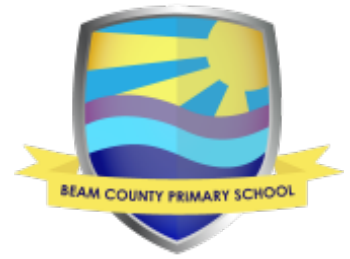


# Beam County Primary School

## Headteacher's Report to Governors



### Executive Summary

Beam County Primary continues to build on the strengths recognised in the July 2025 Ofsted inspection, where Behaviour and Attitudes, Personal Development, Leadership and Management and Early Years were judged Outstanding, and Quality of Education was judged Good. Inspectors described Beam as a “highly inclusive school” where pupils “thrive”.

The school serves a richly diverse community with approximately 73% of pupils speaking English as an Additional Language and SEND above national levels. Despite operating within a deficit recovery plan, leaders have protected teaching quality, inclusion and the breadth of the curriculum.

Key Stage 2 outcomes remain securely above national averages with approximately 76–77% of pupils achieving the expected standard in reading, writing and mathematics compared with around 61–62% nationally.

The strategic focus for 2025–26 is to move from strong provision to exceptional provision by:

- embedding the Profectus pedagogical framework across all subjects
- strengthening precision teaching for SEND and the lowest 20%
- ensuring consistent curriculum implementation
- sustaining strong attendance and behaviour
- maintaining financial sustainability within the deficit recovery plan.

### School Context

Beam County Primary serves a highly diverse community within Barking and Dagenham. Key contextual indicators:

- EAL approximately 72–73% (national approx. 22%)
- FSM approximately 24% (national approx. 24%)
- SEND Support approximately 19% (national approx. 14–15%)
- EHCP approximately 2.7% (national approx. 3.5%)

Housing instability remains a contextual factor, with some families moving due to housing pressures or temporary accommodation placements. This context informs the school's strong focus on language development, pastoral support and inclusion.

### Safeguarding

Safeguarding remains effective and is a central priority across the school.

All members of the Senior Leadership Team have completed Designated Safeguarding Lead training through the NSPCC. Each Assistant Headteacher acts as the DSL for their phase

group, strengthening contextual knowledge of pupils and enabling safeguarding decisions to be informed by deep understanding of the children and families within each phase. To strengthen communication and responsiveness, the school has established a dedicated DSL safeguarding email address for external agencies and families. This ensures continuity where the lead DSL works part-time and enables safeguarding concerns to be received and triaged promptly.

Safeguarding priorities are reviewed twice weekly (Wednesday and Friday) by the safeguarding team, ensuring concerns, trends and emerging risks are discussed and responded to swiftly.

Impact:

- Strong distributed safeguarding leadership across phases.
- Improved contextual knowledge supporting decision-making.
- Greater accessibility for external communication through the DSL email channel.
- Rapid oversight of safeguarding priorities through twice-weekly leadership review.

Governors continue to receive safeguarding updates and maintain oversight through the DSLs reports and link governor visits.

## Quality of Education

Beam provides a coherent, knowledge-rich curriculum supported by the Profectus pedagogical framework.

Professional development focuses on:

- collaborative planning (Maths Hub S-Planning model)
- structured oracy to strengthen comprehension and writing
- precision teaching for SEND and vulnerable learners.

Ofsted recognised the curriculum as “extremely ambitious”.

Development priority:

- ensuring consistent implementation across recently reviewed curriculum areas
- strengthening the identification and correction of misconceptions.

## Achievement

Outcomes remain securely above national averages.

Key indicators:

- KS2 combined RWM: approx. 76–77% (national approx. 61–62%)
- Average scaled scores in reading and maths above national benchmarks
- Progress strong across cohorts
- Disadvantaged and SEND pupils achieve well with narrowing gaps.

Internal monitoring shows approximately 92% of pupils are making expected progress or better.

## Attendance and Behaviour

Attendance remains a strength.

Current indicators:

- Overall attendance approximately 94.6%

- Persistent absence approximately 11.2% compared with national approx. 13.5%

The Local Authority attendance lead recently contacted the school to recognise the quality of attendance practice, particularly the work of the attendance officer in addressing persistent absence and severe persistent absence.

The school's pastoral approach is strengthened through the work of the Pastoral Support Advisor who works directly with families to remove barriers to attendance.

Behaviour remains outstanding with:

- zero suspensions in the reporting period
- one exclusion
- calm, respectful conduct across the school.

## Personal Development

Personal development continues to be a strength of the school.

Provision includes:

- strong PSHE and citizenship curriculum
- leadership opportunities including Pupil Parliament, Digital Leaders and Eco-Team
- extensive enrichment activities and cultural experiences.

Approximately half of pupils participate in extracurricular provision.

## Early Years

Early Years provision remains outstanding.

The current cohort presents high levels of SEND and developmental need, including children entering Nursery and Reception not yet toilet trained.

Provision prioritises:

- communication and language development
- independence and routines
- strong parental partnerships.

## Leadership and Governance

Leadership and governance remain strong.

School improvement priorities are monitored through the School Development Plan which is colour coded to show progress against each action. Progress is indicated through percentage completion rather than formal RAG ratings (see SIP – these targets will continue into the next academic year).

The school continues to operate within a deficit recovery plan. Financial oversight remains a focus and the School Business Manager will provide detailed financial updates to governors separately.

Staff absence analysis will also be provided through a separate report from the Finance Officer.

Governors continue to provide effective challenge and strategic oversight, ensuring statutory duties are met and school improvement priorities remain tightly aligned with the SEF.

### **Key Strategic Priorities**

The School Development Plan focuses on:

1. Embedding the Profectus pedagogical framework.
2. Strengthening precision teaching for SEND and vulnerable pupils.
3. Embedding structured oracy across the curriculum.
4. Improving curriculum implementation consistency.
5. Sustaining strong attendance and behaviour.
6. Maintaining financial sustainability within the deficit recovery plan.

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## Headteacher Report to Governors – Strategic Board Report

This section provides governors with assurance regarding pupil outcomes, safeguarding, leadership capacity and financial sustainability following the recent Ofsted inspection. The report is structured to support high-level governance oversight and aligns with emerging Ofsted expectations for exceptional provision.

### Strategic Headlines

- EYFS Good Level of Development: 71.2% (above LA 67.9% and National 68.3%).
- Attendance broadly in line with national with persistent absence below national levels.
- Safeguarding strengthened through SLT DSL training and phase DSL leadership model.
- Deficit recovery plan in place with four years remaining.

### Inspection Readiness Dashboard (Summary)

**Pupil Outcomes:** Strong progress from starting points with EYFS outcomes above local and national benchmarks.

**Attendance:** Local Authority has commended the school's systems for supporting pupils at risk of persistent absence and identified no areas for improvement. Attendance Lead: Mrs Cole.

**Safeguarding:** All SLT members trained as DSLs through the NSPCC. Assistant Headteachers act as DSLs for their phase groups. Safeguarding priorities reviewed twice weekly.

**Finance:** School operating within a deficit recovery plan with four years remaining. Current deficit: approximately £1.8 million.

### Pupil Outcomes

Early Years outcomes demonstrate strong early foundations. In 2024, 71.2% of pupils achieved a Good Level of Development, exceeding Local Authority and national benchmarks. Pupils achieved an average of 14.8 Early Learning Goals compared with 14.1 nationally.

### Attendance

The Local Authority Attendance Lead contacted the school to commend Beam's robust systems for supporting pupils who are not attending regularly. The LA reported that they were unable to identify any areas for improvement in the school's systems. Attendance leadership is overseen by Mrs Cole with additional pastoral support from the Parent Support Adviser.

### Behaviour and School Culture

The school maintains a calm and orderly environment where pupils demonstrate respect and pride in their learning. Behaviour expectations are clear and exclusions remain extremely low.

### Safeguarding Assurance

Safeguarding remains a core strength. All members of the Senior Leadership Team have completed DSL training with the NSPCC. Assistant Headteachers serve as DSLs for their phase groups, strengthening contextual safeguarding knowledge. A dedicated safeguarding

email address supports communication while the DSL role is part time. Safeguarding priorities are reviewed twice weekly.

### **Workforce and Leadership Capacity**

The school employs approximately 91 staff (around 66.9 FTE). Workforce planning is aligned to the deficit recovery strategy while protecting classroom provision and SEND support.

### **Financial Position**

The school is currently operating within a deficit recovery plan with four years remaining. The current deficit amount will be confirmed by the School Business Manager and reported to governors.

### **International Partnership**

On 14 January 2026 Beam hosted Tianshan Primary School No.1 from Shanghai. The visit celebrated cultural exchange and highlighted the confidence, creativity and discipline of Beam pupils. The school noted during their visit, that they felt it was a Private school specialising in Art and were highly impressed. Opportunities for future mathematics collaboration are being explored.

### **School Development Priorities**

- Embed precision teaching to close literacy gaps for SEND and lowest 20%.
- Strengthen structured oracy across literacy teaching.
- Improve assessment precision to inform teaching and staffing deployment.
- Refine LSA deployment through the Beam Gradual Approach.
- Strengthen safeguarding leadership succession.

### **Matters for Governor Oversight**

- Monitor deficit recovery trajectory.
- Review attendance and persistent absence trends.
- Ensure safeguarding systems remain robust.
- Monitor SEND provision and LSA deployment impact.
- Review curriculum implementation across subjects.

## Strategic Leadership & Improvement

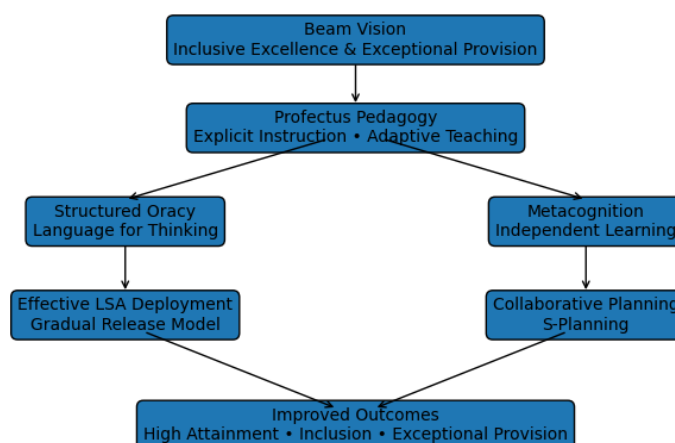
This section provides governors and inspectors with a concise strategic overview of Beam County Primary School’s performance, improvement strategy and priorities. It aligns the Self Evaluation Form (SEF), School Development Plan (SDP) and Headteacher’s Report into a single leadership narrative.

### 1. Strategic Performance Dashboard

Indicator	Beam Position	National Benchmark	Strategic Interpretation
KS2 Combined RWM	76–77%	≈61–62%	Attainment securely above national
Reading & Maths Scaled Scores	Above national	National benchmark	Secure knowledge and strong teaching
Attendance	94.6%	≈95%	Close to national despite high mobility
Persistent Absence	11.2%	≈13.5%	Better than national
SEND	≈19%	≈14–15%	Highly inclusive context
EAL	≈73%	≈22%	Highly multilingual community
Behaviour	Outstanding	Strong nationally	Calm orderly culture
Early Years	Outstanding	Strong national provision	Language-rich environment
Safeguarding	Effective	Statutory compliance	Distributed DSL model
Financial Position	Deficit Recovery Plan	Monitoring	Teaching quality protected

### 2. Beam Theory of Improvement

The improvement strategy connects pedagogy, professional development and staffing deployment to pupil outcomes. The Profectus framework, structured oracy and collaborative planning strengthen teaching quality and curriculum consistency across the school.

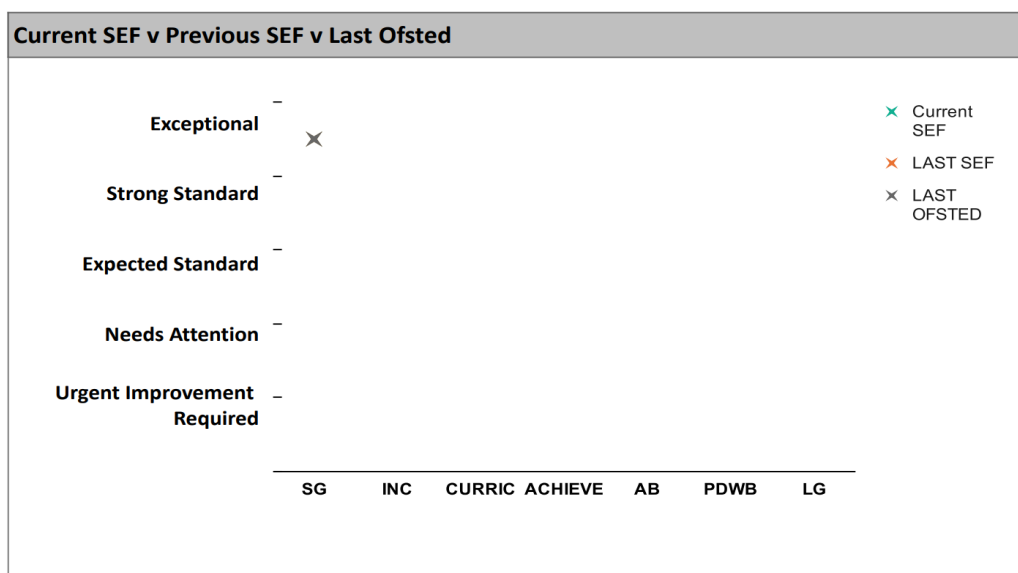


### 3. SEF Summary

Current self-evaluation reflects strong performance across most areas:

- Safeguarding – Met
- Inclusion – Outstanding
- Curriculum and Teaching – Good
- Achievement – Outstanding
- Attendance and Behaviour – Outstanding
- Personal Development – Outstanding
- Early Years – Outstanding
- Leadership and Governance – Outstanding

<b>Exceptional</b>	<i>Outstanding practice that goes well beyond what is expected.</i>
<b>Strong Standard</b>	<i>Secure provision that exceeds expectations in key areas.</i>
<b>Expected Standard</b>	<i>Meets the standard Ofsted expects of a good school.</i>
<b>Needs Attention</b>	<i>Below the expected standard; specific improvement needed.</i>
<b>Urgent Improvement Required</b>	<i>Significantly below standard; immediate action required.</i>



Beam continues to build on these strengths while addressing the Ofsted development priority: ensuring consistent curriculum implementation across recently reviewed subjects.

### 4. School Development Priorities

Key priorities for 2025–26:

1. Embed Profectus pedagogy across the curriculum.
2. Strengthen precision teaching for SEND and vulnerable learners.
3. Embed structured oracy to support comprehension and writing.
4. Improve curriculum implementation consistency.
5. Sustain strong attendance and behaviour.
6. Maintain financial sustainability within the deficit recovery plan.

## **5. Leadership Overview**

Leadership and governance at Beam are strong. Governors provide robust challenge and oversight while ensuring statutory duties are met. The school continues to operate within a deficit recovery plan, with leaders prioritising teaching quality and inclusion while maintaining a broad curriculum.

Safeguarding leadership is distributed across phases, with Assistant Headteachers acting as DSLs for their phase groups. This model strengthens contextual knowledge of pupils and ensures safeguarding decisions are well informed.

## Inspection Readiness Dashboard

This dashboard provides governors with a concise overview of the school's current performance, improvement trajectory and key assurance indicators following the recent Ofsted inspection.

Area	Current Position	Evidence / Notes
<b>Pupil Outcomes</b>	Strong progress from starting points. EYFS GLD 71.2% (above LA 67.9% and National 68.3%).	Average ELGs achieved 14.8 (National 14.1). Secure foundations in language and early mathematics.
<b>Attendance</b>	Attendance broadly in line with national averages. Persistent absence below national.	Local Authority commended Beam's robust systems; no improvement recommendations given. Attendance Lead: Mrs Cole.
<b>Behaviour and Culture</b>	Calm, orderly learning environment with very low exclusions.	Strong relationships and consistent behaviour systems support learning.
<b>Safeguarding</b>	Strong safeguarding leadership and oversight.	All SLT trained as DSLs (NSPCC). Assistant Headteachers act as phase DSLs. Dedicated DSL email. Safeguarding priorities reviewed twice weekly. Wellbeing concerns – 2 and 2 in progress Behaviour – 3 Child Protection (CP) – 0 Looked After Children (LAC) – 2 Children In Need (CIN) – 12 Teams Around Families (TAF) – 8 Early Interventions - 7
<b>SEND Provision</b>	Highly inclusive practice with strong SEND identification and support.	Adaptive teaching and targeted provision recognised positively during inspection.
<b>Curriculum Quality</b>	Knowledge-rich curriculum with Profectus pedagogy and structured oracy.	Collaborative planning embedded across phases.
<b>Leadership Capacity</b>	Strong strategic leadership and governance oversight.	Phase DSL model strengthens contextual safeguarding knowledge and leadership capacity.
<b>Finance</b>	School operating within deficit recovery plan with 4 years remaining.	Current deficit: £[INSERT SBM FIGURE]. Workforce recovery plan supporting sustainability.
<b>Workforce</b>	Approximately 91 staff (~66.9 FTE).	Workforce recovery plan aligns staffing levels with pupil numbers while maintaining quality.

<b>External Partnerships</b>	Strong international and community engagement.	Shanghai sister school partnership with Tianshan Primary School No.1; future mathematics exchange being explored.
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### Key Strategic Priorities (School Development Plan)

- Embed precision teaching to support SEND and the lowest 20% in literacy.
- Strengthen structured oracy across literacy to improve comprehension and writing.
- Improve assessment precision to inform teaching and staffing deployment.
- Refine LSA deployment using the Beam Gradual Approach.
- Strengthen safeguarding leadership succession.

### Strategic Leadership Dashboard (Governor Overview)

This dashboard provides governors with a concise strategic overview of school performance, safeguarding, finance and improvement priorities. RAG ratings indicate current performance and risk level.

Strategic Area	Key Indicator / Evidence	Current Position	RAG Rating
<b>Pupil Outcomes</b>	EYFS GLD 71.2% (above LA 67.9% and National 68.3%). Strong foundations in language and early mathematics.	Outcomes secure and above benchmarks.	GREEN
<b>Attendance</b>	Attendance broadly in line with national. Persistent absence below national. LA commended robust systems.	Strong monitoring led by Attendance Lead Mrs Cole.	GREEN
<b>Behaviour</b>	Calm and orderly environment with extremely low exclusions and positive pupil conduct.	Behaviour systems embedded across school.	GREEN
<b>Safeguarding</b>	All SLT trained as DSLs via NSPCC. Phase DSL structure. Dedicated DSL email. Safeguarding meetings twice weekly.	Strong safeguarding capacity and oversight.	GREEN
<b>SEND Provision</b>	Strong SEND identification and adaptive teaching recognised positively in inspection.	Provision effective but requires careful staffing deployment.	AMBER
<b>Finance</b>	School operating within deficit recovery plan. 4 years remaining. Workforce restructuring underway.	Current deficit: £[Insert SBM figure].	AMBER
<b>Workforce</b>	91 staff (~66.9 FTE). Workforce recovery plan aligns staffing with pupil numbers.	Stability maintained while reducing costs.	AMBER

<b>Curriculum Development</b>	Profectus pedagogy, collaborative planning, and oracy embedded across curriculum.	Implementation strong but requires continued consistency.	GREEN
<b>Leadership Capacity</b>	Phase DSL model and strengthened leadership structures increase contextual knowledge.	Succession planning continuing.	GREEN
<b>External Partnerships</b>	Shanghai partnership visit strengthened international learning links.	Further collaboration opportunities being explored.	GREEN

### Governor Strategic Questions

- Is the deficit recovery plan progressing according to agreed milestones?
- Are attendance improvements sustained for pupils at risk of persistent absence?
- How effectively are LSAs deployed to support SEND and the lowest 20% of learners?
- Is curriculum implementation consistent across all subjects?
- Are safeguarding systems continuing to demonstrate strong oversight and responsiveness

To follow:

- Safeguarding Rport
- Phase Group Leader Reports

### **Policies to be ratified:**

1. AI Policy, to be read in conjunction with the AI Implementation Plan
2. The Restrictive Interventions and Positive Handling Policy provides a clear framework for the lawful, safe and proportionate use of restrictive interventions. It reflects the principles of prevention, de-escalation and safeguarding expected by the Department for Education. With the addition of a small number of clarifying statements regarding staff authority, risk assessment and incident recording thresholds, the policy will meet the expectations set out in the DfE guidance on restrictive interventions.
3. Behaviour Policy:

The Behaviour Policy has been reviewed to ensure it:

- Aligns with Department for Education guidance (2026) on restrictive interventions and use of reasonable force.
- Works alongside the school's Restrictive Interventions and Positive Handling **Policy**, which now acts as the school's authoritative policy governing restraint, reasonable force and seclusion.
- Reflects current school systems for recording behaviour incidents (Go4Schools) and safeguarding incidents (CPOMS).
- Clarifies behaviour procedures for staff and pupils.

## Key Changes Made

### 1. Cross-reference to Restrictive Interventions Policy

- Pages: 2 and 14
- The policy now clearly states that the legal framework for the use of reasonable force, restraint and seclusion is contained within the Restrictive Interventions and Positive Handling Policy.
- This ensures:
- compliance with DfE guidance (2026)
- clearer separation between behaviour management and safeguarding procedures.

### 2. Clarification of “Cool Off” and Classroom Removal

- Page: 6
- The Managing Behaviour section has been updated to clarify that:
- temporary removal from the classroom may be used to allow a pupil to regulate behaviour
- this may take place in another classroom, nurture space or calm area
- this is not seclusion, which is governed by the Restrictive Interventions Policy.
- This clarification ensures staff understand the difference between behaviour management strategies and restrictive interventions.

### 3. Behaviour Recording Procedures Updated

- Pages: 9–10
- Recording procedures have been updated to reflect current school systems:
- Go4Schools – behaviour incidents
- CPOMS – safeguarding related incidents
- This ensures a consistent and auditable approach to behaviour monitoring.

### 4. Terminology Updated to Reflect Current Guidance

- Pages: 14 and Appendix 4
- Terminology has been updated to reflect DfE language, replacing older references to “Positive Handling” with clearer wording such as:
- Restrictive interventions
- Use of reasonable force
- This ensures alignment with current national guidance.

### 5. Minor Drafting Corrections

- The following small corrections have been made:

• Page	• Correction
• Page 6	• Removed duplicate introductory sentence in the Managing Behaviour section
• Page 14	• Corrected section title “Use of Reasonable Force”
• Appendix 4	• Corrected title of the incident record form