

# Godwin Junior School – Self Evaluation



1. SCHOOL INFORMATION	
School type	Community Junior School
Address	Cranmer Road, London, E7 0JW
Telephone	020 8534 7601
Email	info@godwin.newham.sch.uk
Website	www.godwin.newham.sch.uk
DFE No	316-2024
Number on roll	357 (155 girls + 202 boys)
URN	102721
Head Teacher	Ms Sine Brown
LA	Newham
Last inspection	November 2023 – Ofsted Inspection - Good (only focussed on overall judgement)
Overall grading	Good

2. SUMMARY EVALUATION								
<b>PRIORITIES FOR WHOLE SCHOOL DEVELOPMENT</b>	<ol style="list-style-type: none"> <li>1. Improve the quality of teaching and learning: by developing subject-specific pedagogical knowledge by focussing on embedding knowledge, skills and understanding across the curriculum</li> <li>2. Ensure that all pupil groups make good progress and have high aspirations – particularly Pupil Premium children and boys</li> <li>3. Ensure that provision for pupils with SEND supports them to make good progress</li> <li>4. Develop the impact and effectiveness of middle leaders</li> <li>5. To support the mental health &amp; wellbeing of both children and staff</li> <li>6. Further develop our community links</li> </ol>							
<b>KEY ISSUES IN MOST RECENT INSPECTION (2023)</b>	<table border="1"> <thead> <tr> <th>Key Issue</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>1. Embed our new curriculum thinking, so that pupils' learning is consistently strong across all subjects.</td> <td>1. Was already a focus. Continue to embed in strategies and resources in more recently focussed subjects.</td> </tr> <tr> <td>2. Develop staff expertise further to ensure that the intended curriculum is consistently implemented in all subjects.</td> <td>2. Additional phonics training for Y3 teachers. 3. Maths subject knowledge training for all teachers. 4. Continued focus on cascading good practice and CPL by Subject Leaders.</td> </tr> </tbody> </table>	Key Issue	Progress	1. Embed our new curriculum thinking, so that pupils' learning is consistently strong across all subjects.	1. Was already a focus. Continue to embed in strategies and resources in more recently focussed subjects.	2. Develop staff expertise further to ensure that the intended curriculum is consistently implemented in all subjects.	2. Additional phonics training for Y3 teachers. 3. Maths subject knowledge training for all teachers. 4. Continued focus on cascading good practice and CPL by Subject Leaders.	
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## Quality of Education is judged to be good

- “The school is ambitious for pupils’ academic and personal development. Its broad curriculum includes gardening lessons in Years 3 and 4, and chess lessons in Year 5. The school aims to prepare pupils for secondary school while also teaching them how to be good citizens for the future. Pupils achieve well in their learning.” (Ofsted Nov 2023)
- “The school has developed an aspirational curriculum for pupils that reflects the local context and diversity of the school community... Across the curriculum, the school has identified the knowledge, skills and vocabulary that pupils need to know and when.” (Ofsted Nov 2023)
- “The school prioritises reading. There are clear systems for identifying and supporting pupils who need help with learning to read fluently. Teachers assess pupils when they start school in Year 3. If pupils need to catch up, they take part in daily phonics sessions to help them build up the phonics knowledge that they need. Pupils read books that match their stage in phonics learning and this helps them to practise their skills.” (Ofsted Nov 2023)

- “Pupils with special educational needs and/or disabilities (SEND) study the same subjects as their peers. Their needs are well identified and understood by the school. Teachers adapt their resources and provide well-planned additional support from staff to help pupils with SEND in lessons.” (Ofsted Nov 2023)
- Our KS2 SATs data for 2024 demonstrates that our pupils are attaining well and making good progress. The Leadership Team and class teachers have worked tirelessly and secured sustainable improvements as evidenced by the positive pupil outcomes at the end of KS2, in spite of the disruption to learning caused by Coronavirus, as illustrated in the tables below:

	% of Godwin pupils achieving age expected or above National figures in red (LA figures in brackets)		
	2022	2023	2023
Reading	<b>74%</b> 75% (79%)	<b>82%</b> 73% (80%)	<b>77%</b> 74% (80%)
Writing	<b>70%</b> 70% (75%)	<b>85%</b> 72% (80%)	<b>77%</b> 72% (79%)
Maths	<b>71%</b> 71% (78%)	<b>80%</b> 73% (83%)	<b>82%</b> 73% (83%)
GPS	<b>80%</b> 73% (80%)	<b>85%</b> 72% (84%)	<b>77%</b> 72% (82%)
Combined	<b>57%</b> 59% (68%)	<b>71%</b> 60% (71%)	<b>65%</b> 61% (72%)

	% of Godwin pupils achieving above age expected National figures in red (LA figures in brackets)		
	2022	2023	2024
Reading	<b>31%</b> 28% (35%)	<b>28%</b> 29% (34%)	<b>33%</b> 29% (35%)
Writing	<b>22%</b> 13% (20%)	<b>15%</b> 13% (21%)	<b>25%</b> 13% (22%)
Maths	<b>27%</b> 23% (33%)	<b>18%</b> 24% (36%)	<b>26%</b> 24% (36%)
GPS	<b>38%</b> 28% (44%)	<b>27%</b> 30% (46%)	<b>38%</b> 32% (50%)
Combined	<b>16%</b> 7% (13%)	<b>5%</b> 8% (13%)	<b>13%</b> 8% (13%)

- Teachers have high expectations for all pupils (as evidenced through monitoring activities, including lesson observations, by Pupil Achievement Meetings, targets set at Parent Carer Conferences)
- Support staff are well-trained and attend regular, bespoke Continuous Professional Learning (CPL). They are able to provide high-quality, specialised support for children, both in the classroom and in intervention groups. This ensures that they also have high expectations for the children (as evidenced by the CPL calendar and support staff observations)
- Teachers’ planning demonstrates good subject knowledge and an awareness of the need to focus on key skills due to lost learning caused by the global pandemic. It is highly effective in ensuring that all pupils are appropriately challenged (as evidenced through monitoring activities)
- Effective monitoring systems and procedures inform quality, on-going CPL (in-house and external) which in turn is systematically evaluated for impact. As a result, this impacts positively on pupil outcomes (as evidenced through monitoring activities, CPL calendar, Pupil Achievement Meetings.)
- Teachers use questioning effectively to assess and develop children’s understanding. This leads to improved outcomes (as evidenced through monitoring activities)
- The embedding of the Agree, Build, Challenge (ABC) approach to questioning has greatly increased children’s ability to articulate their thinking and further developed their reasoning (as evidenced through learning environment walks, monitoring activities)
- Sentence stems support children’s ability to articulate their maths reasoning, enabling all children to develop their oracy skills through scaffolding (as evidenced through lesson observations)
- Assessment for Learning opportunities are planned for and take place in every lesson to enable teachers to accurately evaluate children’s level of understanding and adapt lessons accordingly (as evidenced through monitoring activities)
- Formative assessments in reading, writing and maths are used effectively to inform provision (as evidenced through monitoring of lesson plans, lesson observations, targeted intervention programmes)
- Immediate feedback results in pupils making improvements in their work which leads to sustained progress. Pupils show an enthusiasm for learning as a result and are able to articulate how teachers help them to improve (as evidenced through monitoring activities)

- Age-related targets for reading, writing, maths, science and geography, which are shared with the children, support teachers to accurately pitch lessons to ensure good progress, including differentiating for higher attaining pupils (as evidenced by targets in children's books, monitoring activities, Pupil Achievement Meetings, achievement data)
- Age-related targets for writing, maths, science and geography motivate children to take ownership of their learning and ensure that they are aware of the progress that they are making and their next steps for improvement (as evidenced through pupil interviews)
- Both formative and summative assessments help teachers to identify gaps in children's understanding (as evidenced through monitoring activities) which they then act upon to ensure good progress
- Children are enthusiastic and actively engaged in learning through our Integrated Curriculum which reflects the diversity of our school community and modern Britain (as evidenced through monitoring activities and our Curriculum Overviews)
- The majority of pupils attain well at the end of each year and make good progress over time (internal data and KS2 SATs results)
- Pupils are resilient, take ownership of their learning through developing their Learning Powers and are enthusiastic to improve their skills and knowledge. Engagement in the many extra-curricular activities which we provide is extremely high and reflective of the diversity of the school (as evidenced through weekly Celebration Assemblies and after-school club registers)
- Additional provision which demonstrates the school's commitment to enrichment includes weekly chess lessons for our Year 5 pupils, weekly gardening sessions for Year 3 and Year 4 pupils, professional coaching in tennis and cricket, participation in poetry and speech-delivering competitions, trips to universities, opportunities to meet published authors, productions and workshops delivered by theatre companies, visits to places of religious worship, 'history days' facilitated by an outside company, debating programme, participation in sporting events, enrichment activities with our local outstanding secondary school.
- Parents and carers are regularly updated about the curriculum and are actively involved in their children's learning – supporting with homework activities and creative projects. This partnership encourages children to be committed to their learning (as evidenced by weekly newsletters, annual Parent/Carer Survey, half-termly Curriculum Newsletters, children's homework projects, attendance at Online Safety, Maths, Reading and RSHE workshops)
- Parents/carers are well informed of their child's progress through termly reports; either written or through a consultation meeting with the teacher where written targets are shared (as evidenced through Parent/Carer survey (95% said that they agreed that the school made them aware of what their child will learn), shared targets, end of year school reports)
- Moderation activities and sharing of good practice has increased teachers' confidence in their judgements and supported them in identifying next steps for their pupils (as evidenced through CPL calendar, pupil feedback)
- Staff training on assessing gaps in children's phonic skills and how to address these helps us to meet pupils' needs appropriately and they make good progress (as evidenced through observations of phonic sessions and children successfully advancing through phonic stages)
  - Graphic knowledge organisers are being used across the school in science, geography, history, art and design, design technology, PE, RE and French. Teaching is designed to support learners retain information in the long term and integrate new knowledge into their conceptual understanding.

**To further develop we need to:**

- Further develop staff expertise to ensure that subject knowledge and pedagogy is strong in all subjects
- Continue to embed our new curriculum thinking, so that pupils' learning is consistently strong across all subjects.
- Further develop the effectiveness of Assessment for Learning in tailoring teaching to children's learning needs
- Further ensure the effectiveness of marking and feedback as a tool to support and extend learning
- Increasingly embed self-reflection as a tool for staff professional development and learning

## Behaviour and attitudes is judged to be outstanding

- “Pupils are kind and respectful to each other and polite to staff and visitors. They collaborate well in lessons and behave calmly in the school building. In the playground, pupils play together happily in the spacious, tree-lined outdoor area. Bullying is rare and when incidents occur, staff deal with them effectively.” (Ofsted Nov 2023)
- “Staff and pupils have high expectations of behaviour at school. They understand the school behaviour policy. The policy focuses on reflection. Pupils learn to understand their emotions and the impact their behaviour has on other people. Pupils feel motivated by the school reward system. They particularly like the opportunity to have lunch at 'the golden table' with senior leaders.” (Ofsted Nov 2023)
- The school’s Positive Behaviour Policy and practice explicitly incorporate a restorative approach and all staff (including midday supervisors) receive on-going training on its use (as evidenced by Positive Behaviour Policy, INSET). This has been communicated to families via the school newsletter and a leaflet to Parents and Carers (as evidenced via newsletter and leaflet)
- Questionnaires completed by Parents and Carers in Autumn 2022 overwhelmingly demonstrate that the school is perceived as a trusted place where ‘My child feels safe’ (97%) and ‘My child is happy’ (98%).
- The school’s reward systems genuinely motivate children; the award of a gold pencil, certificate in assembly, name in the role of honour and recognition on the school website all serve to encourage children to ‘Go for Gold’ (as evidenced by Roll of Honour in the school reception area, school website)
- Pupils’ behaviour and the extent to which they feel safe at Godwin is very good (only 6% disagreed when completing pupil questionnaires in Autumn 2022). Pupils are supportive of each other, particularly towards peers with particular learning needs, and the behaviour of all groups around the school is good. 90% of Parents/Carers agreed that ‘this school makes sure that its pupils are well-behaved’. Pupils are keen to behave well and encourage each other to conduct themselves appropriately. In addition, we invite a theatre company in every year to deliver a play to all pupils on the theme of bullying (as evidenced by behaviour records, pupils’ conduct around the school site, pupil questionnaire feedback, parent/carer questionnaire feedback)
- The school keeps a log of all incidents of bullying and discriminatory behaviour. Any discriminatory behaviour, derogatory name calling, or bullying of any kind (including online bullying which takes place outside of school, prejudice-based bullying and peer-on-peer abuse) is not tolerated on any level and therefore instances are very rare. Leaders take rapid and appropriate actions so that any incidents are dealt with promptly and effectively (as evidenced by incident logs)
- The school has a robust Anti-Bullying Policy that is clearly understood by all stakeholders and followed consistently. Children have a good sense of what bullying is and how to deal with it (as evidenced by Anti-Bullying Policy, incident logs)
- The school invites an external organisation that works with the Anti Bullying Alliance to deliver assemblies to all pupils. This gives the children an opportunity to reflect on and identify positive changes and actions they can take to help stop bullying (as evidenced in pupil voice)
- ‘Talking boxes’ in each classroom provide the opportunity for children to raise a concern or worry with their teacher if they do not want to do so face-to-face.
- Provision for SMSC is particularly strong within the ethos of the school as well as through specific curriculum provision. The impact of this is evident in all classrooms. Pupils demonstrate a willingness to listen to one another and reflect on their own thinking on a topic being discussed in Philosophy for Children (P4C) sessions and across other areas of the curriculum. They display a sense of common values and a commitment to the school as well as positive attitudes towards teachers and their peers because our school works very hard on pupils’ SMSC development and encourages the fostering of respect. Assemblies conclude with two children reflecting on the theme of the gathering (as evidenced in our Reflection Book)
- Children’s Mental Health Week is promoted within assemblies using a 'pantomime' character to encourage pupil discussion around this issue. This helped pupils to not only understand factors that can lead to poor mental wellbeing, but how mental health can be improved (such as talking to a trusted adult)
- British Values are upheld and modelled by staff and pupils as well as reinforced through our curriculum, assemblies and enrichment opportunities. This supports the culture of mutual respect and tolerance prevalent throughout our school community (as evidence in assembly schedule, assembly reflection book and presentations)

- RE is taught during a whole day each half term as we feel this enables children to develop a better understanding and make better connections between their own beliefs and those which they are learning about. We have a wide range of religious artefacts which help to engage children in each topic and our interactive displays are purposely in communal areas to help promote a strong sense of Spiritual, Moral, Social and Cultural awareness (as evidenced through monitoring activities, artefacts)
- Our Learning Powers were devised collaboratively by staff and are the key elements which we believe are vital dispositions which will support our children to be effective lifelong learners. These are explicitly emphasised in classroom displays and throughout the school day, including during assemblies. They are also the focus for conversations about behaviour, including praise and rewards (as evidenced by our Achievement Awards)
- We monitor attendance and punctuality and act when concerns arise. The Deputy Head Teacher ensures that parents and carers of children whose attendance and/or punctuality give cause for concern are aware of the need to improve and supports them to do so (as evidenced by letters to parents/carers)

**To further develop we need to:**

- Improve attendance and punctuality so that attendance and punctuality are 96%
- Work with LA to provide further support and/or statutory intervention for persistent absentees

**Personal development is judged to be outstanding**

- “Through the school’s ‘learning powers’, pupils are taught about positive character traits and are encouraged to approach challenges with confidence. The curriculum also teaches pupils about important concepts related to discrimination and treating others with respect and kindness.” (Ofsted Nov 2023)
- The school works very effectively with outside agencies which offer additional support for the high number of pupils with additional need and this, alongside the dedicated school staff, means that Godwin offers a high quality of pastoral care (as evidenced in Pupil SEND records, EHC Plans)
- Our staff develop positive relationships with children and are seen as trusted adults whom the pupils can turn to if they have a problem which they cannot resolve on their own. Within each year group, one TA works with identified children in a small group setting to develop resilience and help children with social skills. We believe that this focus on pupil welfare is essential if children are to achieve well at school (as evidenced by pupil questionnaire Spring 2023, staff deployment document)
- We have developed our use of CAMHS outreach support to ensure that if pupils appear to need additional help we are able to seek professional advice and put recommendations in place
- The fact that we have appointed a teacher to lead on Health and Wellbeing across the school demonstrates our acknowledgement of the importance of supporting physical and mental health within our school community. We have achieved a Silver Healthy Schools accreditation
- Mindfulness strategies, including ‘Calm Me’ time, are used throughout the school week to support children’s mental health and wellbeing. Our weekly newsletter to parents and carers also contains a ‘Mindfulness Corner’, in which we draw attention to organisations which can offer support in this area.
- PSHE is a discrete timetabled subject with a clear scheme of work which covers the following topics: Being Me In My World, Dreams and Goals, Celebrating Difference, Healthy Me, Relationships, Changing Me. Through these lessons we aim to equip children to be healthy, active, aspirational and respectful members of the community. We have developed our RSHE curriculum with the support of our parents/carers through online sessions
- The teaching of online safety is explicit in our computing curriculum, supporting our children to recognise potential risks, minimising the opportunity for harm and helping them to recognise when they need to seek help from a trusted adult. In addition, we invite a theatre company in every year to deliver a play on online safety to all pupils. We recognise that this is a partnership with families and hold workshops on online safety for parents and carers to attend (evidenced by school curriculum, pupil interviews, strategic diary)
- As a Gold UNICEF Rights Respecting School, we prioritise embedding the Rights Respecting agenda throughout our curriculum, ensuring that all pupils understand and exercise their rights. Our School Council meets regularly with the teacher responsible for Global Citizenship to uphold this agenda, giving pupils a platform to be heard on key decisions. Consultations have covered playground redevelopment, MUGA games, fundraising, school dinner menus and leading competitions. Their input has a real impact,

as evidenced via podcasts, recruitment videos, meeting minutes and Councillors' notebooks, shaping policies and activities that respect children's rights and foster active involvement in school life.

- Assembly themes based on British Values, the United Nations Convention on the Rights of the Child, the Sustainable Development Goals and linked to our Learning Powers (curiosity, perseverance, considering choices, collaboration, embracing mistakes, evaluating, explaining reasoning) support pupils to develop their own views on a range of topics (evidenced by assembly schedule, assembly presentations and assembly reflection book)
- Weekly P4C sessions provide a safe environment for children to explore themes and develop their understanding of other perspectives and tolerance
- Within PSHE lessons children learn about different family structures and about the importance of respecting one another. They are also taught about different types of touches and what to do about unwanted touches. All class teachers deliver 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. In Year 6 children are taught that sex should always be between two consenting adults in a stable, loving relationship (as evidenced through monitoring)
- Each year group has a charity which it champions and fundraises for. The children are responsible for promoting these in assemblies and around the school (as evidenced by Curriculum Overview, newsletters)
- Our Junior Travel Ambassadors raise the profile of sustainable travel, the impact of traffic pollution and actions which our children can take to make a positive change. All of these events demonstrate our children's desire to be global citizens with a strong sense of moral responsibility towards others and the planet. We are a TfL accredited Gold STARS school
- Our children are very aware of environmental issues and actively engage in activities to raise the profile of these. They recently planted a 'pocket forest' in the school grounds as part of their commitment to sustainability and also collaborated with a local eco-group to create a community mural using bottle tops to publicise the issue of plastic pollution. They are also very aware of the need for sustainable travel as a means of reducing air pollution, as well as encouraging healthy lifestyles through walking, cycling, scooting etc. Representatives from Newham Council have delivered assemblies on this theme and our children were involved in monitoring air quality. Their designs were also selected to promote the Healthy School Streets programme which restricts traffic in the local area.
- Our curriculum represents the diversity of our school community and seeks to champion the contributions which different groups have made to both British society and world culture. One example of this is within the Year 6 curriculum, which incorporates a history unit on Early Islamic Civilisations, whilst the design focus is Islamic art. These subject enhancers link directly to our English curriculum driver, stories with historical settings, which is 1001 Arabian Nights. Explicit planning to celebrate our diverse cultures, such as this, helps to create within our pupils a pride in their own heritage. As part of our rich curriculum, our pupils learn about the achievements and contributions made by a wide range of people to Science, Technology, Art, Engineering and Maths (STEAM) to foster cultural appreciation and raise aspirations for our pupils.
- We recently celebrated Culture Day at Godwin, as requested by the School Council. As a school, we appreciate the importance of diversity and celebrating our differences, focusing on tolerance and mutual respect for all. The theme of the event celebrated and embraced the rich and diverse cultures that exist within our school and involved families from a wide range of heritages.
- Our Year 6 pupils explore the themes of Mutual Respect and Tolerance through anti-racism sessions and workshops on Stigma and Migration delivered by the British Red Cross
- Officers from the Metropolitan Police force deliver workshops on a range of themes including road safety, online safety, personal safety and gang-affiliation. These support our children to think carefully about their decisions and be responsible global citizens
- Through our curriculum, and by utilising specialist input, we endeavour to ensure that all children have a clear perspective on their own safety and that of others. For example, we hold cycle proficiency sessions on the school premises and on local roads, fire safety sessions delivered by the London Fire Brigade, a talk for Year 6 on travelling safely delivered by Transport for London and personal safety Junior Citizenship workshops delivered off the premises.
- Through non-curriculum-based educational visits we seek to provide a wealth of opportunities for all of our children, focussing on broadening their experiences and raising their aspirations. These include visits to local universities so that all of our children can see this as a real prospect for them, opportunities to

meet and listen to established authors talk about their inspiration and participation in Lego robotics workshops which demonstrate to our pupils the range of possible career paths for their future

- We value the need for enrichment opportunities to enhance our pupils' learning and achieve this through offering an extensive range of off-site educational visits, workshops, residential opportunities and after-school clubs. These create memorable and engaging learning opportunities that ignite their passions, inspire them to be successful academically and develop their cultural capital.
- Online Safety performances by a touring theatre company also demonstrate how children are supported to learn how to use the Internet safely. P4C sessions with class teachers have encouraged children to speak confidently about issues and also to recognise the importance of managing online communications in an appropriate way. All of these measures encourage children to value themselves and others and also be confident enough to report unkind behaviour (evidenced by school policy, classroom practice, strategic diary)
- We invited an external organisation (NED: Never give up, Encourage others and Do your best) to deliver an interactive positive behaviour assembly to Years 3, 4 and 5 about having a positive mindset to support them to achieve their goals.

**To further develop we need to:**

- Seek further support from counselling services e.g. CAMHS so that we are better able to support children
- Achieve Healthy Schools Award at Gold level

## Effectiveness of Leadership and Management is judged to be good

- High expectations of all staff (as evidenced by Pupil Achievement Meetings, Appraisal Targets)
- High expectations of pupils' attainment, progress and behaviour (as evidenced by Pupil Achievement Meetings, Positive Behaviour Policy, achievement assembly, reward systems)
- Continuous focus on improving teaching and learning to raise standards (as evidenced by INSET on school priorities, School Development Plan, learning conversations following monitoring)
- Senior leaders make strategic decisions based on research and evidence and evaluate impact of initiatives (as evidenced by research-based Action-Research CPL, the impact of our block teaching of Computing and Art by specialist teachers, block teaching of RE, revised approach to reading comprehension, embedding of Maths Mastery, use of technology to enhance learning – e.g. Learning By Questions, Times Table Rock Stars)
- A comprehensive programme of Continuous Professional Learning (CPL) is planned and implemented for both class teachers and support staff, identifying specific areas for development, focusing on whole-school priorities (as evidenced by Strategic Diary)
- A range of opportunities for pupils to share opinions and have an active voice in the school have been established, resulting in a positive school culture (as evidenced by an enhanced role of the School Council, establishment of Junior Travel Ambassadors, pupil questionnaires, weekly P4C sessions, interactive assemblies, ABC questioning, Maths Reasoning sentence stems and children selecting their own Learning Partners across the curriculum)
- Middle leaders know their subjects well, are aware of standards across the school and are committed to improving them. They engage with national accreditation in order to develop their subject areas - monitoring, feeding back to colleagues and supporting their peers (as evidenced by Action Plans, monitoring activities, support delivered through INSET - universal and bespoke, National Accreditations – RRSA Gold Award, Primary Science Quality Mark, Gold level School Games Mark, Gold level Primary Geography Quality Mark, Youth Sport Trust Silver Award, RHS 5 Star School Gardening Award, Woodland Trust Green Tree School Gold Tree Award - as well as Link Governor meetings)
- Middle Leaders are aware of the need to have clear intent for their actions, have a well-thought-through plan for implementation and are able to evaluate the impact of initiatives (as evidenced by Subject Leader Action Plans)
- The Head Teacher holds staff to account through challenging appraisal targets. This links to targets set for the raising of attainment, progress and teaching and learning across the school through robust monitoring, evaluation and review of school priorities (as evidenced by Appraisal targets, monitoring)
- Through Governing Board, Quality of Education and Resources Committee Meetings, the Head Teacher ensures that governors are involved in decisions concerning how the budget can be allocated to effectively raise standards. The Head Teacher and Governors analyse the effective allocation of Pupil Premium and Recovery Premium funding expenditure and the evaluation of how this impacts on the raising of pupil standards (as evidenced by minutes of meetings and papers shared)
- Wellbeing is a priority in the school; we are considerate and take due account of the workload and wellbeing of all staff (as evidenced by time awarded in lieu for running of booster classes in Year 6 and drama classes in Year 5, ½ day paid leave in Autumn term for permanent staff, lieu time for staff who attend residential visits, ½ day for report writing in the Summer term)
- High quality safeguarding systems and procedures are in place and are meticulously monitored by all staff involved. Staff participate in regular training to ensure they are fully aware of recent policies and procedures in relation to safeguarding (as evidenced by CPL calendar, Safeguard Software training records, DSL training for SLT)
- Close liaison with a range of external agencies ensures that appropriate support and intervention for our vulnerable children is achieved within a timely manner. The Single Central Record is rigorous and checked by governors. In addition, Safer Recruitment procedures are fully adhered to. Risk assessments are completed systematically to ensure the safety and protection of all staff and pupils (as evidenced by annual local authority S11 report, Risk Assessment register)
- The Head Teacher is actively involved in a range of local authority Head Teacher initiatives, such as Newham Learning, Primary Pupil Placement Panel, Newham Head Teacher Enrichment Working Party, Admissions and Place Planning Forum.



- Governors are committed and know the school well. They are engaged in activities that will help them have a more informed view of the school. Regular, well attended, business-like meetings are held and governors are comfortable posing challenging questions. Governors expect data-rich Head Teacher Reports which they scrutinise carefully. They ensure that the Head Teacher is held to account for the standards pupils achieve and the progress they make as well as the quality of provision that is offered (as evidenced by Link Governor meetings, attendance at GB meetings and training, GB meeting minutes)

**To further develop we need to:**

- Ensure that the gap between the progress and attainment of Pupil Premium and non-Pupil Premium children, as well as boys and girls is closed, with all pupils making at least good progress
- Ensure our integrated curriculum maximises opportunities to reinforce knowledge and skills as well as engaging children so that they actively participate
- Ensure that teachers' subject specific pedagogical knowledge is secure across the whole curriculum
- Ensure that new governors have effective induction, are clear in their role and further develop their understanding of our school

**Overall effectiveness is judged to be good**

- Teaching is at least good across the school and this results in pupils making good progress and achieving well during their time at Godwin
- Safeguarding is a priority – all staff receive training at least annually. All volunteers are checked against the Children's Barred List and then they apply for a DBS check before working at the school. All visitors are given a copy of the school's safeguarding leaflet explaining that this area is everyone's responsibility. Posters are displayed in the children's toilets letting them know that there are adults in school who they can speak to if they have a concern. An adult version is displayed in staff toilets, informing all staff who the safeguarding team are. The SCR is regularly checked by the Head Teacher and at least annually by the link governor for safeguarding. All concerns are logged on Safeguard Software so that there is a confidential chronology of all events
- Pupils enjoy a rich and varied curriculum including weekly French lessons from a native speaker, weekly lessons from our music teacher which result in termly performances, Y5 children have weekly chess lessons delivered by a specialist tutor, children in Y3 and Y4 enjoy gardening session led by an external tutor, PE specialists support our teachers develop their confidence and subject knowledge through INSET and team teaching in gymnastics, cricket and tennis, class teachers' PPA time is covered by art/DT and computing specialists, our library is well-resourced and used each week by every pupil in the school, there is a themed art week, debating, spelling and geography events, a poetry competition, a speech-making competition, educational visits are regular features of learning, themed history days facilitated by external providers take place to support learning, a theatre company helps our children to access Shakespeare, Y3 have lessons learning to play the Indonesian gamelan and perform to their families, higher attaining pupils in Y6 participate in the Scholars' Programme – an initiative to increase aspiration to go to university, tablets are used to enhance learning, Y6 participate in Enterprise fortnight to further develop their financial awareness
- A wide range of clubs are enthusiastically attended. These include: football, gymnastics, tennis, choir, art, film, pottery, Lego construction, drama, maths, chess, debating, guitar, dodgeball
- We have developed close links with our outstanding local secondary school, Forest Gate Community School, to provide enrichment activities for our pupils