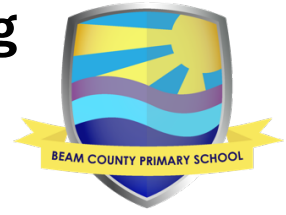


# Headteacher's Report to the Governing Board – Autumn Term - 2025



## Contents

<a href="#"><u>School Context and Overview</u></a>	p2
<a href="#"><u>Quality of Education</u></a>	p4
<a href="#"><u>Behaviour and Attitudes</u></a>	p5
<a href="#"><u>Safeguarding and Attendance</u></a>	p6
<a href="#"><u>Personal Development</u></a>	p10
<a href="#"><u>Leadership and Management</u></a>	p11
<a href="#"><u>Early Years Foundation Stage (EYFS)</u></a>	p12
<a href="#"><u>Pupil Premium (Disadvantaged Pupils)</u></a>	p14
<a href="#"><u>Special Educational Needs and Disabilities (SEND)</u></a>	p17
<a href="#"><u>Attainment and Progress</u></a>	p26
<a href="#"><u>Reputation, Community &amp; Parental Engagement</u></a>	p33
<a href="#"><u>Innovation, IT and Special Initiatives</u></a>	p34

# School Context and Overview

## # Pupil Characteristics (Detailed)

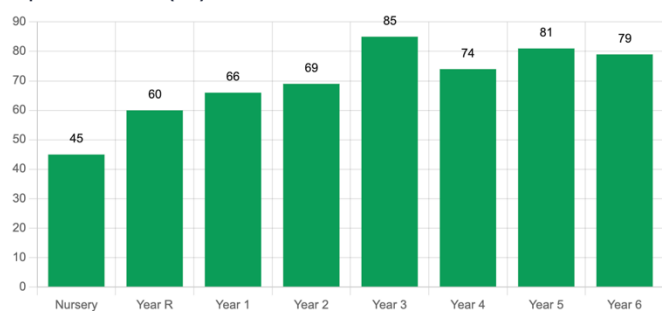
show/hid

Export CSV    Export PDF

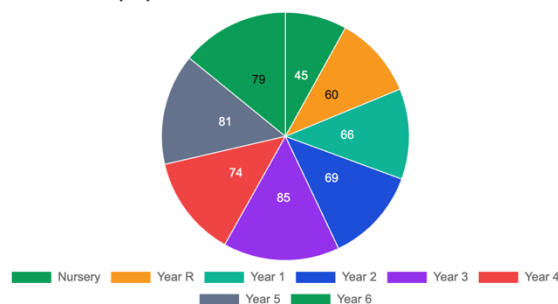
Year Group	Total	Boys	Girls	Pupil Premium	FSM (ever 6)	FSM	CLA	SEND (EHCP)	SEND Other	EAL
Nursery	45	26	19				1		6	28
Year R	60	25	35		5	5		1	11	41
Year 1	66	31	35	2	8	8			11	52
Year 2	69	37	32	12	21	21		3	8	48
Year 3	85	45	40	16	20	20		2	15	62
Year 4	74	39	35	17	21	21		4	20	51
Year 5	81	44	37	22	26	26		3	19	59
Year 6	79	37	42	20	23	23		2	13	64
TOTAL	559	284	275	89	124	124	1	15	103	405

Year 6	79	37	42	20	23	23		2	13	64
TOTAL	559	284	275	89	124	124	1	15	103	405


Pupil Characteristics (Bar)



Pupil Characteristics (Pie)



- School Profile:** Beam County Primary School is a three-form entry community primary with approximately 568 pupils on roll (ages 3–11). The cohort is diverse:
  - 76% of pupils speak English as an additional language
  - 23% are disadvantaged (eligible for pupil premium)
- Recent Ofsted Inspection:** The school was last inspected in **July 2025** under the new framework, receiving:
  - Quality of Education** - *Good* judgement
  - Behaviour and Attitudes** - *Outstanding*
  - Personal Development** - *Outstanding*
  - Leadership and Management** - *Outstanding*
  - Early Years provision** - *Outstanding*,
- Previous inspection in Nov 2019 confirmed the school *continues to be Good*
- Vision and Values:** “*Creating a Lifelong Love of Learning*” remains the school’s guiding vision. High expectations are set for all pupils, and the school’s Behaviour Policy emphasises being “*ready, respectful, and safe.*”



This report summarises key developments and performance for the 2025 Autumn Term period, aligned with statutory reporting requirements. It also highlights areas for governor awareness and decision-making.

# Quality of Education

- **Curriculum Implementation:**
  - 3-year Implementation Plan for the New National Curriculum has been written and is being actioned
  - For this half-term, planning has been a focus.
  - Teachers have received training to strengthen Gradual Development, Planning knowledge and Speech Language professional development.
- **Teaching & Learning:**
  - The quality of Gradual Release is developing and we will continue with this as an area for improvement.
  - Staff are demonstrating more awareness of the Gradual Release to improve classroom practice. (Ofsted has noted that *staff set very high expectations and promote a love of reading, enabling pupils to access a rich variety of texts...As a result, pupils generally **achieve well** and produce high-quality work across the curriculum.*)
- **Pupil Outcomes:**
  - Our data drops for Autumn is Friday 5<sup>th</sup> December 2025.
- **Inclusion in Quality of Education:**
  - Our data drops for Autumn is Friday 5<sup>th</sup> December 2025.

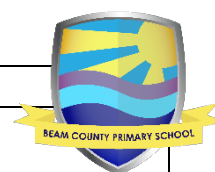
## Behaviour and Attitudes

- **Behaviour Climate:**
  - Our new intake of pupils (particularly those in Year 4) has changed the dynamics of the school and the local community, including escalation with external stakeholders such as the community police.
- Instances of low-level disruption or bullying are rare, due to the school's consistent expectations upheld by all staff and a range of proactive initiatives during break and lunch times. These include a 'playground buddies' system, where older pupils support conflict resolution, and the OPAL Play programme, which offers pupils opportunities to be creative, collaborate with peers, and engage actively in outdoor play. Pupils play with purpose and enjoy the autonomy to move between zones of activities such as basketball and tennis in the sports cage, table tennis and chess in the playground, football on the field (weather permitting), parachute games, arts and crafts, traditional hand games, rhymes, and ring games. Additional opportunities, such as the friendship club in the GLH, further enrich the play experience and promote positive relationships. All activities are facilitated and supported by the play leaders' team and pupil sports leaders.
- Currently, as a school, we are navigating the challenges posed by a culture of gang-related crime and intimidation within the local community. Ms Whittington and Mr Anderson are working closely with the police to discuss next steps and ensure that our community remains safe and supported.
- We use Go4Schools to record behaviour and communicate with parents. At present, we have identified a trend of more frequent low-level disruption in one Year 4 class than is typical at Beam. To address this, our phase group leader, Mr Rusirevi, and behaviour lead, Mrs Endacott, are working closely with the class teacher, who is an Early Career Teacher, and his mentor, Mrs Neale to provide targeted support and ensure improvements are sustained. Targeted support so far has included behaviour-focused clinics, team teaching and observing other teachers with a behaviour focus.
  - Report on pupils' conduct in school and attitudes to learning. Provide data on any significant **behaviour incidents** or **exclusions** this term (e.g. number of fixed-term exclusions, if any, and reasons/themes).
  - Overall, the **school climate is calm and orderly** – pupils behave **excellently** in lessons and around school. Low-level disruption or bullying remains **rare**. Thanks to consistent expectations and proactive initiatives (such as the '*playground buddies*' system, which older pupils use to help resolve conflicts.

## Safeguarding and Attendance

- **Culture and Policy:**
  - **Safeguarding** remains the top priority. The school’s safeguarding arrangements are **effective** (as affirmed by Ofsted and outline how a strong safeguarding culture is maintained. For example: *“All staff receive regular safeguarding training and updates (last whole-staff training on the first day of the academic year; new staff inductions completed).*
  - *Leaders and governors ensure that safer recruitment practices are followed for all new hires.”*

## Safeguarding



Full Governing Body Paper – Safeguarding Update Report	
<b>From:</b> Gary Anderson – Designated Safeguarding Lead	<b>Date:</b> 27 November 2025
<b>Date of meeting:</b> 11 December 2025	<b>Agenda Item No.</b>
<b>Aim of paper:</b> For the Governing body to be updated regarding Safeguarding. Governors receive the full Annual Safeguarding Report in July, but ongoing termly updates (like this) ensure they are kept informed.	
<b>Action required:</b> to review and note the report.	
<b>Strategic Objective:</b> Ongoing priority	

### Introduction

This report provides an overview Safeguarding during the Autumn 2025 term. It is intended as a reminder that we should never underestimate the part each of us has in protecting children.

### Child Protection and Safeguarding update for Governors Autumn 2025

#### Policy and Procedures:

- We are set up to handle contemporary challenges in safeguarding.
- Child Protection and Safeguarding Policy is constantly reviewed and updated to ensure compliance with changes in Guidance. The Keeping Children Safe in Education (KCSIE) 2025 guidance introduced essential updates to safeguarding practices in schools, focusing on online safety, cyber security, and the responsibilities of educational institutions. Guidance on the implications of artificial intelligence (AI) in safeguarding practices has been introduced, addressing potential risks associated with emerging technologies.
- The terminology used in the guidance has been updated to reflect a commitment to inclusive and respectful language, particularly regarding neurodiversity. For example, the term "autism spectrum disorder" has been revised to remove the word "disorder".
- The guidance also recognizes the additional safeguarding challenges faced by LGBTQ+ students and children involved in youth justice settings or those with experience in care.

**Staff training:** Update safeguarding training for staff has been done in role specific groups

**A team approach:** Weekly Safeguarding meetings continue. These ensure information is shared, action is planned and monitored, vulnerable children and families are identified and consideration is

given to concerns that have been identified each week. Swift and efficient record keeping happens through our electronic system called CPOMS

- This term a widening of shared leadership and action has been introduced ensuring that full coverage is in place even when it is not a working day for the DSL Designated Safeguarding Lead (me). Senior Leaders are now Deputy DSLs and as stated within KCSIE any deputies are trained to the same standard as the named DSL.

### Safeguarding and Governors:

- Cllr Lumsden as link Governor visited the school for a termly meeting with the DSL on 27 November 2025. Whilst having this one Governor in Cllr Lumsden who know a lot is useful it is still essential that all Governors have a solid understanding that ensures effective leadership of Safeguarding that means they are able to ask constructive challenging questions.

### Governors are reminded:

- The school is alerted through Operation Encompass (Metropolitan Police alerts) when pupils have been present when Police visit a home following domestic disturbances.
- Wellbeing is a necessary partner with safeguarding. Next term will see us make preparations for renewal of the Wellbeing Award.
- We are aware that effective professional relationships and clear information sharing are vital to supporting families and children with accessible pathways to early help.

### Attendance:

- This information is from the DfE document Beam Primary School -Similar schools comparison report
- Autumn term 2025 to 2026, first half (academic year to date)

<b>Your school's current attendance</b>	<b>95.9%</b>
<b>Your school's attendance baseline improvement expectation</b>	<b>95.8%</b>
<b>National average (primary)</b>	<b>95.7%</b>
<b>Your school's attendance in 2024 to 2025</b>	<b>95.5%</b>
<b>Local authority average (primary)</b>	<b>95.5%</b>
<b>Your school's 2018 to 2019 attendance (pre-pandemic)</b>	<b>95.4%</b>
<b>Median attendance for all similar schools in 2024 to 2025</b>	<b>95.4%</b>
<b>Similar schools upper quartile attendance 2024 to 2025</b>	<b>95.2%</b>

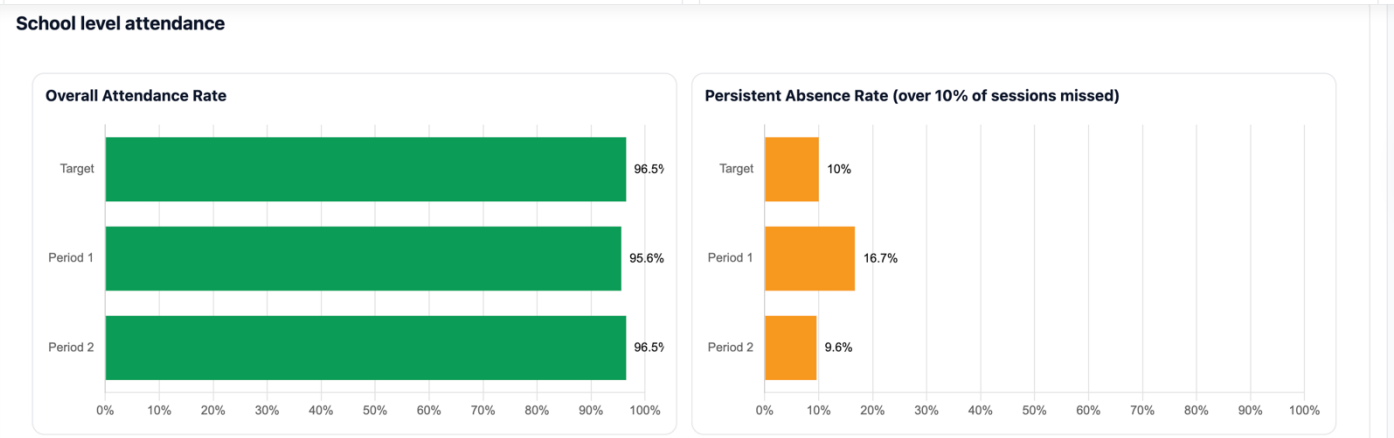
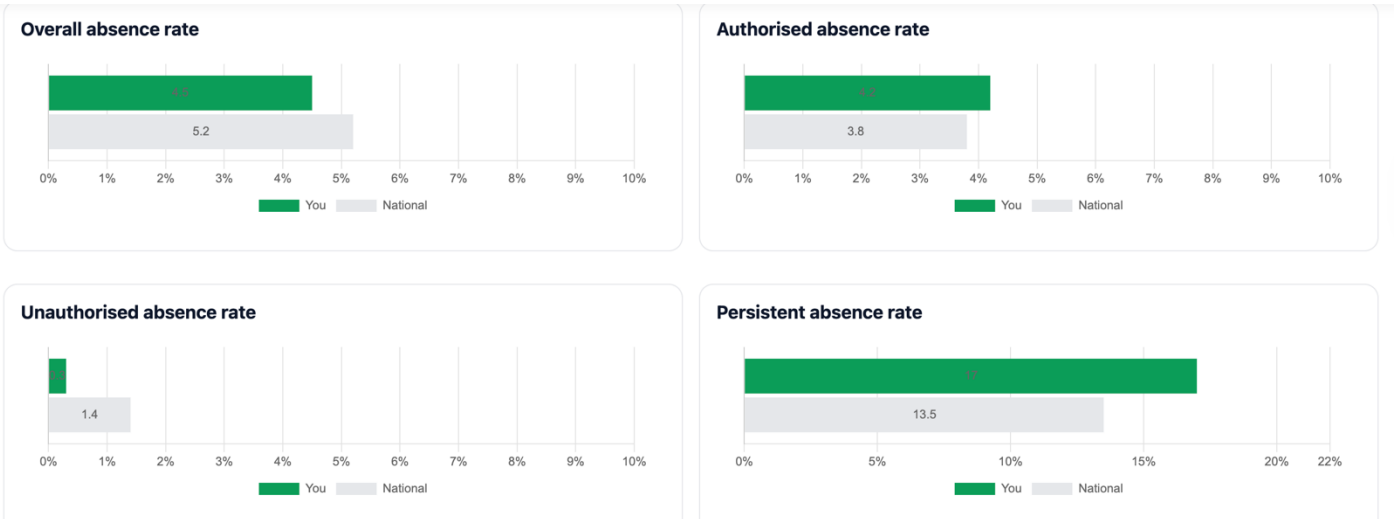
### Overall-attendance↑



Pupil group	Your Attendance	Similar schools' median attendance
All-pupils	95.9%	95.4%
Pupils with FSM	95.3%	94.5%
Pupils with no FSM	96.1%	95.9%
Pupils with SEN	94.5%	94.2%
Pupils with no SEN	96.3%	95.9%

**Summary** safeguarding remains the top priority. Our safeguarding arrangements are effective (as affirmed by Ofsted) Our strong safeguarding culture was recognised and is being maintained. All staff received safeguarding training in September and there are regular updates with inductions for new staff (who are appointed through safer recruitment practices)

### Attendance

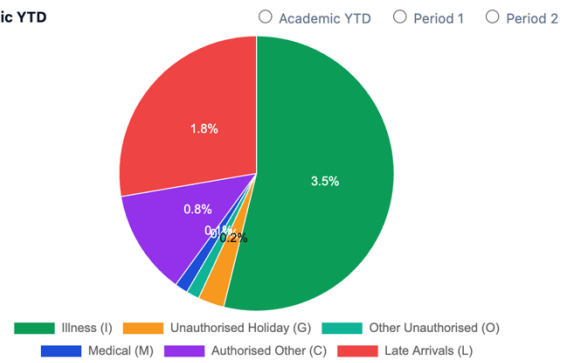


## School Attendance Data

### Missed Sessions Analysis

Type	Academic YTD	Period 1	Period 2
Illness (I)	3.5%	2.7%	3.5%
Unauthorised Holiday (G)	0.2%	0.1%	0.2%
Other Unauthorised (O)	0.1%	0.1%	0.1%
Medical (M)	0.1%	0.2%	0.1%
Authorised Other (C)	0.8%	0.7%	0.8%
Late Arrivals (L)	1.8%	1.6%	1.8%

### Academic YTD



# Personal Development

## Personal Development- Autumn 2-(December 2025)

- **Enrichment & SMSC:**

Our school promotes opportunities for reflection and understanding of different worldviews. This is integrated across subjects and through assemblies, religious education (RE) and visits to places of worship. Pupils engage in activities that build an understanding of right and wrong. We use restorative justice approaches, circle time, and discussions to teach responsibility and consequences. Our PSHE curriculum, incorporating Votes for Schools also provides opportunities for pupil voice, building oracy, confidence and critical thinking, through the discussion of current affairs.

Through group work, team-building activities, and participation in whole-school leadership opportunities, such as Pupil Parliament, Sports Leaders, and Wellbeing Ambassadors, we foster a sense of community and collaboration. Pupils are also encouraged to think of their wider community by engaging in voluntary and fundraising opportunities, e.g., Poppy Appeal and Christmas Jumper Day. The curriculum is enriched with learning about different cultures, fostering respect for diversity through events such as International Day and celebrating festivals from a range of cultures, including parental engagement.

Autumn Term- Sep-Dec 2025		
Educational Visits	Clubs	Themed weeks
Trewern Residential	Basketball	Jeans for Genes Day
Forensic Day	Multi-Skills	Anti-Bullying Week
Ragged School Workshop	Karate	Christmas Jumper Day
Ben Kinsella Exhibition (Knife Crime)	Dance	Remembrance Day
Valence House Museum	Football	
Borough Finals	Table Tennis	
Year 6 basketball Tournament		

Sep 25-Dec 25	
Number of external enrichment visits	12

# Leadership and Management

- **School Development Plan (SDP):**
  - Please see the attached school SDP
- **Self-Evaluation Form**
  - Please see SEF
  - The school is adapting to the New National Curriculum.
  - Latest Ofsted report
- **Staff Continuing Professional Development (CPD):**
  - Key staff training, CPD aligns with school priorities
    - See SEND Report
    - KCSIE – safeguarding updates
    - Arbour training
    - Collaborative Planning
    - Summarise staff training and development undertaken.
    - Phonics
  - Beam has been asked to become a RISE school - being asked to become a lead RISE school means that your school is a high-performing institution (rated 'Good' or 'Outstanding' by Ofsted) that has been identified as a system leader with the expertise and capacity to help other schools improve. RISE stands for Regional Improvement for Standards and Excellence.
  - *Leaders continue to prioritise managing workload (Ofsted noted the school takes action to minimise staff workload impact.)*
- **Engagement with Parents:**
  - Parental Workshops include:
  - The leadership's strong relationship with parents is evidenced by positive feedback – e.g. parents report their children are happy at school and feel supported (Ofsted, 2024). We will be seeking views later on during this half term.
- **Governance Involvement:** Cllr Donna Lumsden has visited to check our SCR. Sharon White has worked with the school to assist with the lost hours and support for vulnerable pupils. *“The governing board continues to provide effective oversight and challenge.*

# Early Years Foundation Stage (EYFS)

Governors Report- EYFS- November 2025

Written by Kerry Taylor- EYFS Lead

## Early Years Foundation Stage (EYFS)

### • Provision and Quality:

- The EYFS at Beam is a noted strength – it was rated **Outstanding** by Ofsted, reflecting the rich learning environment and excellent early education.
- The EYFS curriculum is vocabulary rich and based around high quality texts, engaging topics and real life experiences. With reading and communication and language at its heart. Most pupils enter Nursery and Reception with delayed speech and language needs and pupils require high quality interactions daily to develop their oracy skills and knowledge of the world. Ensuring there is a broad, balanced and progressive indoor and outdoor learning environment and curriculum in place to support the children to learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum. *‘Adult-led activities model new learning and help children to develop their language and communication skills.’ (Ofsted 2025)*
- Planning and leading targeted small group sessions to enable adults to systematically check for understanding, identify and respond to misconceptions and provide real time verbal feedback which results in a strong impact on the acquisition of new learning. *‘Staff provide tailored support for children based on their individual needs and starting points.’ (Ofsted 2025)*
- We following an interactive, well-structured and pacy phonics program through Little Wandle. With daily discreet lessons taught in Nursery and Reception and pre-phonics skills carefully weaved through all learning in Nursery. *‘Pupils develop as confident and fluent readers. Staff are expert in teaching children at the earliest stages of learning to read.’ (Ofsted 2025)*
- From the moment a pupil enters the school, they are supported to learn about school rules and values, *‘From the early years, children learn to listen attentively to adults and learn to cooperate, take turns and share. Consistent routines help them develop independence quickly.’ (Ofsted 2025)*. Pupils are consistently encouraged to develop the EYFS Characteristics of Effective Learning and overarching principles learning through engaging and interesting themes and their own interests.
- THE EYFS Framework had some updates in September 2025- Safeguarding and welfare requirements- as we are a school and work holistically together, we were already following all requirements as part of the whole school Safeguarding and welfare procedures and policies. Paediatric First Aid Training must be upheld by all members of staff and volunteers to be counted in ratio. A Paediatric First Aid member must be present when pupils are eating at snack and meal times Currently, we have 13 members of staff who are Paediatric First Aid Trained including Midday supervisors. Toileting and intimate care statement added to ensure a child’s privacy- this is within our intimate care policy.
- New RBA requirements have been shared and teaching staff trained- all baselines completed and headteacher declaration processed.

### • Outcomes in EYFS:

- 2023-2024 GLD was 66.7% (LA 67.2% and National 67.7%)
- 2024-2025 GLD was 71% (LA 67.9% and National 68.3%)

- 2025-2026 predicted GLD is 72%
  - A strength is 90% of pupils achieved the ELGs for PSED- demonstrating that they are developing executive functioning to support them in developing strong learning behaviours
  - EYFS Lead has been working with Literacy Lead to review and adapt the Literacy curriculum for Reception from the research of Ofsted’s Strong Foundations document and Bold Beginnings. 74% of pupils in Reception (2025) achieved the ELG for writing. EYFS Lead is now continuing this work with the Year 1 Literacy curriculum.
  - Strengthening the delivery of Mastering Numbers (lead teacher teaching in Reception this academic year) to embed strong mathematical teaching within Nursery and Reception- use of sentence stems and key mathematical vocabulary (in core concepts) and all staff to have knowledge and secure understanding of developing strong number sense, fostering fluency and how to be flexible with numbers. Next action is to engage parents for supporting mathematical learning at home. Last year 80% pupils achieved number ELG.
  - Toileting needs- 13 pupils entered nursery (10 still not yet toilet trained)- PSA working with parents, several coffee mornings held for parents regarding toilet training, advice sent home. Follow up meetings are now being held with parents to discuss needs and further support.
- **Incident Reporting:**
    - Provide anonymized data on safeguarding for the term.
      - number of **child protection referrals** made to social care (if any),
      - number of active Child in Need or Child Protection cases, and any emerging patterns or issues (e.g. increase in online safety concerns).
      - Include any noteworthy safeguarding incidents (without identifying details) and how they were handled. *“X safeguarding concerns were logged this term (using [system]); all were followed up appropriately. We made Y referrals to external agencies; support was provided in each case.”*
  - **Pupil Wellbeing & Safety Education:**
    - Mention how pupils are taught to keep themselves safe. For instance, note that pupils have age-appropriate lessons on **online safety**, anti-bullying, and personal safety.
    - (The school, for example, provides internet safety training;

*“...pupils can explain how to stay safe online and know what to do if worried about something...” (Ofsted, 2025)*
    - Highlight any special safeguarding-themed events (e.g. assemblies on cyberbullying, participation in National Safeguarding Week).
    - Also, if any issues, such as peer-on-peer abuse or extremism concerns, have arisen, confirm that they are being addressed through appropriate education and vigilance.
  - **Safeguarding Oversight:** Note that the Safeguarding Governor (name or role) met with the DSL this term to review procedures. Any findings or recommended actions from that visit or from the local authority safeguarding review should be summarised.
  - Reiterate that the Governing Board will receive the full Annual Safeguarding Report in [month], but ongoing termly updates (like this) ensure they are kept informed.

## Pupil Premium (Disadvantaged Pupils) – Mr Rusirevi

### Cohort and Funding:

For the 2025 to 2026 financial year, the Pupil Premium rates are: £1,515 for primary pupils. Beam has **135** disadvantaged pupils (**24.6%** of the school) in FY2526 and received £204,525 in Pupil Premium funding. No significant changes are visible.

Allocations are based on the number of pupils in year groups reception to year 11, who are:

- recorded as eligible for free school meals (FSM) or have been recorded as eligible in the past 6 years (FSM Ever 6)
- previously looked-after children (PLAC): pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order). This includes children adopted from state care or equivalent from outside England and Wales

### Strategy and Use of Funding:

Strategy Overview:

Our three-year Pupil Premium Strategy (2024–2027) aligns with statutory guidance from the Department for Education (DfE) on the use of Pupil Premium funding and draws on evidence-based approaches recommended by the Education Endowment Foundation (EEF). All staff and governors share responsibility for supporting socially disadvantaged pupils, focusing on their academic, pastoral, and social needs within a nurturing and inclusive environment.

We recognise that, prior to the pandemic, the attainment gap between disadvantaged and non-disadvantaged pupils was widening slowly; however, since COVID-19, this gap has accelerated, consistent with national research highlighted by the DfE and EEF. This demonstrates the urgent need for a dynamic and responsive strategy to close the gap.

Our context adds further complexity: we have seen a notable increase in pupils affected by eviction or living in temporary accommodation, hostels, or hotels, which can create significant barriers to learning. In addition, the school experiences a high rate of pupil migration, meaning that many disadvantaged pupils join mid-year or leave partway through the academic year. These factors directly impact attendance, stability, and emotional wellbeing, all of which are critical to academic progress.

In line with EEF guidance, our strategy focuses on three key areas:

1. High-quality teaching – ensuring all pupils have access to excellent classroom instruction, which the EEF identifies as the most significant factor in improving outcomes.
2. Targeted academic support – providing additional interventions for pupils who need it most, including small group and one-to-one tuition, to address gaps in learning caused by disruption or mobility.
3. Wider strategies to overcome barriers to learning – addressing social, emotional, and practical barriers, including housing instability, transitions, attendance challenges, and pastoral support, to ensure pupils can engage fully with their learning.

By combining DfE expectations with EEF evidence and responding directly to the realities faced by our pupils—such as eviction, temporary housing, and high mobility—this strategy ensures that Pupil

Premium funding is deployed effectively to maximise progress, resilience, and long-term outcomes for disadvantaged learners.

### **Context**

Since January 2024, a total of 15 families (24 pupils) have been affected by evictions or placed in temporary accommodation, hostels, or hotel settings.

Currently, our records identify 9 families (18 pupils) who remain in temporary accommodation, hostels, hotels, or are at risk due to eviction.

Between 3 September 2025 and 19 November 2025:

- Mid-term arrivals: 29
- Leavers: 30

### **Impact on Attainment:**

%	Beam	LBBB	England
Reading	EXS - 88 GDS - 56	EXS - 74 GDS - 31	EXS - 63 GDS - 21
Writing	EXS - 84 GDS - 12	EXS - 69 GDS - 8	EXS - 59 GDS - 7
Maths	EXS - 88 GDS - 40	EXS - 72 GDS - 24	EXS - 61 GDS - 15
RWM	EXS - 76 GDS - 8	EXS - 59 GDS - 5	EXS - 47 GDS - 4

Pupil Premium outcomes at Beam are significantly stronger than both LBBB and national averages across all subjects. In Reading, 88% of pupils reached the expected standard compared with 74% in LBBB and 63% nationally. Greater depth attainment is exceptionally high at 56%, more than double the borough figure and nearly triple the national rate.

In Writing, 84% achieved the expected standard—15 percentage points above LBBB and 25 above national. Greater depth outcomes (12%) also outpace both benchmarks. Maths follows the same trend: 88% at EXS compared with 72% in LBBB and 61% nationally. At greater depth, 40% of Beam pupils exceeded expectations, almost twice the borough figure and nearly three times the national figure.

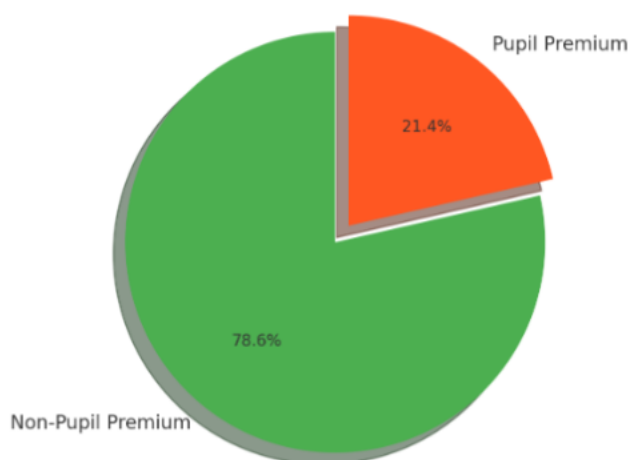
Combined RWM outcomes remain strong, with 76% of pupil premium pupils meeting the expected standard, compared with 59% in LBBB and 47% nationally. GDS performance (8%) also surpasses both comparisons.

These consistently high outcomes show that disadvantaged pupils at Beam are excelling well above local and national averages. This reflects the dynamic and responsive use of the Pupil Premium grant, which is adapted annually—and often in-year—to meet pupils’ emerging academic, social, and emotional needs. The flexible and strategic deployment of funding ensures targeted interventions, high-quality teaching, and personalised support, all of which contribute directly to the strong progress and attainment demonstrated in the data.

### Wider Outcomes:

Total Cohort	523	(as 17.11.2025)	
Total Clubs	17		17 hours per week (average of 25 – 30 pupils in a club.)
Total Pupils	252	48%	451 places attended
Pupil Premium	54	21%	
	198	78%	

Club Participation by Pupil Premium Status (17 Nov 2025)



Nearly half of the total cohort attends clubs, but PP pupils are underrepresented relative to their proportion of the cohort.

### Action Plan:

Raise awareness to parents of children Who are PP. We find that there is a delay in PP signing up rather than lack of signing up. As most of our clubs are on a first come, first serve basis, we will ensure that:

1. Look at allocating reserved spaces for PP children
2. Signpost PP parents to upcoming clubs and check that they have means to sign up.

# Special Educational Needs and Disabilities (SEND) – Miss Mooney

**SENCO:** Miss K. Mooney & Mrs. V. Kinsella

**Date of report:** November 2025

SEND policy – Review due: Spring 2027

SEND information report – Review due: January 2026

## SEND profile correct as 28.11.2025

	With Nursery	Without Nursery
<b>On roll</b>	560	514
<b>Total SEND</b>	125	114
<b>Percentage</b>	22.32% Increase of 0.85% from October 2024	22.18% 2.58% above National Average when not including nursery
<b>National Average: Total SEN (24-25 – all schools)</b>	19.6% Increase of 1.2% nationally	
<b>National Average – state funded primary</b>	17.1%	
<b>LBBB Average - state funded primary</b>	17.2%	
<b>K – SEN Support</b>	110	99
<b>Percentage</b>	19.64% Increase of 0.9% from October 2024	19.26% 5.06% above National Average when not including nursery
<b>National Average: SEN Support (24-25 – all schools)</b>	14.2% Increase of 0.6% nationally	
<b>National Average – state funded primary</b>	14%	
<b>LBBB Average - state funded primary</b>	14.1%	
<b>E – EHCP</b>	15 16 in place in October 2024. 5 pupils with EHCPs left during 2024-2025 and 1 pupil left with an EHCP in progress.	15
<b>Percentage</b>	2.68%	2.92% 2.38% below National Average but only slightly below local and national averages for state funded primary We would need 13 more EHCPs to meet/exceed this
<b>National Average: EHCP (24-25 – all schools)</b>	5.3% Increase of 0.5% nationally	
<b>National Average – state funded primary</b>	3%	
<b>LBBB Average - state funded primary</b>	3.3%	

EHCP Population		
<b>EHCP confirmed</b>	15	
<b>KS2 = 11</b>	<b>KS1 = 3</b>	<b>EYFS = 1</b>
Y6 – 2 conf., 1 assess., 1 in prog	Y5 – 3 conf.	Y4 – 4 conf., 1 await resp., 1 in prog.
Y3 – 2 conf., 1 assess.	Y2 – 3 conf., 1 await resp.	Y1 – 0 conf., 1 assess.
Rec – 1 conf., 1 assess.	Nursery - 0	
<b>EHCPs assessment stage</b>	4	
<b>EHCPs awaiting a response</b>	2	
<b>EHCP paperwork in progress</b>	2	
<b>EHCP requests to be made</b>	24	
<b>KS2 = 11</b>	<b>KS1 = 2</b>	<b>EYFS = 11</b>
Y6 – 1 in progress, 1 to do	Y5 – 8 to do	Y4 – 1 in progress, 2 to do
Y3 – 0	Y2 – 0	Y1 – 2
Rec - 4	Nursery - 7	

Although we fall below the national average for EHCPs, the average that is referenced includes ALL schools (including specialist settings).

When we compare with national averages for state funding primary schools alone, if we include the 4 EHCPs that are at assessment stage, we would actually be above the national average of EHCPs. 19 EHCPs would take us to 3.70% compared with 3% average for state funded primary. Valerie Kinsella is employed for 2 days per week to lead on EHCP applications, reviews and consultations. During Autumn Term, this has included the following:

<b>New EHCP Requests and Paperwork</b>	<b>Existing EHCPs and Paperwork</b>	<b>EHCP Consultations for new pupils</b>
<ul style="list-style-type: none"> <li>- Parent meetings = 8</li> <li>- EP meetings = 4</li> <li>- Requests submitted = 3</li> <li>- Part A completed with parents = 3</li> <li>- Educational Advice Completed = 3</li> <li>- Requests in progress = 2</li> </ul>	<ul style="list-style-type: none"> <li>- Annual Review Meetings = 4</li> <li>- Annual Reviews Submitted = 4</li> <li>- EHC Secondary Transfer Meetings and paperwork = 2</li> <li>- 3 more annual reviews planned in Autumn Term</li> </ul>	<ul style="list-style-type: none"> <li>- 1 x Consultation response for pupil with complex needs in Y5. Objected to being named. Awaiting outcome</li> </ul>
<b>Spring Term Expectation</b>	5 annual reviews due 5/6 new requests to make	
<b>Summer Term Expectation</b>	3 annual reviews due 6 new requests to make	

Destination of 5 pupils with EHCPs leaving Beam during 2024/ 2025:

<b>Pupil's Needs:</b>	<b>Year Group:</b>	<b>Provision at Beam:</b>	<b>Destination:</b>
ASD	6	AQ	Dagenham Park – Year 7
ASD	1	Artemis	Moved out of country
ASD	1	Artemis	Moved out of country
ASD	1	Atlantis	Eviction – moved to Tower Hamlets
ASD	1	Artemis	Lime Academy Ravensbourne (specialist)

Staffing				
2024 - 2025		2025 - 2026		Notes
SENCOs	1.6	SENCOs	1.2	Deficit of 0.4 due to maternity leave
SEND Teachers	1.8	SEND Teachers	2.4	Additional teacher on 0.6 recruited during 24-25
SEND LSAs	7.9	SEND LSAs	8.25	1 x LSA increased hours during 24-25 1 now on long term absence
Supply SEND LSAs	12	Supply SEND LSAs	4	1 covering absence in Atlantis and is midday 1 in Atlantis F/T and is midday 1 in Apollo AM, Y1 PM and is midday 1 in EYFS and is midday
SEND Midday staff	3 F/T 1 P/T 4 medical	SEND Midday staff	1 F/T 1 P/T	Other staff redeployed or midday role included in addition to LSA/ Supply LSA role
Other Paid Professionals	EP SALT Art Therapist Counsellor	Other Paid Professionals	SALT Counsellor	Did not renew contract for private EP. Impact will mean that LA EP will only be able to support EHCP work Art Therapist left and was not replaced

Funding				
2024 - 2025		2025 - 2026		Notes
Notional SEND Budget	£382,296	Notional SEND Budget	£383,995	Increase of £1,699
High Needs Top Up Funding	£154,000	High Needs Top Up Funding	£74,895 received and a further £36,446 agreed  Total = £111,341	New LA arrangements for high needs funding have significantly impacted us. TW and KM met with LA to challenge (which led to the additional amount agreed). No funding yet agreed for pupils without EHCPs. We have made <b>32</b>

				funding applications for pupils with high needs without an EHCP
<b>Provision Funding</b>	£40,000	<b>Provision Funding</b>	NIL	This is not available under new LA funding arrangements
<b>One off exceptional funding due to high needs being more than 1% of NOR</b>	£104,000	<b>One off exceptional funding due to high needs being more than 1% of NOR</b>	NIL	This is not available under new LA funding arrangements
<b>FAP Funding</b>	£15,000	<b>FAP Funding</b>	NIL	This was agreed for one year for a pupil with complex needs who joined us via normal admissions. His EHC was not in place by May (which was the LA cut off for funding), which means we now receive zero funding. His EHC remains at assessment stage.
<b>Havering Funding for 24-25</b>	£14,546	<b>Havering Funding for 25-26</b>	NIL as yet	Applications have been agreed and we will receive termly payments that will amount to £8,043.75 per pupil (2 pupils so £16,087.50) over the year. However, this would have been £29,858 but due to the 'high level talks' between LBBB and Havering, Havering are now only funding LBBB pupils for hours on EHCPs above 20 hours in line with LBBBs approach. This leaves us with less income from Havering and

				no difference paid by LBBB
<b>Havering Deficit Paid:</b>	£42,868.80	<b>Havering Deficit Paid:</b>	£70,362	Significant SENCo time dedicated to ensuring that all claims were realised
<b>Total Funding for SEND (minus Havering deficit payment above):</b>	<b>£709,842</b>	<b>Total Funding for SEND (minus Havering deficit payment above):</b>	<b>£495,336</b> <b>£511,423.50</b> (with Havering funding for 25-26 included)	<b>Difference of - £214,506.00 (or -£198,418.50 with Havering funding for 25-26 included).</b>  <b>This is a significant amount and has serious implications for our provision offer. Funding is reduced but SEN numbers have increased</b>

### Headline performance data for pupils with SEND

#### Attendance:

Favourable compared with local and national averages.

Particularly favourable when comparisons made with SEN attendance data for local and national.

1 exclusion

#### KS2:

1 pupil – Pre-Key Stage 2. Attempted all SATs papers but did not pass

#### MTC:

All pupils attempted assessment

4 pupils who attend provisions did not pass

#### Phonics screening:

2 x SEN Y1 pupils disapplied

1 x SEN Y2 pupil (who was disapplied last year) did not participate in the re-test

#### EYFS:

Of the Reception SEND cohort (11 K code), 63.9% achieved a GLD

1 pupil – joined Apollo provision moving into Year 1

### **SEND budget and spending**

The most significant cost continues to be the employment of SEND Teachers and LSA's, and is directed by EHCPs and high needs.

In addition, in 2024/25, funds were used for:

- Continued subscription to 'Provision Map' – a platform that allows us to easily record and share information with staff and holds pupil's personalized Provision Plans.
- Continued subscription to Widgit – used to create visual resources for both SEND and EAL pupils and parents.
- Continued subscription to Lexia – an online reading platform, which is endorsed by the EEF.
- Subscription to Evidence for Learning – an online platform that will be used within the SEN and EYFS teams to record observations of pupil learning.
- Participation in the Bow Arts Project for pupils in Atlantis, Apollo and AQ.
- Continued employment of a private EP and SALT.
- Continued employment of an Art Therapist and Counsellor in order to support pupils with SEMH needs
- Various teaching and learning resources.

### **Provision and Support**

- We operate 3x internal SEND provisions:
  - o Atlantis – supporting 12 pre-formal learners all day. Staffed by 1 x HLTA, 2 x supply LSA and 1 x LSA
  - o Apollo – supporting 11 semi-formal learners AM only. Staffed by 1 x SEND teacher and 1 x supply LSA
  - o AQ – supporting 10 formal learners working at PKS level and requiring nurture support, AM only. Staffed by 1x SEND teacher and 1 x LSA
  - o Artemis – we sadly had to close this provision as of September due to lack of funding. Pupils had to be 'absorbed' into other provisions, increasing pupil to staff ratios.

In addition, pupils who access provisions in the AM are often supported as part of a small group when they return to their year groups in the PM.

We also have 2 staff who are trained ELSAs and regularly received supervision from the EP service. One of these members of staff also runs our Nurture Groups. These are accessed by pupils from Rec – Y6.

We have 1 x LSA who is dedicated to providing Speech and Language interventions for pupils across the school. She works closely with our private SALT and NHS SALT.

At Beam, we have a strong reputation for inclusion. This has led to us being somewhat of a ‘magnet’ school for pupils with complex SEND within the local area. We have been highlighting our concerns about the impact of this since May 2023 when we advised the LA we were in a ‘crisis situation’.

OFSTED highlighted the very effective support provided for pupils with SEND. Notably, the first line of the OFSTED report from July 2025 reads:

*‘Pupils thrive at this highly inclusive school.’*

When reporting on what the school does well, it also noted the following:

*‘There is very strong support for pupils with special educational needs and/or disabilities (SEND)’.*

*‘The school has successfully created a specialist provision for its pupils with complex needs. It checks that the additional support pupils receive is having a positive impact’.*

### **Staff Training during Autumn Term**

- CPD session on writing Personalised Provision Plans – led by KM
- CPD session on SLCN – led by Cindy Grove from the LA
- Online CPD sessions on SLCN made available to all staff
- Online CPD sessions on Asthma and Allergy Friendly Schools made available to all staff
- In person CPD on Lego Therapy, Colourful Semantic, Blanks Levels and Sequencing and Narrative provided to targeted staff who work with pupils with these packages of care noted on SALT programmes
- 1 x SEND LSA has successfully completed her Level 3 SEND Apprenticeship which was funded via the apprenticeship levy. 1 x LSA is due to complete in January.
- 1 x SEND teacher completing NPQSENCo
- SENCo coordinated Y6 visits to Ben Kinsella Workshops
- SENCo attended DSL training
- SENCo attended DfE RISE programme session
- SENCo attended BDSIP Inclusion Conference
- SENCo attended DfE & Youth Endowment Fund Webinar on Youth Violence in Education
- SENCo recently approached to speak on BBC Radio 4 Podcast during Women’s Hour, with the focus on SEND challenges within mainstream schools
- SENCo recently approached to present in collaboration with Boxing Futures at the Tackling Gang Crime Conference in January
- First aid training planned for those with Paediatric First Aid certificates expiring in April 2026

## **Parents**

- Partnership with Barnados Nursing Team who are leading a series of parent 'drop in' sessions throughout the year. Targeted requests for attendance made to parents of pupils who are not yet toilet trained.
- Parent coffee morning held on 12/11 in collaboration with Lee Lampen (SALT). Focused on how to support children with SLCN with books and resources provided for parents to keep
- Parent coffee morning planned for 14/01/26 in collaboration with OT focused on Sensory Regulation
- Parent coffee morning planned for 29/01/26 in collaboration with Barnados, focused on toilet training
- Parent coffee morning planned for 14/01/26 in collaboration with OT focused on Sensory Regulation
- Parent coffee morning planned for 11/02/26 in collaboration with Simon Bennett (Oral Health Lead) focused on tooth brushing and oral health, with resources to be provided for parents to keep

## **Recent actions**

- 1 x SEND teacher redeployed to establish an SEND provision in EYFS utilising the Artemis room. This will begin on 8<sup>th</sup> December
- 2 x SEND teachers are now working with larger groups in the PM in Year 5. These groups include E and K code pupils, and pupils considered the lowest 20%. They are now planning highly adapted lessons for foundation subjects for these pupils.

*"...Beam has established a specialist provision for pupils with complex needs and carefully checks that additional support is having a positive impact..." (Ofsted, 2025)*

**Attainment and Progress – this will be a focus in the Next Headteacher’s Report**

# Staffing and Personnel - TJ

## 1. Staffing Changes:

Staff Name	Role	Start Date
Lee-Ann Edwards	Teacher	September 1, 2025
Frederick Wong	Teacher	September 1, 2025
Karen Davis-Black	Food Service Assistant	October 6, 2025

### Promotions

Move from MPS 6 to UPS 1

- 2 staff members
- 2 further applications have been received.

### Resignations

- Elisabeth Stagg (last day is December 31)
- Wura Ijelu (last day is December 19)

### Flexible Retirement

- Bert Hoyte – Retire on Wednesday, 3rd December 2025, and to be rehired on Monday, 5th January 2026.

### Long-term Staff Absences (Ongoing)

Staff Initial	Role	Absence Reason	Cover Details
AG	Asst. SEN Co	Maternity	1-Year fixed term contract with Casual Staff (VK)
KY	Teacher	Maternity	1-Year fixed term contract with LE
NH	Teacher	Long term Sickness - stress	Internal re-arrangement
AP	LSA/Midday	Long term Sickness - stress	Internal re-arrangement

## 2. Recruitment and Retention:

**Vacancies:** None

- **Recruitment & Retention:** Staff Morale is improving with focused efforts by the Headteacher in collating staff voice and sentiments. Retention still remains high.

*Staff report feeling proud to work at Beam and value the support and professional development they receive (Ofsted 2025.)*

#### Staff survey results (Comments) -

- I feel everyone is more relaxed then last year, so communication is calmer and more of a dialogue.
- There are less meetings/CPD after school which allows more time to mark, plan, assess etc.
- More consistency with planning and curriculum
- I think we have always done a great job and the moving targets are difficult to keep up with.
- A brilliant HT & SLT who care about the children - Also a brilliant happy kind caring family feeling school
- The staff are helpful, there's good team work, compassion and I feel I'm making a difference.
- Proud of what we do for our community and children
- Love the job I do
- I'm proud of our children. Fantastic staff and supportive SLT
- Family feeling, support and encourage each other, always progressing! I am delighted to be part of our Beam Family!
- I am proud of our pupils and what they achieve with and after us and I am incredibly grateful for the supportive staff (at all levels)
- I enjoy working here and the people I work with
- Cohesive school staff and community.
- There are several resources that can be easily accessed to support staff
- I see often SLT engaging with students from classes where bad or disruptive behaviour is taking place
- Most school leaders are prompt and robust is dealing with behaviour incidents
- SLT are always available.
- CPOMS is followed up swiftly and SLT support with parents concerns.
- Severe behaviour issues are supported with SLT investigating
- Can always rely on support from SLT
- Believe and trust staff to deliver the school's policy.
- I actually feel leaders use professional development to encourage, challenge and support staff improvement.
- Training, additional responsibilities and career development is always offered and encouraged
- CPDs have been supportive and informative
- Regular, relevant CPD with freedom of teacher's voice.
- Operations run smoothly
- It is clear who you can talk to if you need help, and you can feel confident even if it is not solved, a plan to solve it will be put in place
- From the Headteacher sets a high standard which goes all the way down to nursery.
- The school is well led and managed - compassion, support, CPD, genuine concern for pupils, parents and staff.

- Headteacher and SLT are excellent professionals, who manage situations and support for the staff in the best possible way that they can.
- Everyone is respected, inclusive, equal opportunities for all.
- I think everybody is busy in this school, but when changes are made we are informed and asked opinions on the matter
- They think of everyone's wellbeing
- Leaders and managers take workload into account when developing and implementing policies and procedures so as to avoid placing unnecessary burdens on staff. Giving staff an extra hour of PPA last term. Getting cover when out on Subject lead planning. CPD usually provided when a new initiative is launched
- SLT ask staff about their workload and take action
- There is a shortage of support staff due to sickness but they are not replaced on a temp measure. this has a knock on effect on teachers who then have to take on extra workload and pressure.
- Any problems the Headteacher and SLT always treat everyone fairly.
- I just believe that all staff are treated fairly and with respect at this school.
- I am very happy and content in my work life
- Beam is a special place to work - seeing our children grow and thrive is incredibly rewarding.
- Good environment
- Beam is my other family!
- Pupils and staff make the school an enjoyable environment
- There is a good team ethos and expectations are clear.

### 3. Absence Report

#### Autumn Term 2025

	Teachers	Support	Total
Sickness	21	114	135
Stress	76	54	130
Bereavement	0	2	2
Family Emergency	0.42	0	0.42
Leave of Absence - Others	12.83	26.15	38.98
Unpaid Leave	2.2	7.74	
Maternity	91	0	91
	<b>203.45</b>	<b>203.89</b>	<b>397.4</b>

#### 4. **Performance Management (Appraisal):**

The annual appraisal cycle for teachers ensued at the beginning of this term. All teaching staff have objectives set or reviewed. Performance reviews for all Teachers have been completed.

Support staff Appraisals have begun.

#### 5. **Staff Development & Training:**

- Safeguarding training for support staff held Sep 1 & 2.
- Annual Safeguarding refresher course allocated to teachers and LSAs via National College.
- Beam hosted Maths Hub on October 9th, Nov 13th and DEC 10TH 2025. Noreen Neale facilitated the session on 13th of November.
- NPC Programme – Noreen Neale – Sep 25, Nov 20th.
- UPKS2 Mastering Number– Noreen Neale - September 17
- ECTs:
  - FW's mentor is NN. NN has received mentor training from Ambition. KT is his Induction tutor. FW attending Ambition training on 9th October. All onboarding completed on DfE and with Teaching Hub.
  - LH has started her TES qualification programme which is due for completion in 7 months. KT is her mentor.

#### 6. **Workload and Well-being:**

- Staff Vaccinated in-school with Flu Jabs
- The **additional PPA time has been removed**
- Marking policy reviews to reduce workload, or staff social/team-building events.

#### 7. **Industrial Action (if relevant):**

No industrial action.

#### 8. **Other HR Matters:**

SCR reviewed on Wednesday November 26, 2025 by Clr Donna Lumsden.

1 Grievance matter – outstanding  
Retrospective Pay SLA issues which have impacted our budget.



## **Governance**

# Premises and Health & Safety



Finance Sub-Committee

28th November 2025

## Premises and Health & Safety Report 2025/26

---

### Aim and Purpose

1. To present the Autumn Term report to the Governors.

### Recommendation

2. To NOTE and CONSIDER the results produced for the Autumn Term.

### Authorisation Context

3. **Site Maintenance & Projects**

#### Completed Works (Summer 2025)

- **Staff Room and Staff Toilets Refurbishment:** Fully completed over the summer, improving staff welfare facilities and ensuring compliance with hygiene standards.
- **Toilet Extensions and Medical Room:** Works completed successfully, providing improved space for pupils and meeting medical/SEND needs.
- **Corridors Repainted:** Main corridors were refreshed as part of planned maintenance.
- **Cleaning Store Sign:** New 'Cleaning Equipment – Staff Only' signage installed.

#### Works in Progress (2025/26)

- **Boiler Works:** Assessment completed with work estimated at **£9,000**. The boiler is functional but requires attention to maintain reliability.
- **Car Park Gates:** Repairs completed—cost exceeded **£2,000**. Improved site security and access management.
- **Retaining Wall (Outside Offices):** Works are ongoing. This has been raised with **Steve Benning (LA)** who is monitoring the structural condition.
- **Roofing Issues:** Roofing quotes received for the **leaking roof above the boiler**. This has also been escalated to **LA (via Steve Benning)** for further guidance and potential capital support.
- **Playground Equipment:** Certain external play equipment has been taped off pending inspection. Quotes have been requested for repair or replacement.

#### Future Planned Works

- **Boiler/Heating System:** The heating system is nearing end-of-life. A significant capital investment will be required within the next **2 years**. This has been flagged with the Local Authority.
- **School-wide Repainting:** General repainting of internal areas needed as part of ongoing site upkeep.

## Reputation, Community & Parental Engagement

### Complaints or Compliments:

- 1 Concern regarding an allegation of bullying: Following a period of significant relational difficulty within a couple of friendship groups, the school has been working closely with the child's parents to address their concerns and implement appropriate pastoral and restorative measures in line with Beam's Behaviour Policy. Parents initially expressed worries about communication and felt their perspectives had not been fully heard; these concerns have been acknowledged, discussed with staff, and steps have been taken to strengthen practice moving forward. The safeguarding review concluded that the behaviours observed constitute relational conflict with bullying-type features (the children have found it difficult knowing how to respond to a potential neurodiverse response) rather than sustained targeted bullying. The child is now benefiting from increased supervision, a permission-pass system, regular pastoral check-ins, counselling and structured relational support. Parents are engaging positively, and both parties are working collaboratively to support the child's well-being and ensure continued progress.

## Innovation, IT and Special Initiatives

*(This section can be used to highlight any forward-looking initiatives or unique projects not covered above. If not applicable in a given term, it can be omitted.)*

- **Innovation in Teaching & Learning:** Mrs Neale is a Primary Maths Specialist. We are also working with Nottingham University for Maths, the Maths Observatory, to examine Maths and Science Education and trends across the country, with a view to improving practices and policies.
- In January, we are anticipating the arrival of pupils and teachers from our sister school in Shanghai, Wednesday 14<sup>th</sup> January 2026
- In terms of established distinctive practice, we aim to share our Social Justice work with other schools, collaborating with a secondary school.
- Billingsgate Seafood School - Year 6
- We aim to deepen our **Forest School** program,
- We will also trial new reading records, which will involve all stakeholders and deepen our Reading for Pleasure endeavours.
- **Data Analytics & Tracking:** Beam has invested in Arbour, as Integris is now defunct in the local authority.

## Key Actions or Decisions Required of Governors

- **Policies Needing Approval/Review:** List any school policies or documents presented for governors' approval this meeting or term (e.g. *Safeguarding & Child Protection Policy update, SEND Policy, School Improvement Plan*, etc.). Indicate if they are provided in the pack and require formal approval or just a note.
- **Monitoring Requests:** Note if there are specific areas where the governing board or a committee should focus on monitoring or support. For example, "*Governors are asked to particularly monitor progress in Writing (see Quality of Education section) and the impact of new interventions on this.*" Or "*The Finance Committee's guidance is sought on planning for the upcoming premises expenditure (see Premises section).*"
- **Decisions Needed:** Clearly highlight any decisions the board needs to make. For instance:
  - Appointment of a new Local Authority Governor or confirmation of a reappointment (if relevant).
  - Budget virements or revisions that exceed the Head's delegated authority.
  - Approval of any trips that require GB sign-off (e.g. overseas trip if applicable).
  - Agreement on any proposed INSET day changes or term date changes.
- **Strategic Discussions:** If the Headteacher is seeking the governing board's input or approval on strategic matters, mention them. E.g., "*Discussion on academy status: Governors to consider forming a working group to explore this option, as per previous strategic plan.*" or "*Feedback is requested from governors on the draft Vision Statement update.*"