

SCHOOL DEVELOPMENT PLAN

2022 - 2025



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					
Number of pupils on roll: (420 capacity)	373	Percentage of pupils eligible for Free School Meals	26%	Percentage of pupils eligible for Pupil Premium	26%
Boys	54%				
Girls	46%				
Total number and % of pupils on the SEND register	106 = 26%	Number of pupils with Education, Health and Care Plan (EHCP)	7	Total number of pupils in receipt of HNF	Y3: 10 Y4: 7 Y5: 7 Y6: 2
Percentage of pupils with English as an additional language (EAL)	48%	Pupil intake information (% of pupils with high (H), middle (M), low (L) prior attainment)	Due to impact of Covid-19 this data is not available.		

Godwin Junior School Context

2022 KS2 SATs 2022 (2019)(national 2022)	% age expected+	% GDS	Average Scaled Score	Progress
Reading (R)	76.2 (82) (73)	31.7 (39)	105.4 (106)	-0.6 (+1.3)
Writing (W)	70.9 (83) (69)	22.3(22)	(n/a)	+0.6 (-0.1)
Maths (M)	71.8 (85) (71)	27.2 (34)	104.1 (106)	-0.3 (-0.1)
Grammar, Punctuation and Spelling (GPS)	80.6 (89) (72)	37.9 (49)	106.9 (108)	(n/a)
Combined R,W,M	58.4 (76) (59)	16.8 (16)	(n/a)	(n/a)

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

Attendance 2021-2022	94.6%	Staff turnover over the previous year	2 ECTs left – temporary contracts to cover maternity leave and school has been capped at 15 classes (was 16)
Persistent absence 2022-2023 (to date)	14.8%		
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 (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.

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. KS2 SATs results and internal assessment data demonstrate the need to ensure excellent teaching and learning which results in excellent progress and attainment for all pupils. We need to ensure consistently high practice throughout the school.

Godwin Junior School has developed a number of partnerships within different education spheres e.g. Whole Education, 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 consistent 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

How do we know

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

- To raise students' aspirations and broaden their horizons
- To ensure that the school is a valuable resource for pupils and community

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
4. Pupil Achievement Meetings are robust with clear actions for teachers to implement and these are reviewed for impact
5. Teachers use Iris Connect to review 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 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 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> • Professional Learning Community successfully established. Action research focus identified for school year. Strategies were trialled and discussed in triads. Impact: Teachers increasingly reflective regarding effective questioning and feedback • TA CPL included phonics, social stories, supporting with writing, becoming more familiar with professionals' reports on children they work with. This supported TAs to better understand chn's needs and how best to support. Impact: TAs more confident and able to 	<ul style="list-style-type: none"> • Maths Leader – significant CPL at Maths Hub Impact: maths Curriculum Statement finalised; revised Maths Policy; • English Leader – passed NPQ Leading Teacher Development; Impact: positive feedback from colleagues on impact of team teaching on their own practice as well as Professional Learning Community • Science Leader – significant CPL through Newham Learning on Subject Leadership and Subject Knowledge Impact: refinement to planning, cascaded through 1-1 support sessions and INSET, better quality Teaching and Learning in science 	

<p>meet HNF chn's needs.</p> <ul style="list-style-type: none"> • SL INSET established clear expectations; monitoring and feedback reinforces these Impact: Greater consistency with expectations. Higher quality lesson planning and delivery. • Enrichment activities during the school day e.g. music, gardening, chess are increasingly engaging and better integrated into whole curriculum Impact: Increased enjoyment results in greater understanding and engagement • PAMs in Sept impacted by staff absence; however, evident that that teachers implementing a range of strategies Impact: Supported teachers to identify key pupils to target • NNLP in-person practice-sharing sessions for teachers Impact: re-developed links post Covid; supports reflective practice • Participation in a range of competitions (internal and national) Impact: Encourages children to broaden their horizons. • Teachers using Iris as part of Appraisal process as well as CPL focus Impact: Increased use by staff – supports reflective practice. • Quality Marks (RE, History, Geography, Computing): SL clearer re national standards – impacts on Action Plan and strategic overview Impact: Clear direction identified to ensure best practice • Professional Learning Opportunities (NPQLTD, Newham Learning, RE Matters, Whole Education, NNLP) for Subject Leaders supported them to develop their subject knowledge and leadership 	<ul style="list-style-type: none"> • Foundation Subject Leaders – Quality Marks and other CPL Impact: greater awareness of national standards and expectations, clearer vision on how to develop curriculum; cascaded to teaching staff; fed in to Action Plans; more able to effectively lead subject effectively; Curriculum Statements developed; examining how to incorporate retrieval practice; creation, introduction and trialling of Knowledge Organisers; ensuring that DT planning is more based on skills-acquisition than end product. • Computing Leader – CPL through Newham Learning. Enthuse Partnership Lead Impact: planning stages of collaborative practice to develop computing teaching, learning and resources at Godwin • Teachers - CPL on how children develop as writers; CPL on ADHD; NNLP maths practice sharing Impact: future English planning more focussed on developing emerging writers; greater awareness of undiagnosed ADHD traits and how to support; useful way of discussing maths teaching and learning in similar settings • TAs - CPL on ADHD: CPL on PE for chn with SEND, Colourful Semantics Impact: greater awareness of undiagnosed ADHD traits and how to support; greater participation and confidence of SEND chn in PE; increasing confidence in supporting children to improve quality of writing organisation and their understanding; CPL on Communication and mental health and wellbeing of SEND HNF children • TAs - CPL on Communication and mental health and wellbeing of SEND HNF children Impact: TAs feel more able to support children's emotional needs • TAs - CPL on using particular Apps to support HNF SEND children 	
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<p>Impact: Best practice cascaded through CPL; Clear alignment with national expectations; Informed Action Plans for the year; Consistency in expectations across NNLP</p> <ul style="list-style-type: none"> • Data use to inform intervention support Impact: Support is targeted more efficiently • Knowledge Organisers used successfully in science, being trialled in art and RE. Impact: Supports chn to retain and apply key information • Positive feedback received from local community following tours for prospective parents/carers. • Supporting local charities. Impact: Increased and positive profile in community 	<p>Impact: improved access to the curriculum</p> <p><u>SLT</u></p> <ul style="list-style-type: none"> • HT and DHT attended Safer Recruitment Training refresher Impact: reminder re statutory obligations and best practice re safeguarding • DHT undertook refresher Educational Visits Co-ordinator training Impact: educational visits continue to be safely planned • HT and DHT – Newham Learning Peer Review – opportunity to examine practice in another setting Impact: re-evaluating curriculum delivery • HT – Whole Education Conference Impact: re-affirmed commitment to school vision • DHT – Whole Education Conference Impact: DHT focussing on how to create a culture that unleashes staff potential • HT and AHT – Newham Learning Conference Impact: greater focus on way data is analysed and support targeted <p><u>Midday Supervisors</u></p> <ul style="list-style-type: none"> • Training on de-escalation and dealing with behaviour issues Impact: some but, as previously discussed, limited capacity 	
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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: 55% boys / 45% girls

Pupil Premium children make up 26% of the school roll

Internal data (July 2022) illustrates:

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

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

Current Year 5: Boys significantly underachieve in reading, writing and maths compared to girls.

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

Current Year 6: Girls underachieve in maths 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
- Case Studies???
- In-school monitoring.
- Engagement data from Timestable Rockstars and Athletics.

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 reading, 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. The Governing Board understands the barriers to learning
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 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> • Professional Learning Community established. Teachers trial strategies to complement action research. Impact: Teachers considering targeting of questioning and feedback on key pupil groups • PAMs in Sept impacted by staff absence; however, evident that that teachers implementing a range of strategies Impact: Supported teachers to identify key pupils to target and the need to ensure accelerated progress. • TA absence impacted hugely on in-class support and intervention groups. Greatest impact has been through ring-fenced Recovery Premium (maths) and Y6 after-school booster classes (reading and maths) Impact: Some but inconsistent pattern of progress and reduction in gaps. • 1-1 Conferencing focussed on target pupils Impact: Key children able to talk about progress made; aware of next steps and encouraged to focus on these. • Staff shortages in admin team have meant not possible to target and analyse take up of after-school clubs. 	<ul style="list-style-type: none"> • The gender gap and PP/non PP void stubbornly persist despite these being a focus in termly PAMs. Maths and English Subject Leaders evaluating different approaches to curriculum planning and delivery (NB large overlap with SEND) Impact: TBC – research stages • Boys and PP continue to be focus in PAMs – discuss barriers (incl maturity/focus of boys; vocab, fewer resources at home, less quiet space at home - PP) and strategies Impact: Ensures teachers aware of need to target these chn and adopt strategies to engage and ensure progress • TA absence continues to be an issue. Impact: interventions do not happen as frequently as planned; pupil progress is limited by this. • English Subject Leader continued to use phonics data to target intervention support. Impact: Phonics sessions v successful; very few children across the school now need this support. • Continuing with daily whole class reading at start of day Impact: positive model of reading 	

<p>Impact: none</p> <ul style="list-style-type: none"> English Subject Leader used phonics data to target intervention support. Impact: Phonics sessions v successful; chn making good progress. Year Group Writing Moderation led by English Subject Leader Impact: Consistency in expectations across the year group NNLP Maths Moderation in year groups led by Subject Leaders Impact: Consistency in expectations across the soft federation Targeted children encouraged to apply to join after-school Debate Mate group. Impact: Developing confidence in public speaking, articulacy and ability to structure an argument. Children selected for Brilliant Club (to run in summer term) Impact: Evident in summer term 	<ul style="list-style-type: none"> Significant investment in sets of class reading books and library Impact: Supports us to develop a love of reading. Positive feedback from children Variety of competitions to encourage love of reading Impact: Entries from range of children Continue to focus on vocab acquisition in Taught Comprehension sessions Impact: Supports all chn to broaden their vocab Promotion of oracy and throughout the curriculum as well as Raised Voices competition Impact: benefits PP chn in particular; wide participation in competition Teacher CPL on how children develop as writers Impact: Teachers increasingly aware of need to break down writing skills when modelling Targeting boys/PP chn for 1-1 Writing Conferencing, Maths Interventions (NB support staff absence) Impact: Increased opportunities for chn to discuss progress/misconceptions/seek clarification. Results in progress. Free after-school clubs and heavily subsidised residential visit Impact: provides life experiences Targeting PP boys to attend certain after school clubs e.g, Mathletics to support learning Impact: Limited as dependent on parent/carer agreeing After-school Debate Mate group participated in a number of competitions. Impact: Developing confidence in public speaking, articulacy and ability to structure an argument. NNLP Writing Moderation in year groups led by Subject Leaders 	
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	<p>Impact: Consistency in expectations across the soft federation</p> <ul style="list-style-type: none">• Staff shortages in admin team have meant not possible to target and analyse take up of after-school clubs. <p>Impact: none</p> <ul style="list-style-type: none">• Brilliant Club – motivational experience for higher attaining Year 6 pupils <p>Impact: Pupils see higher education as an aim</p>	
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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, 106 children are on the SEND register. This represents a high proportion, (26%) compared to 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; 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. Compare our current tracking system with others to examine its efficacy
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 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none">• CPL for TAs on specific conditions to enable them to support children on SEND register. Impact: TAs more confident in supporting chn and deliver higher quality input (evidenced in observations)• CPL for whole staff on understanding and assessing needs of chn with SEND. Impact: Staff increasingly confident in identifying need and implementing strategies to support• Professionals (e.g. Ed Psych, Dyslexia Assessor, Sensory Service, Language Communication and Interaction Service, NHS Speech and Language) observed/assessed chn and made recommendations for strategies for staff to implement. Impact: Staff have clear recommendations re strategies to implement.• Support Plans and draft EHCPs created with input from families, pupils and staff Impact: Clear, agreed focii with SMART targets• HNF SEND pupils supported to participate in enrichment activities to develop learning. Impact: HNF chn have opportunities to participate in experiential learning appropriate to their stages of development	<ul style="list-style-type: none">• Parent/Carer questionnaires from Autumn term – negative comments re SEND support addressed by appointment of new Inclusion Leader Impact: We anticipate parents/carers will express confidence in support their child receives• We continued to make timely and appropriate referrals to outside agencies. Impact: Reports written inform accurate SMART target setting and effective provision. Teachers are supported through suggested strategies, thus enabling children to better access learning to maximise their outcomes.• Provision Map is being integrated with our Management Information System. Impact: We can use it for reviewing and setting targets more effectively. The progress of children with SEND will be tracked more effectively.• Children on the SEND register have continued to be supported to attend after-school clubs. Impact: These pupils are fully included and have a range of opportunities to develop skills and pursue their interests.• Children on the SEND register continue to participate in educational visits. Accurate risk assessments give staff the confidence to	

	<p>include and adapt activities. When this is not possible or risks cannot be mitigated alternative opportunities are planned by IL and staff team.</p> <p>Impact: Children on the SEND register are fully included in the curriculum and benefit from the enrichment that educational visits provide.</p>	
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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 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

- Link Governor Visits
- Head Teacher Report to Governors
- School Improvement Advisor Report
- Pupil Data
- Strategic Diary – staff INSET
- In-school monitoring
- Subject Leader Action Plans
- Quality Marks and Awards
- Curriculum Planning
- 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. Core Subject Leaders spend time on purposeful targeted support eg. 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 are encouraged to make greater use of CPL and research, including Quality Marks, to inform practice across the school. Quality INSET clearly communicates learnings and expectations in order to support school improvement
6. Subject Leaders self-evaluate their leadership skills to identify areas for focus and professional learning
7. The Senior Leadership Team work with Subject Leaders to identify external support for CPL opportunities centred around leadership development: including Whole Education, Newham Learning and NPQML / NPQSL etc
8. 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
 9. Subject Leaders contribute to a termly update as part of the Head Teacher Report to the Governing Board

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> • Subject Leaders' Action Plans demonstrate that they have a secure understanding of standards in their subject and are clear on strategies to drive improvement. Impact: Clear focus for curriculum development, CPL, monitoring, planning support • English Subject Leader led year group writing moderation. Maths Subject Leader led NNLP maths moderation. English Subject Leader involved with team-teaching and planning support. Impact: Targeted support results in greater consistency of expectations and higher-quality teaching and learning. • All Subject Leaders regularly remind colleagues of expectations; provide feedback following monitoring; make themselves available to support colleagues with planning Impact: Greater consistency of expectations and higher-quality teaching and learning. • Subject Leaders (RE, History, Geography, Computing) use Quality Marks to ensure that we are aligned with national standards and cascade these expectations through CPL. Impact: Clear, high expectations • Maths Subject Leader visited Woodgrange Infant School 	<ul style="list-style-type: none"> • Maths Leader – significant CPL at Maths Hub; frequent monitoring. Impact: maths Curriculum Statement finalised; revised Maths Policy; greater consistency across school; monitoring and support in place where needed consistency across year group and school. • English Leader – passed NPQ Leading Teacher Development; frequent monitoring. Impact: positive feedback from colleagues on impact of team teaching on their own practice as well as Professional Learning Community; monitoring and support in place where needed; consistency across year group and school. • Science Leader – significant CPL through Newham Learning on Subject Leadership and Subject Knowledge; frequent monitoring. Impact: refinement to planning, cascaded through 1-1 support sessions and INSET, better quality Teaching and Learning in science; monitoring and support in place where needed; consistency across year group and school. • Foundation Subject Leaders – Quality Marks and other CPL; regular monitoring Impact: greater awareness of national 	

<p>Impact: greater awareness of how maths learning is structured in Y2 at that school</p> <ul style="list-style-type: none"> • CPL provided by Maths Hub, Newham Learning, Historical Association, DT Association, RE Matters for Maths, Science, Computing, History, Art, DT, RE, PSHE Leaders. English Subject Leader studying for NPQLTD. <p>Impact: Subject Leaders aware of key issues, national discussions and expectations. Developing network of Subject Leader colleagues.</p>	<p>standards and expectations, clearer vision on how to develop curriculum; cascaded to teaching staff; fed in to Action Plans; more able to effectively lead subject effectively; Curriculum Statements developed; examining how to incorporate retrieval practice; creation, introduction and trialling of Knowledge Organisers; ensuring that DT planning is more based on skills-acquisition than end product; monitoring and support in place where needed; consistency across year group and school.</p> <ul style="list-style-type: none"> • Computing Leader – CPL through Newham Learning. Enthuse Partnership Lead; monitoring <p>Impact: planning stages of collaborative practice to develop computing teaching, learning and resources at Godwin; consistency across year group</p>	
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5. Behaviour and Attitudes

To support the health & wellbeing of both children and staff

Health and wellbeing continue to be a focus, particularly in light of the impact of Covid-19 on mental health. We recognise that it is vital for pupils who need assistance in this area 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 improved 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.
- 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.
- Parents/carers understand what the school is trying to achieve and support the school by mirroring messaging at home.

How do we know

- *Kirkland Rowell 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 term)
- Pupil survey (conducted Autumn term)
- Feedback from the School Council.
- Governor Link visits.
- Head Teacher Report to Governors.
- Staff absence and turnover data.
- School Improvement Advisor 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. A 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. Continues 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 (triallyed 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. The school achieves the Healthy Schools Silver Award.
24. The school continues to promote sustainable travel and complete travel activities to maintain TfL Gold STARS accreditation.
25. Wanstead Flats is used to support mental health and physical health with termly planned mental wellbeing sessions.
26. Wellbeing section in school newsletter continues to demonstrates to school community that this area is taken seriously and signposts to organisations which can offer support.
27. Health and Wellbeing Lead continues to support staff by providing information about organisations which can offer mental health support.
28. Health and Wellbeing Lead continues to provide ‘pamper hampers’ in staff toilets and with SLT, organises termly ‘thank you’ events/acts.
29. Health and Wellbeing Lead re-establishes staff ‘thank you’ notes which are shared.

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> • Celebrated Anti Bullying week as a high profile 	<ul style="list-style-type: none"> • Staff Wellbeing Charter in development. 	

<p>event. Focus for assemblies.</p> <p>Impact: Positive culture and ethos results in children reporting that they feel safe and happy at school (Pupil Questionnaire)</p> <ul style="list-style-type: none"> • Road safety week marked in assemblies. <p>Impact: all children reminded of how to keep safe when crossing roads</p> <ul style="list-style-type: none"> • Gymnastics CPL for teachers <p>Impact: Developed teachers confidence in teaching this effectively</p> <ul style="list-style-type: none"> • Delivered a number of staff wellbeing measures: Half day paid leave for permanent staff, staff breakfast, staff 'shout out' notes of appreciation with token 'thank yous', staff suggestion box acted upon (sandwich toaster purchased), pamper hampers in staff toilets <p>Impact: Staff felt valued and appreciated</p> <ul style="list-style-type: none"> • Mindfulness Corner in weekly school newsletter <p>Impact: all staff and wider community aware of how to seek support if needed</p> <ul style="list-style-type: none"> • Staff social event took place <p>Impact: Opportunity for staff bonding</p> <ul style="list-style-type: none"> • Staff survey (Autumn 2022) demonstrated that 71% of staff feel that they have the opportunity to contribute ideas, 72% report high job satisfaction, 75% feel that there is an appreciation of staff contributions, 76% feel that there is good communication between SLT and staff, 71% feel they receive support from their line manager. <p>Impact: High levels of wellbeing leads to happier workforce and staff retention</p> <ul style="list-style-type: none"> • PE and Sports Premium is used to employ a sports coach at lunchtimes <p>Impact: Higher levels of physical activity, children enjoy being active</p> <ul style="list-style-type: none"> • Wellbeing sessions at Wanstead Flats <p>Impact: Children have a greater appreciation of the outdoors and its impact</p>	<p>Impact: Staff feel their wellbeing is considered and suggestions taken on board e.g. reduction in report content</p> <ul style="list-style-type: none"> • Staff repaid with lieu time for additional hours e.g. residential trips <p>Impact: Staff feel appreciated and that their wellbeing is considered</p> <ul style="list-style-type: none"> • Teachers given time to support report writing commitment <p>Impact: Teachers feel appreciated and that their wellbeing is considered</p> <ul style="list-style-type: none"> • Continued to deliver a number of staff wellbeing measures: staff breakfast, staff 'shout out' notes of appreciation with token 'thank yous', pamper hampers in staff toilets <p>Impact: Staff feel valued</p> <ul style="list-style-type: none"> • Children's Mental Health Week promoted <p>Impact: Increased awareness amongst children of importance of mental wellbeing</p>	
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<p>on wellbeing.</p> <ul style="list-style-type: none">• TA absence impacted hugely on pastoral support. Impact: Some but inconsistent pattern of delivery.• A range of Godwin children have represented the school in various sporting events (tennis, bowling, football, dodgeball, athletics, BMX) Impact: Children enjoy active lifestyles and see sport as fun and sociable• Enrichment activities at Forest Gate Community School (music, drama and PE) Impact: Supports children's physical and mental wellbeing		
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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, Bloomin' Forest Gate etc. Covid-19 permitting, we hope to re-establish 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
- Friends of Godwin meetings and events
- Holiday camps and activities

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 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

Progress

Impact

Updated each term ahead of Quality of Education Committee meetings

Autumn 2022	Spring 2023	Summer 2023
<ul style="list-style-type: none"> • Year 3 parents/carers invited to watch Gamelan performance in the first half term Impact: Parents/carers feel included in school life • All parents/carers invited to watch Christmas performance and music recital (Dec 2022) Impact: Parents/carers feel included in school life • In person Parent/Carer Conferences Impact: Parents/carers feel included in school life • Weekly newsletter reorganised – weekly theme • Impact: Parents/Carers well-informed about school and feel included in school life • Local community group (Eco7) worked with children to create an environmental mural for E7 Impact: Increased positive awareness of school in local community • The Arches Company sponsored Christmas Card competition Impact: Increased positive awareness of school in wider community • Maths and English Subject Leaders visited Woodgrange to look at practice • Impact: Increased awareness of gap between teaching and learning Year 2/3 • Parent/carers coffee morning Impact: Parents/carers feel included in school life • Parent tours for prospective Y3 parents/carers Impact: Increased positive awareness of school in local community • Charity Cake sale – Pakistan floods Impact: Increased positive image amongst our school community 	<ul style="list-style-type: none"> • Parent/Carer Coffee Morning 24/03/23 well attended and positive feedback. Impact: Positive feedback. Parents/Carers feel included in school life. • Parent tours for prospective Y3 parents/carers – well-received Impact: Increased positive awareness of school in local community • In person Parent/Carer Conferences Impact: Parents/carers feel included in school life • Parent/Carer questionnaires from Autumn term – relatively low response rate but lots of positive comments; negative comments re SEND support addressed by appointment of new Inclusion Leader • Charity Cake sale – Turkey/Syria earthquake Impact: Increased positive image amongst our school community; Parents/carers feel included in school life • Following request, canvassed interest in Breakfast Club and After-School provision Impact: Increased positive awareness of school in local community as well as parents/carers feel included in school life • Donations of money/plants and volunteering of time for school garden • Impact: demonstrates parent/carers support and engagement • Godwin Governors’ visit • Impact: – increased awareness of how the school operates/vision in practice • Woodgrange Governors’ visit Impact: Increased positive awareness of school in wider community • Books for Bricks to raise funds for class readers 	

<p>Impact: Parents/carers feel included in school life</p> <ul style="list-style-type: none"> • Food bank collection for local church and coat collection for local charity <p>Impact: Increased positive awareness of school in local community</p> <ul style="list-style-type: none"> • Pupil and parent/carers surveys <p>Impact: Parents/carers feel included in school life</p> <ul style="list-style-type: none"> • Cake sale to raise funds for class readers; Hot Choc Fridays to raise funds for enrichment <p>Impact: Parents/carers feel included in school life</p> <ul style="list-style-type: none"> • Link governor meetings <p>Impact: Governors increasingly aware of subject priorities and any challenges</p>	<p>Impact: Parents/carers feel included in school life</p> <ul style="list-style-type: none"> • PTA not active but now has a treasurer. <p>Impact: money transferred to school to finance enrichment activities</p> <ul style="list-style-type: none"> • Reading volunteers slowly re-establishing <p>Impact: Positive experience for children; Increased positive awareness of school in local community</p> <ul style="list-style-type: none"> • Enthuse Partnership Lead School – 6 Newham Schools collaborating <p>Impact: planning stages to develop computing teaching, learning and resources at Godwin</p> <ul style="list-style-type: none"> • Online-safety workshop for parents/carers well attended <p>Impact: Parents/carers feel included in school life</p> <ul style="list-style-type: none"> • Invitation to Raised Voices finals <p>Impact: Parents/carers feel included in school life</p>	
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