

# Godwin Junior School

## Inspection report

---

<b>Unique Reference Number</b>	102721
<b>Local Authority</b>	Newham
<b>Inspection number</b>	323678
<b>Inspection date</b>	1 May 2009
<b>Reporting inspector</b>	Kathryn Taylor

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Chambers
<b>Headteacher</b>	Mrs Nina Panayis
<b>Date of previous school inspection</b>	22 June 2006
<b>School address</b>	Cranmer Road London E7 0JW
<b>Telephone number</b>	020 8534 7601
<b>Fax number</b>	020 8534 3592

---

<b>Age group</b>	7–11
<b>Inspection date</b>	1 May 2009
<b>Inspection number</b>	323678

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the progress that all groups of pupils make
- the impact of the curriculum on standards, progress and pupils' personal development
- the impact of new leaders' contributions to the school's development.

Evidence was gathered from observing lessons and scrutinising pupils' work and from progress data and school documentation. The inspector also analysed the parent questionnaires and met with senior leaders, groups of children, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified, and these have been included where appropriate in this report.

## Description of the school

In this larger than average school the pupil intake is ethnically very diverse. Although a high proportion of pupils are from homes where English is not the first language, very few are at the early stages of learning English. A below-average proportion of pupils have learning difficulties and/or disabilities. Entitlement to free school meals is broadly average. The school is part of a soft federation with another junior school. The headteacher is currently headteacher of both schools. A breakfast club run by the school and an after-school club run by a private provider are available on site each day. The school has gained a number of awards, including the Healthy Schools and the International Curriculum awards.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with a very inclusive ethos. As one child rightly said, 'The school is like one giant family.' It provides a warm welcome to pupils from very diverse backgrounds and works well in partnership with parents to promote pupils' learning and well-being.

Although there is a wide spread of attainment when pupils join the school and some year-on-year variation, overall attainment on entry is higher than that found nationally. Pupils of all abilities, including those who have learning difficulties and/or disabilities, reach challenging targets and make good progress. By the end of Year 6 pupils have attained good standards in English, and standards in mathematics and science are well above average. Pupils from minority ethnic groups attain higher standards than their counterparts nationally and similar standards to other pupils. Senior leaders have recognised that there is scope for raising writing standards across all year groups; for example, by providing more varied opportunities for writing and by placing more emphasis on teaching pupils to apply previously learned literacy skills to their day-to-day writing.

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Senior leaders and staff set very high expectations for pupils' behaviour and treatment of others. They also lead by example. Consequently, relationships and behaviour are excellent and boys and girls respect and care for one another exceptionally well. Pupils' eagerness to learn and their genuine enjoyment of school are reflected in their good attendance levels, their attentiveness and contribution in lessons, and the enthusiastic way in which they talk about their school and learning. Pupils develop a good appreciation of different cultural traditions and beliefs, grow in confidence and maturity, and play a key role in helping the school to run smoothly. Pupils' highly developed social skills, along with their good basic skills, means that they are exceptionally well prepared for secondary school by the time they leave.

Teaching and learning are good. Key strengths include the way in which teachers use information and communication technology (ICT) as an integral part of lessons and plan activities that are well matched to pupils' interests, abilities and everyday experiences. Most teachers explain new learning and concepts very clearly and tell pupils in simple terms what they are expected to learn. All of this ensures that learning is successful and lessons usually proceed at a good pace. Support staff generally make a good contribution to pupils' learning, especially during group work. Occasionally, during whole-class teacher input, support staff could be more proactive in supporting individuals or small groups. Teachers mark pupils' work regularly and make effective use of individual learning targets. Pupils therefore have a reasonably good understanding of how well they are doing and what they need to do to improve. As yet, pupils are not routinely guided to assess their own learning and to review, refine and begin to correct their finished work.

The school's good curriculum has a strong emphasis on developing health and fitness and basic skills, including ICT. It also promotes pupils' personal development well, for example through a very good number of visits, visitors, local community events and after-school activities. A relative weakness that was highlighted by several parents and pupils is that, while opportunities for creative activities are often exciting, they are not always regular enough. This is especially so in Year 6 where the curriculum becomes unduly narrow prior to pupils undertaking national tests.

Care, guidance and support are good. Pastoral care is a particular strength. Opportunities to guide pupils about how to improve their finished work are not fully developed. Staff recognise pupils' individual needs very well, develop their self-esteem and treat them with considerable care and respect. Staff are also very quick to respond to those who need extra support, including pupils with medical needs and disabilities. Pupils, therefore, feel very happy and safe in school. This was evident when a group of pupils agreed wholeheartedly with the girl who reported that 'The staff here would never let anything happen to any of us!' The school's procedures for vetting staff and safeguarding learners meet government requirements.

Following the establishment of a soft federation with another school, the distribution of leadership responsibilities at Godwin has been adapted to ensure that the school is well led and managed. It runs very smoothly on a day-to-day basis, which enables pupils to make good progress academically and personally. The headteacher continues to provide strong leadership. She sets high expectations of the staff and pupils and inspires them to strive for their personal best. She is ably supported by the deputy headteacher, senior staff and subject leaders, despite the fact that several are fairly new to the role or the school. Changes to senior leadership have been relatively seamless. This is because those new in post already had the necessary aptitude and expertise that enabled them to begin to lead improvements quickly. The new subject leaders are being well inducted, supported and trained. Therefore, they are very clear about their responsibilities and are rising quickly to any new challenges. They are already making a positive contribution to supporting their colleagues and identifying some aspects of provision that can be improved further. As yet, they do not have a full picture of provision and its impact on standards and progress across the whole school. Governors are very supportive of the school and they provide an appropriate level of challenge.

The school makes a good contribution to promoting community cohesion. Leaders are well informed about families' and the needs of the local community and take effective action to engage and involve them in the life of the school. Links between Godwin and schools internationally are good.

### **What the school should do to improve further**

- Raise standards in writing further by providing a wider range of writing opportunities and placing more emphasis on teaching pupils how to apply skills they learn to any future work.
- Support pupils to assess their own learning and to review, refine and begin to correct their finished work.
- Extend subject leaders' knowledge of standards and progress in their subjects.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

**Inspection judgements**

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

---

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



**Annex B****Text from letter to pupils explaining the findings of the inspection**

18 May 2009

Dear Pupils

Inspection of Godwin Junior School, London, E7 0JW

Thank you very much for making me welcome when I came to your school. I found that Godwin Junior is a good school. You make good progress and reach above-average standards in English and mathematics and well above average standards in science by the time you leave.

I really enjoyed talking with you in class, in the playground and around the school. I noticed how very proud you are of your school. You get on really well with each other and with the staff. I found that you are exceptionally polite, well behaved and hardworking. You help the school to run smoothly. It was good to see you enjoying playtimes and lunchtimes, being active and eating healthily.

When I visited lessons and looked at your work, I judged that the staff teach you well and find interesting things for you to do and learn. You told me how well the staff look after you and listen to your views and concerns.

Your headteacher and other managers lead the school well and are always keen to make improvements. I have asked the new subject leaders to develop a clearer picture of the standards you all reach and the progress you are making in every subject. I have asked staff to give you more opportunities to practise writing and to guide you to remember and use the skills that you were taught previously. Teachers regularly give you targets to work towards. They explain what you are meant to be learning and mark your work regularly. I have asked them also to encourage you to take on more responsibility for checking your own learning and correcting your work. You can help by doing your best and by continuing to take exceptionally good care of each other, so that your school continues to be a very happy and positive place to be.

Yours faithfully

Kathryn Taylor

Lead Inspector