

Cranmer Road, London, E7 0JW

Inspection dates 26–27 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well. By the end of Year 6, they reach above-average standards in reading, writing and mathematics.
- Teaching is good and pupils respond positively to their teachers' high expectations. Teachers' subject knowledge, expertise and questioning skills motivate pupils to want to do their best.
- Pupils from different groups, including disabled pupils, those who have special educational needs and those who receive the pupil premium funding, make good progress. Skilled staff understand their needs and support them very well.
- Pupils enjoy many opportunities to participate in varied and stimulating artistic, sporting and musical events. This helps to motivate them and contributes strongly to their spiritual, moral, social and cultural development.
- Pupils' behaviour is good. Pupils feel safe and show positive attitudes to learning. They use their initiative to help others. Many take on extra duties and responsibilities.
- Leadership is outstanding at all levels. Leaders work closely together to improve the quality of teaching and learning. Staff, and parent and carer, support for the headteacher is highly positive and praiseworthy.
- Governors are knowledgeable and know the school extremely well. They provide high levels of support and challenge, ensuring that the school continues to improve rapidly.

It is not yet an outstanding school because

- Teachers do not always check pupils' understanding, throughout the lesson, or adapt their plans to get the best results.

Information about this inspection

- Inspectors observed 27 lessons, seven jointly with school leaders. They also observed support for pupils at risk of falling behind.
- Inspectors attended two school assemblies and visited the school’s breakfast club.
- Inspectors listened to pupils read in class, and spoke to representatives of the school council as well as several others informally throughout the inspection. They spoke with a group of governors, including the Chair of the Governing Body, and with the school improvement adviser and school staff, including senior and subject leaders.
- Inspectors noted the views of 28 parents and carers who responded to the online Parent View survey, spoke to parents and carers who were bringing their children to school and looked at the school’s own parent questionnaires.
- The inspection team reviewed the responses to 22 staff questionnaires completed during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current progress, planning documents, checks carried out by leaders on the school’s effectiveness, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Andrew Raven

Additional Inspector

Susan Reid

Additional Inspector

Full report

Information about this school

- Godwin is a large junior school, situated close to the infant school, and both schools are currently in the midst of building works as part of a local expansion programme to create additional school places.
- The majority of the pupils are from minority ethnic groups with almost 40% being of Asian heritage. The proportion who speak English as an additional language is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is slightly above the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding provided for pupils who are looked after by the local authority and those known to be eligible for free school meals, is slightly above the national average.
- The school runs a daily breakfast club.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching and accelerate achievement by making sure that teachers consistently:
 - check pupils' understanding throughout lessons and anticipate where they need to intervene, reshape and modify tasks, so that learning is even better.

Inspection judgements

The achievement of pupils is good

- Pupils' skills and abilities when they join the school are usually in line with the national average. Pupils make good progress through the school and, by the end of Year 6, are reaching standards that are above average.
- In 2013, the attainment of pupils in Year 6 who are supported by additional funding was behind that of their classmates by just over a term in reading, writing and mathematics. Gaps are now closing and eligible pupils make good progress. This is because the extra funding is used effectively to provide highly skilled staff. They lead one-to-one tuition sessions and a range of extra support activities. It is also used to allow pupils to access clubs and a range of trips. Current Year 6 pupils are now less than a term behind their peers in all subjects.
- Pupils' attainment in reading, although slightly above the national average, has not been as strong as writing. New initiatives and specialist reading support have raised the profile of reading and improved pupils' reading levels. The promotion of reading across the school is strong. Pupils have positive attitudes and read regularly. They are proud to note how often they read in their reading journals. Writing standards are high. Pupils write well for a range of purposes, with good competence and confidence. They write with enthusiasm, and redraft and edit their own work so that they are constantly improving. Pupils work hard to earn their 'pen licence' and this motivates them to present their work neatly.
- In mathematics, pupils have excellent opportunities to explain and talk about their understanding of mathematics principles. Consequently, they can then confidently apply their skills to problem solving. For example, a Year 6 class used their skills to calculate which coach would be most cost-effective for their forthcoming trip and the best ice creams to sell to raise funds. They applied their knowledge that 'selling price minus expenditure equals profit'.
- Additional sports funding is used well and teachers are working with specialist coaches to improve their own skills and confidence. The school makes effective use of online coaching videos, and the range of sports clubs and activities across the school has grown. Sports have a high profile in school and higher numbers of pupils are engaging in competitions with other schools.
- Disabled pupils and those who have special educational needs receive very good-quality support and achieve well as a result. Additional funding to provide specialised adult support for smaller groups daily has been highly effective in promoting these pupils' success. The achievement of pupils from minority ethnic groups is similar to that of other pupils. Those who speak English as an additional language also make good progress because the school identifies their language needs early on and provides good support.
- The most-able pupils are clearly identified and set work which is suitably challenging for them. As a result, they make good progress and reach above-average standards in mathematics, reading and writing.

The quality of teaching is good

- Teachers and teaching assistants work very closely together in lessons to make sure that activities are interesting, motivating and demanding enough for all pupils. Teaching assistants make an invaluable contribution to promoting learning and frequently provide high-quality additional teaching and catch-up sessions.
- Pupils learn exceptionally well in some lessons because they know what is expected of them and teachers use a range of different methods to check their understanding throughout the lesson. They are adaptable and not afraid to reshape tasks and activities, or deviate from their lesson plans to make sure that pupils' learning is secure. Where teachers are less thorough, pupils lose momentum and time is wasted as pupils are unsure of next steps in their learning.
- Teachers are very effective in using questioning to make pupils think about their learning and

linking activities with targets so that the pupils understand exactly how they can achieve greater success. This good practice is well utilised across the school.

- The best teaching plays to pupils' skills as exceptionally keen learners who willingly rise to the challenges set for them. Pupils regularly reach for dictionaries to search for the right words to add to their work and enjoy finding out new meanings, such as Year 6 pupils looking up 'smote' and realising why the poet had used it to describe a powerful knock at the door.
- Marking is good and used to plan and shape lessons. Homework is rigorously set for Year 6 pupils, and is currently being reviewed and modified for the rest of the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are keen learners, and the great majority act responsibly in managing their own behaviour and helping others to manage theirs. At playtimes and lunchtime, pupils check on behaviour and manners, and can ask others to carry out 'community service', which helps to maintain a friendly, helpful atmosphere.
- School council representatives are keen to involve themselves in all aspects of school life. They recently donned high-visibility safety wear to check on the development of the current extension to the school buildings.
- The school's work to keep pupils safe and secure is good. Pupils have a good awareness of how to keep themselves safe in school and are particularly astute about internet safety. They know how to protect themselves outside school, and one Year 5 pupil said that they had learned never to tackle strangers, saying 'You can't get your life back, but you can always get another phone.'
- Bullying is rare and pupils comment that staff deal with it effectively when it does occur. Pupils understand that if they cannot resolve conflicts themselves, they can rely on staff to intervene quickly. There are very few racist incidents, and discrimination in any form is not tolerated.
- Parents, carers and staff agree that pupils' behaviour in lessons and around school is good. Pupils' attendance levels have risen and are now above national averages because school leaders effectively deter unauthorised holidays and trips during term time. The breakfast club provides a welcome start to the day, and its popularity has contributed to improved attendance and punctuality across the school.
- The school celebrates and rewards pupils' positive achievements, and merit certificates are displayed on a notice board for parents and carers to see. Pupils are rewarded with a seat at the 'Golden table' in the hall and enjoy lunch hosted by the headteacher, a highly valued experience.
- Pupils are very proud of their school. The grounds and playground areas are kept litter-free and organised into zones. Pupils show a high regard for each other and speak positively about how much they enjoy and value being a part of the school.

The leadership and management are outstanding

- Leadership and management are outstanding, because leaders share the very highest levels of ambition to make all teaching the very best quality and have consistently driven up standards across the school.
- School leaders have been highly successful in managing the extensive expansion programme, without disturbing the learning and achievement of its pupils. School leaders work together with a clear vision and commitment to continuous improvement. Their high expectations are reflected throughout the school.
- Leadership roles have evolved and strengthened at all levels and the additional training of support staff to deliver high-quality small-group sessions has had a positive impact on raising achievement in reading and mathematics.
- Staff responses to the questionnaire and comments made during the inspection were unanimously positive in praising the leadership team.
- The school reviews all aspects of its work thoroughly and acts very quickly to address any gaps

so that the pace of improvement remains high. School development plans are realistic and sharply focused. Plans to raise standards are linked closely to checks on the quality of teaching, learning and progress and to whole-school priorities.

- Activities in lessons are supplemented by a vast number of extra-curricular clubs and activities, enhanced by the input of a number of specialists, such as the annual Year 6 end-of-year production, assisted by the expertise of professional musicians.
- The school rigorously promotes equal opportunities and no pupil is denied access to anything the school has to offer. The school promotes pupils' spiritual, moral, social and cultural development well, and a strong pastoral programme ensures the all-round development of each pupil.
- The local authority has supported the school very well. It has contributed to improvements in the quality of teaching and learning over time and continues to offer light-touch support to the school at all levels.
- **The governance of the school:**
 - Governors are highly skilled. Their work with school leaders is exceptional and has been essential in the drive to continue to make improvements in the school. They have an excellent understanding of information on pupils' progress and use the most recent data to make comparisons with other schools and question where dips occur.
 - Governors are committed to enhancing their own skills and make regular visits to check directly on the school's work. They ensure that financial resources are efficiently managed, including the input of specialist staff through the pupil premium and sports funding, and ask what impact this has on pupils' achievement.
 - Governors see that targets to improve the performance of staff are reviewed carefully and that teachers' pay is linked to how well pupils are doing. They are highly motivated and visible in the school, and check that safeguarding meets statutory requirements, and that the breakfast club and current building works are running smoothly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	102721
Local authority	Newham
Inspection number	439489
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	331
Appropriate authority	The governing body
Chair	Niall Molloy
Headteacher	John Shannon
Date of previous school inspection	1 May 2009
Telephone number	020 8534 7601
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