



Headteacher's Report to the Governing Board

Summer Term 2026

CONFIDENTIAL — for members of the Governing Board

Prepared by: T Whittington | Meeting date: Thursday 4th June 2026

This report is ordinarily delivered **verbally**. It has been recorded in writing this term because the principal focus is the SEND position and high-needs funding, and because the renewed Ofsted report-card framework carries implications that the board may wish to have minuted. The report also notes routine safeguarding and data-protection matters and celebrates a strong period for the school.

1. Safeguarding and Pupil Welfare

1.1 Subject Access Requests (SARs)

Two Subject Access Requests have been received during this period. Both are being processed under the UK GDPR and the Data Protection Act 2018, within the statutory one-calendar-month timeframe (Request 1: 22.04.26; responded 12.05.26; Request 2: 21.05.26, still responding. Request 3: 01.06.26 - still responding).

Each request has been logged, the relevant records identified, and any third-party data reviewed for redaction. The process is being overseen by Data Protection Enterprise, Yvonne Rogers. No data breach has occurred.

Members should note that SARs are administratively demanding and divert leadership and administrative time; the volume is recorded here so the board has visibility of the workload.

1.2 Suspensions

Two pupils have received suspensions this period. They are referred to here as **Pupil A** and **Pupil B** to protect their identities. All suspensions have followed the DfE statutory guidance (*Suspension and Permanent Exclusion*), with parents notified in writing, work set, and reintegration support offered.

- **Pupil A:** Following a series of suspensions, and in the pupil's best interests, a transition is being arranged to the Campbell Primary Centre. The Centre (part of The James Cambell Primary School, Langley Crescent, Dagenham) is a behaviour *recovery and assessment* provision for pupils with social, emotional and mental health (SEMH) needs. Placements are typically fixed-term (around three terms) and are designed to build self-regulation, emotional resilience and social confidence **with a view to reintegration** — it is not, in the first instance, a permanent placement. The transition is being coordinated by myself, the assistant Head at Cambell, the local authority, the child and the family.
- **Pupil B:** received a fixed-term suspension for physically assaulting a pupil and an adult. A reintegration meeting is scheduled for Friday 5th June 2026 the school is supporting the family to ensure that the pupil is in the appropriate provision and is working with the

Havering EHC team to secure a specialist placement as requested by the parent and all the other professionals involved. Please note that we were named over objection. A Safety Plan is currently being written and further funding sought.

1.3 Behaviour overview (Summer 1)

Over the six weeks of Summer 1, **25 incidents** were logged as “not respectful / not safe”. Of these, **44% relate to a single pupil in Key Stage 1** with both behavioural and SEND needs, inside and outside the classroom. Encouragingly, this pupil has shown fewer outbursts since Spring 2.

To reduce the need for restrictive interventions for this pupil, a pastoral support plan has been implemented and a home–school communication book introduced to strengthen consistency. The school is working with the parents to support their understanding of the pupil’s potential SEND needs; at present, the parents do not agree with the school’s assessment. This case is reflected in the SEND picture at Section 2, and illustrates where the school is still building parental agreement around assessment.

2. SEND and High-Needs Funding

This is the principal focus of this term’s report. Beam continues to serve a complex, high-mobility intake with a rising level of identified need, and the high-needs funding system is not keeping pace with the cost of provision.

2.1 SEND profile

Beam currently supports **133 pupils** on the SEND register — **113 at SEN Support (K code)** and **20 with an Education, Health and Care Plan (E code)**. This is a substantial level of identified need for a three-form-entry primary.

Category	Pupils
Total on SEND register	133
SEN Support (K code)	113
EHC Plan (E code)	20

The distribution of EHC Plans across the school, with statutory assessments currently in progress, is set out below.

Year group	EHC Plans (E code)	Assessments in progress
Nursery	0	2
Reception	2	1
Year 1	1	—
Year 2	4	—
Year 3	3	—
Year 4	5	1

Year group	EHC Plans (E code)	Assessments in progress
Year 5	3	—
Year 6	2	—
Total	20	4

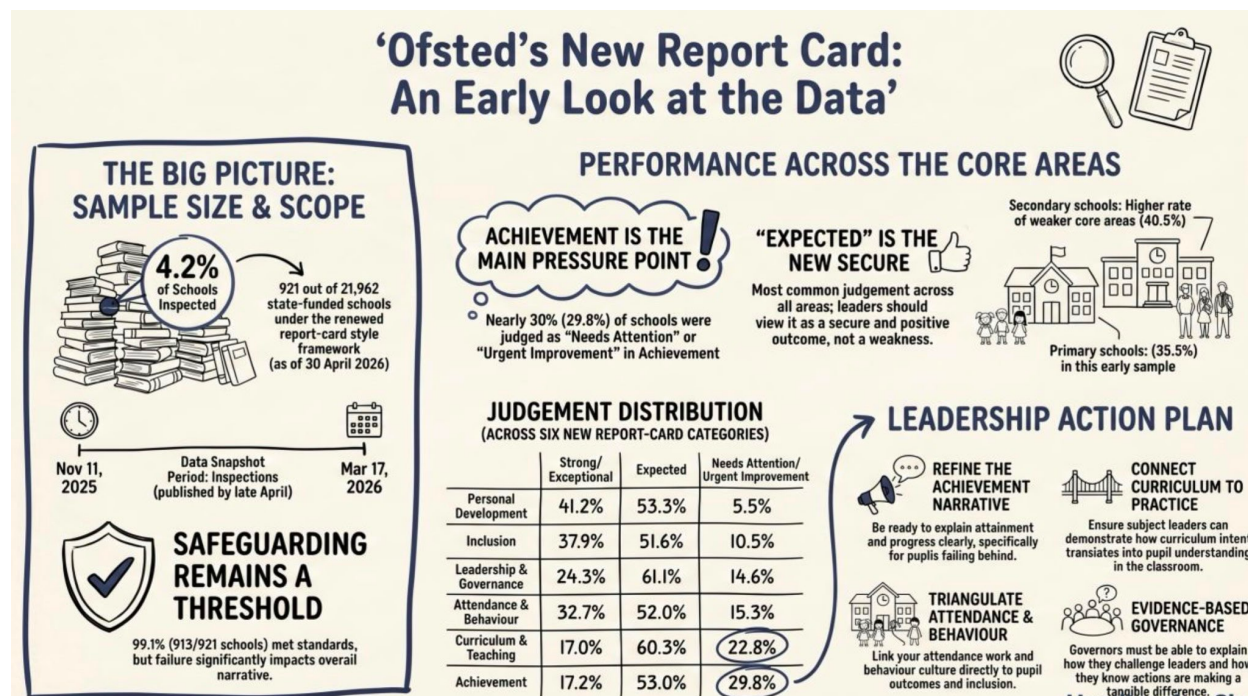
EHC Plans by year group as at June 2026. Four further assessments are in progress (Nursery 2, Reception 1, Year 4 1).

One EHCP decision is currently being challenged.

The pupil has Communication & Interaction needs. We are trying to work with the parent, as the LA sent the documentation directly to the parent in March, the decision was communicated to the school 22nd April 2026, therefore the mediation deadline was missed. We are trying to seek clarity from the LA what the next steps are, as many of our parents have needs themselves and may not always understand what they need to do. Thus far, we have received no response. or appeal.

3. Ofsted’s New Report Card: National Picture and What It Means for Beam

An early analysis of inspections under the renewed report-card framework has been circulating in the sector. It is reproduced below and is worth recording, because it points clearly to where inspection pressure is now concentrated — and that has direct, and largely positive, implications for Beam.



Source: early sector analysis of published report cards (see provenance note at 3.4).

3.1 The national headline

The standout finding is that **Achievement has become the most challenging area**: nearly 30% of schools (29.8%) were judged “Needs Attention” or “Urgent Improvement” for Achievement — significantly higher than any other category. This mirrors wider commentary that, under the new framework, inspectors are focusing far more heavily on pupil outcomes and progress. “Expected” has effectively become the new “secure”: it is the most common judgement across all areas and should be read as a positive, stable outcome rather than a weakness. Safeguarding remains a threshold rather than a graded judgement (99.1% of the sample met the standard).

Report-card area	Strong / Exceptional	Expected	Needs Attention / Urgent Improvement
Personal Development	41.2%	53.3%	5.5%
Inclusion	37.9%	51.6%	10.5%
Leadership & Governance	24.3%	61.1%	14.6%
Attendance & Behaviour	32.7%	52.0%	15.3%
Curriculum & Teaching	17.0%	60.3%	22.8%

Report-card area	Strong / Exceptional	Expected	Needs Attention / Urgent Improvement
Achievement	17.2%	53.0%	29.8%

Judgement distribution across the six new report-card areas. Achievement carries by far the largest proportion of weaker judgements.

3.2 Why this matters for Beam

Beam's published Ofsted outcome already contains **Outstanding** judgements in Behaviour & Attitudes, Personal Development, Leadership & Management, and Early Years. Under the new framework those strengths map strongly onto the new domains:

- Behaviour & Attitudes → Attendance & Behaviour
- Personal Development → Personal Development & Well-being
- Leadership & Management → Leadership & Governance
- Early Years strength and inclusive practice → Inclusion

The single area the analysis says schools must build the strongest narrative around — **Achievement** — is, for Beam, one of our greatest strengths:

Measure	Beam	National
KS2 Reading, Writing & Maths combined (expected standard)	77%	61%
KS2 Maths (expected standard)	84%	73%
KS2 Reading — higher standard	39%	—
KS2 Maths — higher standard	42%	—
Phonics (Year 1)	90%	—
KS2 progress (reading / writing / maths)	Top 10–13% nationally	—

Beam attainment against national, with top-decile progress measures.

The implication is encouraging. If inspected under the new framework, our challenge would **not** be proving attainment — it would be **explaining the story behind strong outcomes**: the impact of high pupil mobility, the complexity of SEND need, our specialist and inclusive provision, admissions pressures, and — above all — how disadvantaged and SEND pupils achieve strongly *from their starting points*. That narrative is a leadership and governance task to prepare now, not a data problem to solve.

3.3 A note of caution on the data

The board should treat this as an **early indicative sample, not a national benchmark**. It covers 921 of 21,962 state-funded schools (4.2%) inspected under the new framework up to 30 April 2026, with an inspection window of 11 November 2025 to 17 March 2026.

3.4 Provenance

The precise figure of 921 schools (4.2% of 21,962) indicates that the author manually analysed all published report cards up to 30 April 2026, rather than drawing on official Ofsted national

statistics. The wording, graphics and dataset are consistent with material circulating from sector commentators — SSAT researchers, former Ofsted inspectors, school-improvement consultants analysing the first report cards, and education commentators on professional networks. It is credible and useful as an early signal, but it is one analyst’s sample and should be cited as such.

4. End-of-Year Data Projections (2025/26)

The following are current **teacher predictions** for this year’s statutory assessments. They are provisional working projections, not outcomes, and should be read as such. **Validated results will be available at the next Full Governing Board meeting.** They are distinct from the prior published results shown in Section 3.2.

Assessment	2025/26 projection	Notes
Good Level of Development — EYFS (Reception)	64.9%	
Phonics Screening Check — Year 1	83%	Rises to 90% including Year 2 retakes
Multiplication Tables Check — Year 4	54% (41 of 76)	All-inclusive cohort; projected mean score 20 / 25
KS2 SATs — Year 6 (RWM, Reading, Maths, GPS)		Detailed Year 6 predictions were not included in the papers provided

Working projections as at June 2026, per the Quality of Education and subject leads.

4.1 A note on the Year 4 MTC projection

The Multiplication Tables Check projection of 54% is the **all-inclusive cohort figure**: it counts every pupil contributing to the school’s final published numbers — including long-term absentees and pupils in the school’s specialist Apollo and Atlantis provision — regardless of whether they ultimately sit the check. This aligns the projection with how performance is captured in the national data releases, and is therefore a more cautious figure than a teaching-group projection would show. The full-cohort mean score is projected at 20 out of 25 (76-pupil cohort).

These projections sit squarely within the Achievement domain discussed in Section 3. Governors may wish to begin shaping the contextual narrative now — around mobility, SEND complexity and progress from starting points — ahead of validated results being reported next term.

5. Celebrations and Achievements

5.1 Into Film Awards — national nomination

Nine pupils aged 9–11 have been nominated in the **Best Film: 5–11** category at this year's Into Film Awards for their short film, *One Moment*. The ceremony takes place on 16 June at the ODEON Luxe, Leicester Square, where the pupils will walk the red carpet. The film was produced through the Barking & Dagenham Film Enterprise competition (theme: “metamorphosis”), which Beam won.

It is worth noting the thematic resonance: *One Moment* follows Amari, a pupil sent out of class who unexpectedly experiences his teacher's perspective, comes to understand the wider impact of his behaviour — particularly on his mother — and faces a choice about whether to change. A pupil-made film about reflection, consequence and a turning point speaks directly to the school's behaviour-for-learning and inclusion ethos, and to the very work described in Section 1.



Beam pupils nominated at the Into Film Awards for One Moment. Use a school-held image with the relevant pupil image consents.

5.2 Primary Engineer National Competition — national winner

Haasini (Year 4) has been selected as a **national winner** in the Primary Engineer National Competition — an outstanding achievement given the competition received over 70,000 entries nationally, with only two winners per year group selected from each region. Several of our pupils were shortlisted for their creative and innovative problem-solving ideas. Haasini's work will be displayed at Kingston University on 25 June. Shortlisted pupils have been presented with certificates in assembly. Our thanks to Noreen Neale (Maths & Science Lead) for leading this work.



5.3 Parliamentary recognition

A letter of congratulation has been received from Margaret Mullane MP (Member of Parliament for Dagenham and Rainham), recognising the school's recent successes.

5.4 Admissions standing

Barking & Dagenham ranked first in London for first-preference primary school offers for September 2026 — 95.32% of pupils were offered their first choice, against a London average of 88.39%.

See if you can spot the inaccurate reporting:

https://www.barkinganddagenhampost.co.uk/news/26019209.national-offer-day---barking-dagenham-primary-schools-ranked/?ref=eb&nid=2341&block=article_block_a&u=b604b797e5064d4d61d6b801e43f6a5e&d ate=170426

Beam was placed third among the borough's primary schools in the "top 10" ranking published by the School Guide website. (Members are invited to read that ranking critically — see Section 6.)

6. A Point for the Board: Reading Data Critically

The new framework analysis (Section 3) underlines that governors are expected to **challenge leaders on evidence and explain how their oversight makes a tangible difference**. In that spirit, the board is invited to apply the same critical eye to a piece of data many of our parents will have seen.

The School Guide "top 10" ranking that placed Beam third describes itself as "reliable, accurate and trustworthy" and "unbiased", and lists schools largely by the percentage of pupils meeting the expected standard. **Before the board cites or celebrates such a ranking:**

Discussion question: *Can the board identify the methodological bias built into this ranking — and explain why it may understate a school like Beam? (The Headteacher will facilitate.)*

7. Recommended Leadership and Governance Actions

Drawing on the framework analysis, four actions are proposed for the year ahead:

1. **Refine the Achievement narrative.** Be ready to evidence both attainment and progress from starting points — with particular clarity for SEND, disadvantaged and high-mobility pupils.
2. **Connect curriculum to practice.** Ensure subject leaders can demonstrate how curriculum intent translates into pupil understanding in the classroom.
3. **Triangulate attendance and behaviour.** Link our attendance and behaviour culture explicitly to pupil outcomes and inclusion — including the suspension and Cambell Primary Centre work in Section 1.
4. **Strengthen evidence-based governance.** Governors to be able to articulate how they challenge leaders and how their actions make a tangible difference — the data exercise in Section 6 is a practical step.