationship with families and also to re-form The Friends of Godwin – our PTA.

Led by: Head Teacher and Deputy Head

What do we want to achieve?

Intent

- 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
- Friends of Godwin is re-established and supports 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

How are we going to make this happen?

Implementation

1. School to be actively involved in issues and at forefront of initiatives affecting local community
2. Workshops for parents and carers to support their children's learning

3. Regular coffee mornings for parents and carers to talk to SLT and each other – hopefully this will lead to a group forming who will lead the Friends of Godwin
4. Questionnaires and feedback actively sought e.g. Autumn/Spring Term Parent/Carer Survey; SEND Annual Review Feedback
5. School sports hall and grounds are used outside of school hours for activities open to all local children/residents
6. Support Friends of Godwin to be re-established and SLT liaise with key individuals regarding fundraising events and support from local businesses
7. The school applies for and is successfully awarded grants which enable us to develop stakeholder/local community engagement

Progress

Impact

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Autumn 2023	Spring 2024	Summer 2024