The Headteacher's Report 2024/25

Beam County Primary School

Date of this Report | 5 October 2024

School Information	
School Name	Beam County Primary School
Headteacher	Tracey Whittington
Address:	Oval Road North Dagenham RM10 9ED

Report Introduction

I am pleased to present this academic year's first governor's report. We are starting the year with renewed energy, optimism, and a clear strategic direction. The overarching focus is on teamwork and deepening community engagement.

Beam County Primary School, located in the London Borough of Barking and Dagenham, serves a vibrant community with a diverse student population. With a total enrollment of 588 pupils, the school demonstrates a rich multicultural environment, evident from its high percentage of pupils who speak English as an additional language (EAL), currently standing at 76.1%. This figure is significantly higher than the average in England of 22%, showcasing the school's commitment to inclusivity and integration of diverse linguistic backgrounds.

In terms of socio-economic demographics, Beam County Primary School has 21.1% of its pupils eligible for free school meals (FSM), which is slightly below the national average of 24.6%. This statistic illustrates the school's broad reach, supporting families from various socio-economic statuses while maintaining a commitment to providing a high-quality education for all its pupils.

A notable aspect of the student population is the percentage of pupils with an Educational Health Care Plan (EHCP), which sits at 2.7%. This is marginally above the national average of 2%, indicating the school's capacity to cater to pupils with special educational needs. By fostering an inclusive environment, Beam County is dedicated to ensuring all learners can thrive.

Beam County Primary School received a "Good" rating in its last Ofsted inspection on November 6, 2019. During this inspection, the school was praised for the improvements made to its mathematics curriculum, which led to a broader knowledge base among pupils. However, the inspection report also highlighted areas for improvement in the coherence and sequencing of the curriculum in certain subjects, including modern foreign languages, design and technology, and music. The leadership's proactive steps to address these concerns, such as revising the curriculum and investing in staff training, demonstrate a commitment to continuous improvement and educational excellence.

We began the year with 588 pupils, representing a decrease from the previous year, notably due to the reduction of Nursery numbers, which will significantly increase in January. The teaching staff is now fully settled after some strategic appointments over the summer: HR Manager; PT (Temporary) Catering Manager.

We have welcomed two new teachers: one on maternity cover and a former member of staff who is our PT SEND Teacher. This appointment will strengthen key areas of our SEND provision (curriculum) with a view to succession for Safeguarding.

Staff CPD: During our inset day in September, all staff participated in training on SEND: identification, needs, and strategies. We are also implementing a new continuous professional development (CPD) program focusing on SEND, Geography, RE, PE (Healthy Eating), and "We Do" strategies to enhance oracy and the gradual release of learning.
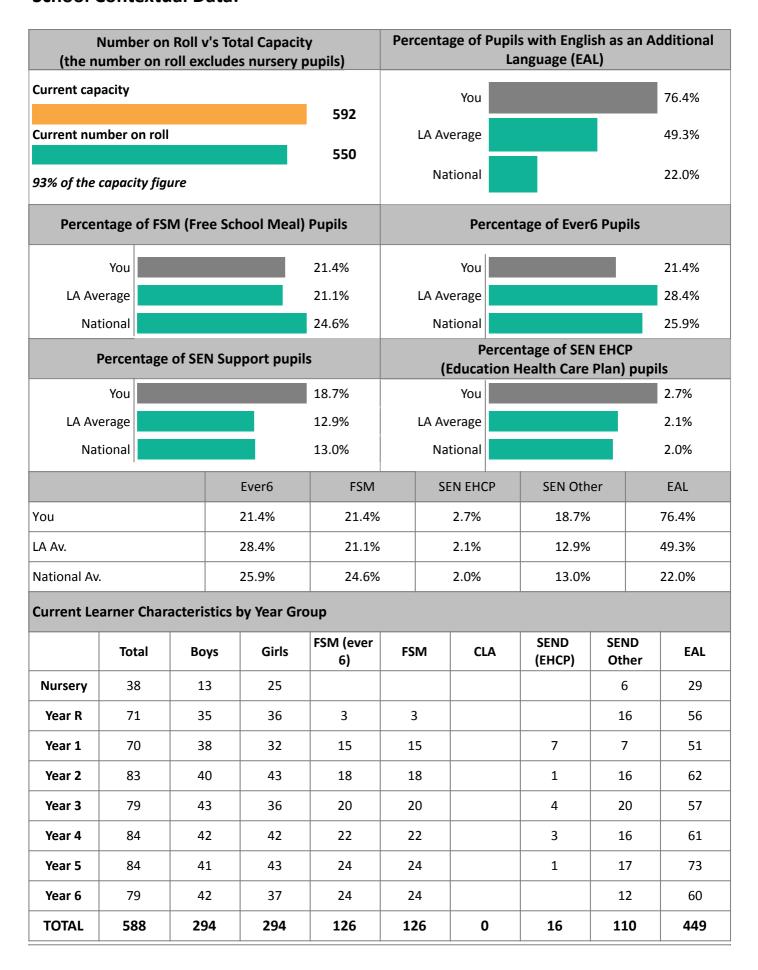
As Beam County Primary School moves forward, it is poised to enhance its beyond-the-curriculum provision. The school's strategic focus on curriculum development and inclusive practices positions it well within the wider educational landscape of Barking and Dagenham, contributing positively to the academic and personal development of its pupils. Through ongoing engagement with the community and adaptation to the diverse needs of its pupils, Beam County Primary School remains a valued institution in the local area, committed to fostering an enriching learning environment
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Last Ofsted Data:

Last Ofsted Date	2019-11-06 - What does the school need to do to improve? * Leaders have	Grade	Good
SEF & Ofsted Data		**Last SEF Grade**	**Last Ofsted Grade**

Overall Grade	**Outstanding**	
EYFS Grade	**Outstanding**	
Quality of Education Grade	**Good**	
Behaviour and Attitudes Grade	**Outstanding**	
Personal Development Grade	**Outstanding**	
Leadership and Management Grade	**Outstanding**	

School Contextual Data:

Number on Roll v's Total Capacity (the number on roll excludes nursery pupils)

Current capacity
592

Current number on roll
550

93% of the capacity figure

Percentage of Pupils with English as an Additional Language (EAL)

You	76.4%
LA Average	49.3%
National	22.0%

Percentage of FSM (Free School Meal) Pupils

You	21.4%
LA Average	21.1%
National	24.6%

Percentage of Ever6 Pupils

You	21.4%
LA Average	28.4%
National	25.9%

Percentage of SEN Support pupils

You	18.7%
LA Average	12.9%
National	13.0%

Percentage of SEN EHCP (Education Health Care Plan) pupils

You	2.7%
LA Average	2.1%
National	2.0%

	Ever6	FSM	SEN EHCP	SEN Other	EAL
You	21.4%	21.4%	2.7%	18.7%	76.4%
LA Av.	28.4%	21.1%	2.1%	12.9%	49.3%
National Av.	25.9%	24.6%	2.0%	13.0%	22.0%

Current Learner Characteristics by Year Group

	Total	Boys	Girls	FSM (ever 6)	FSM	CLA	SEND (EHCP)	SEND Other	EAL
Nursery	38	13	25					6	29
Year R	71	35	36	3	3			16	56
Year 1	70	38	32	15	15		7	7	51
Year 2	83	40	43	18	18		1	16	62
Year 3	79	43	36	20	20		4	20	57
Year 4	84	42	42	22	22		3	16	61
Year 5	84	41	43	24	24		1	17	73
Year 6	79	42	37	24	24			12	60
TOTAL	588	294	294	126	126	0	16	110	449

Contextual Pupil Data: Supporting Narrative

Regarding free school meal eligibility, Beam County Primary School has a rate of 21.1%, notably below the national average of 24.6%. This suggests that the school is succeeding in attracting families who may not perceive financial barriers to education, thus promoting inclusivity. However, due to the introduction of Free School Meals to all children, parents are not applying for FSM, and the strategy of a 20% reduction in trips is not appealing enough; another strategy is required.

When examining the percentage of pupils with an Educational Health Care Plan (EHCP), Beam County Primary School reports 2.7%, slightly above the national statistic of 2%. The employment of the PT SEND coordinator is, therefore, proving successful. It should be noted that we have also seen an increase in pupils applying to the school with SEND. This indicates a commitment to supporting children with specific educational needs, ensuring they receive tailored support to enhance their learning experiences.

Furthermore, Beam County Primary School has an impressive 76.1% of pupils who speak English as an additional language, starkly contrasting the national average of just 22%. This statistic highlights the school's role in providing a welcoming environment for non-native speakers and underscores their dedication to embracing linguistic diversity, enriching the educational experience for all pupils.

Given the local characteristics of Barking and Dagenham's pupil demographics, Beam County Primary School continues to foster an inclusive and supportive environment that encourages learning for every child.

Additional areas for consideration:
*. Pupil movement due to the cost of living, many of our established families in rental are moving out of the area or moving abroad
*. Future SEND pupil number projections
*. The low birth rate of pupils, now in Year 1

Specific update areas:

Strategy regarding encouraging parents to take up Free School Meals

LEADERSHIP AND MANAGEMENT

Single Central Record

Has Single Central Record been checked? Yes/ No	**Yes**
Date it was last checked	

Safeguarding Update (Pupil Data)

Child Protection Plan (CPP) Update (Since the last report	Learners added to a CPP	Learners taken off a CPP	Number of learners remaining on a CPP
	0		7
Number of Children In Need (CIN)?			5
How many children are subject to an Early Help assessment?			5
Has there been any low-level concerns since the previous HT report?			**No**
How many children are open to social care?			15

Safeguarding Update (General Update)

Has a safeguarding incident been reported since the last report?	**No**
Is there an identified safeguarding governor?	**Yes**
Has the safeguarding governor visited school in the last 6 months?	**No**
Named safeguarding governor	**Mrs Donna Lumsden**

Whistle Blowing

Has there been any whistle blowing reports?	**Yes**

Health and Safety Update

Are all the H&S high priorities completed?	**Yes**
Number of high priority actions outstanding?	**0**

SEND Update

Is the SEND Information Report on the school website and up to date?	**Yes**
Is there an identified SEND governor?	**Yes**
Named SEND Link Governor	**Cllr Donna Lumsden**

Pupil Premium Update

Is the Pupil Premium strategy on the school website and up to date?	**Yes**
Is the P.E. and Sports Premium strategy on the school website and up to date?	**Yes**
Is there an identified Pupil Premium governor?	**Yes**

Named Pupil Premium governor		Cllr. Phil Waker	
School Website Compliance			
Does the website meet the DfE guidance on what schools should publish online		**Yes**	
When was the school website last checked		**8/1/2024**	
Governance			
Has a governor skills audit been completed within the last 12 months?		**No**	
Number of current governor vacancies		**0**	
Are all governor DBS checks up to date?		**Yes**	
GDPR and Data Update			
Have there been any GDPR data breaches since the last report?		**No**	
Number of breaches reported to the ICO since the last report		**0**	
Further details on any data breaches/reports (if applicable)			
No GDPR data breaches have been reported since the last update. It is important to continue prioritising data protection and follow the best practices outlined by the ICO. This includes regularly reviewing and updating policies, conducting staff training, and ensuring adequate security measures are in place to safeguard personal data. It is also essential to promptly report any breaches or incidents to the appropriate authorities. Staying proactive and vigilant in our data protection efforts will help maintain our school community's trust and confidence. Thank you for your ongoing commitment to GDPR compliance.			
Relationship with Learners and Parents			
Number of **Outstanding** formal complaints from parents since last the report		1	
Parent / learner survey			
Has a parent survey been completed in the last 12 months?		Yes	
Has a learner survey been completed in the last 12 months?		Yes	
Key highlights from the parent and learner surveys			
Development of school menu			
English and Maths homework uploaded on to GoogleClassroom for either pre and post reflection			

School Development Plan Update	
Objective Name	**Status**
To further enhance the quality of education and ensure sustained excellence, our objective is to further develop and refine the curriculum, pedagogy, and assessment in Mathematics, Geography, and Religious Education. By fostering innovative teaching strategies, deepening subject knowledge, and implementing robust assessment practices, we aim to provide a well-rounded and engaging learning experience that promotes critical thinking, cultural awareness, and a lifelong love for learning among all pupils.	
To promote holistic pupil well-being and academic excellence, our objective is to enhance healthy eating across the school while refining and enriching the Physical Education curriculum; we aim to foster lifelong healthy habits, physical fitness, and a deep understanding of nutrition, empowering pupils to make informed choices that support their overall well-being and development.	In Progress
Intended outcome summary:	
To ensure inclusive excellence across all subjects, we aim to further enhance the curriculum, pedagogy, and assessment for students with Special Educational Needs and Disabilities (SEND). By embedding adaptive teaching strategies, personalised Provision Plans, and comprehensive assessment methods, we aim to provide equitable access to high-quality education, fostering the academic and personal development of every learner and empowering them to achieve their full potential.	In Progress
Intended outcome summary:	
To enhance teaching excellence, our objective is to further improve pedagogy by embedding Rosenshine's Principles of Instruction and strengthening the 'We Do' phase of the Gradual Release Model (Fisher and Frey). By focusing on effective teacher-led guidance and modelling of the 'Fading Effect', we aim to create a more structured, supportive, and engaging learning environment where pupils build confidence and mastery through guided practice, deepening their understanding and enhancing overall outcomes.	In Progress
Intended outcome summary:	
To drive continuous improvement in teaching excellence, our objective is to implement a coaching model that deepens the application of Rosenshine's Principles of Instruction, the Fading Effect, and the Gradual Release of Responsibility model. Through targeted coaching and professional development, we aim to empower teachers to refine their instructional practices, gradually transitioning from explicit guidance to pupil independence while maintaining high standards of engagement, clarity, and pupil mastery.	In Progress
Intended outcome summary:	
Leadership & Management (Non-Staffing): Supporting Narrative	

In the termly headteacher's report, school governors at Beam County Primary School should be aware of several key areas relating to the leadership and management of the school. This includes policy and procedures, safeguarding, GDPR, and school development planning.

In regards to policy and procedures, the school should ensure that they are up to date with the latest regulations and guidelines set by the Department for Education (DfE) and other relevant authorities. This includes policies on behavior management, health and safety, and attendance, among others.

Safeguarding is another crucial area for governors to be aware of. They should ensure that the school has robust safeguarding procedures in place to protect the welfare of all students. This includes regular training for staff, clear reporting procedures, and ongoing risk assessments.

With the implementation of GDPR, governors should be informed about the school's data protection policies and procedures. This includes ensuring that the school is compliant with data protection laws, securing personal data, and obtaining consent for data processing.

School development planning is a key aspect of leadership and management. Governors should be aware of the school's strategic plans for improvement and development, as well as how these plans are being implemented and monitored.

The school has self-evaluated to have a rating of 'Good' in the 'leadership and management' Ofsted category. To maintain this rating, the school should continuously review areas such as curriculum development, student progress, parental engagement, and staff professional development. For example, they can implement regular curriculum audits to ensure that it is meeting the needs of all students, analyze student progress data to identify any achievement gaps, engage parents in decision-making processes through regular surveys and feedback opportunities, and provide staff with ongoing professional development opportunities to enhance their skills and knowledge.

By focusing on these areas for continuous review and improvement, Beam County Primary School can continue to excel in leadership and management, ultimately benefiting the entire school community.

Staffing Update

Has a staff wellbeing review been undertaken in the last 12 months?		**Yes**
Staff Wellbeing Update	Number of reported staff bullying incidents	1
	Number of reported staff harassment incidents	0
	Number of reported excessive workload incidents	0
Have staff workload expectations been reviewed in the last 12 months?		**Yes**

Staff Professional Development and Performance

Is there a staff training schedule and an appropriate budget in place?	**Yes**
Is the performance management review cycle up to date?	**Yes**

Starters, Leavers and Vacancies	Teaching Staff	Support Staff
Starters this period	1	2
Leavers this period	2	2
Vacancies this period	1.5	2

	Average Teacher Salary	Pupil Teacher Ratio (PTR)	FTE Teaching Assistants	FTE Teachers
You	£49,147	18.1	11.9	0.0
LA	£44,399	19.3	20.7	40.6
National	£40,662	17.7	10.4	13.0

Leadership & Management (Staffing): Supporting Narrative

The school has a plan for succession planning. All SLT members and identified individuals are on courses or professional development:
NFER test administration - two teachers
NPQH - four teachers
NPQSL - two teachers
NPQLTG - 1 teacher
NPQLL - 1 teacher
Primary Mastery Specialist - 1 teacher
Senior Leadership Programme (Senior Leader Apprenticeship) L7 - one teacher
Curriculum for Senior Leaders - two teachers
2 members of staff are on maternity leave
1 SEND PT teacher
1 Early Years teacher

Roles being advertised
2 x SEND midday assistant (3-month contract)
1 x Part-time site staff
1 x LSA (preferably graduate)

BEHAVIOUR AND ATTITUDES

Current SEF Grade: Outstanding

Reporting periods used in this report	From	To
Period 1 :	2 Sep 24	9 Oct 24
Period 2 :	2 Sep 23	9 Oct 23

Learner Attendance Rates

Overall Attendance Rate

Target	95.5%
Period 1 :	96.1%
Period 2 :	96.4%

Persistent Absence Rate (over 10% of sessions missed)

Target	12.9%
Period 1 :	12.1%
Period 2 :	8.8%

Severely Absence Rate (over 50% of sessions missed)

Target	0.2%
Period 1 :	1.0%
Period 2 :	0.7%

Attendance Analysis By Code

Number of authorised absence due to Illness (code I)

Period 1 :	536
Period 2 :	497

Number of Unauthorised Absence - Family Holidays (code G)

Period 1 :	48
Period 2 :	124

Number of Late Arrivals (code L)

Period 1 :	351
Period 2 :	364

Number of absences without authorisation (code O)

Period 1 :	271
Period 2 :	34

Attendance Benchmarking

	Overall Attendance	Persistent Absence	Auth. Absence Illness	UnAuth. Family Holiday
You	96.1%	12.1%	2.0%	0.2%
LA	92.1%	26.7%	4.0%	0.3%
National	95.0%	18.0%	5.0%	0.0%

The tables below cover the period

From: 2 Sep 24   **To: 9 Oct 24**

Attendance by year group

	Overall Attendance	Persistent Absence (Greater than 10%)		Severe Absence (Greater than 50%)	
		All Pupils	Pupil Premium Pupils	All Pupils	Pupil Premium Pupils
Year R	97.8%	-	-	-	
Year 1	93.6%	20.0%	28.6%	2.9%	0.0%
Year 2	95.3%	12.0%	11.8%	2.4%	0.0%
Year 3	97.6%	7.6%	15.4%	0.0%	0.0%
Year 4	95.6%	11.9%	4.8%	1.2%	0.0%
Year 5	97.9%	8.3%	19.0%	0.0%	0.0%
Year 6	95.8%	13.9%	8.7%	0.0%	0.0%

Attendance by year group and pupil characteristics

	Boys	Girls	Pupil Premium (PP)	SEND pupils	Children in Care
Year R	97.6%	98.0%	-	97.7%	-
Year 1	95.9%	91.0%	94.0%	89.0%	-
Year 2	97.8%	92.9%	95.1%	98.7%	-
Year 3	97.8%	97.3%	96.8%	97.4%	-
Year 4	94.7%	96.6%	97.6%	97.4%	-
Year 5	97.3%	98.5%	96.2%	96.3%	-
Year 6	95.7%	96.0%	96.6%	99.0%	-

Attendance	
Is The school attendance policy on the school website?	**Yes**
Is there a dedicated senior leader with overall responsibility for championing and improving attendance?	**Yes**
Have we identified cohorts with, or at risk of, low attendance and developed strategies to support them?	**Yes**
Have school staff received training on attendance?	**Yes**

Behaviour Update	
Has the Behaviour Policy been reviewed in the last 12 month?	**Yes**
Is there a method of recognising and praising good behaviour that helps to foster an ethos of high expectations?	**Yes**

Summary of behaviour incidents recorded since the last report

Number of suspensions	0	Race Incidents	1
Number of exclusions	0	Homophobic	0
Bullying Incidents	0	Other Hate Incidents	0
Physical Interventions	0	Sexual Harassment	0
Child-on-Child Abuse	0		

Suspension and exclusion rate

	2 Sep 24 to 9 Oct 24	National Rate
Suspension Rate	0.00	**2.96**
Exclusion Rate	0.00	**0.04**

Behaviour and Attitude: Supporting Narrative
See Mrs. Endacott's report

Specific update areas:
A statement of behaviour principles written by governors is required by all: All schools must have a behaviour policy.The written statement of behaviour principles is in addition to a behaviour policy. However, they can be published as part of the same document.

PERSONAL DEVELOPMENT

Current SEF Grade: Outstanding

Key Governor Checks

Is the Charging Policy on the school website?	**Yes**
Number of educational visits that have taken place since the last report	**6**

Examples of visits that have taken place since the last report

The Globe - Year 5 - September
Ragged Museum (Yr 1)-September
Church and Hindu Temple visit (September)-Year 4
Dagenham Village - Year 4 (September)

Are learners offered a wide range of extra-curriculum activities?	**Yes**
Percentage of Learners that take part in extra-curriculum activities?	**45%**

Examples of extra-curriculum activities that take place

Football - girls and boys, Karate, Hi-5 netball, athletics, dodge-ball, Art Club, Table tennis, Dance, basketball, Latin Drama Club;; Choir, Ukulele, Chess

Do learners have the opportunity to work with other learners of different religious, ethnic and socio-economic backgrounds?	**Yes**

Examples of activities that take place in school

Geography Curriculum - Ghana, Istanbul and Greece

Is there a program in place that prepares for life in modern Britain?	**Yes**

Examples of activities that take place in school

The golden threads of Social Justice—sustainability, diversity, and online safety—permeate the curriculum. The key foci in regard to Social Justice are Equity, fairness, different perspectives, empathy, and human rights.
Environmental stewardship, resource management, climate change awareness
Cultural understanding, inclusivity, respect for differences.
These principles align with the characteristics of a Beam pupil, so that they can be more aware of global issues and how they can take action to make a positive impact. Show increased empathy and respect for others, regardless of background or differences.
Demonstrate sustainable habits in their everyday lives.
Be confident in their role as active citizens of a diverse and just society.
Our integrated approach prepares children for a world where they are not just passive learners but active participants in shaping a better future.

Is there a school council or an equivalent forum?	**Yes**

Examples of activities that take place in school

Pupil Parliament
House Captains, Vice house Captains
Eco-Team
Play Leaders
Wellbeing Ambassadors

Personal Development: Supporting Narrative

Please see the action Plan.
Presentation by Mrs McKenzie

QUALITY OF EDUCATION

Current SEF Grade: Good

Quality of Education: INTENT	
Key Governor Checks	
Are details of the curriculum published online?	**Yes**
Does the school follow the national curriculum or a curriculum of similar breadth and ambition?	**Yes**
Does the SEND information report include details of how the curriculum is adapted or made accessible for learners with SEND requirements?	**Yes**
Do disadvantaged learners follow the same curriculum as other learners?	**Yes**

Quality of Education: IMPLEMENTATION	
Number of learning walks or equivalent that have taken place by governors since the last report	1
Are there more than 3 data collection points a year?	**No**

2024/25 target for pupils with a GLD	68%

Termly update

RECEPTION: % Pupils making expected progress or greater	Autumn	Spring	Summer
Comprehension: Reception			
Word reading: Reception			
Number: Reception			
Numerical patterns: Reception	52.0%		

KS2 termly update (by year group)

YEAR 3 % Pupils making expected progress or greater	Autumn	Spring	Summer
Reading, Writing and Maths: Year 3			
Reading: Year 3			
Writing: Year 3			
Maths: Year 3			
Grammar, Punctuation & Spelling: Year 3			

YEAR 4 % Pupils making expected progress or greater	Autumn	Spring	Summer
Reading, Writing and Maths: Year 4			
Reading: Year 4			
Writing: Year 4			
Maths: Year 4			
Grammar, Punctuation & Spelling: Year 4			

YEAR 5 % Pupils making expected progress or greater	Autumn	Spring	Summer
Reading, Writing and Maths: Year 5			
Reading: Year 5			
Writing: Year 5			
Maths: Year 5			
Grammar, Punctuation & Spelling: Year 5			

YEAR 6 % Pupils making expected progress or greater	Autumn	Spring	Summer
Reading, Writing and Maths: Year 6			
Reading: Year 6			
Writing: Year 6			
Maths: Year 6			
Grammar, Punctuation & Spelling: Year 6			

Quality of Education: Supporting Narrative

We Do' aspect of Gradual Release
Further embedding of Instructional Teaching - Rosenshine's Principles
Coaching Model
SEND review
OPAL review