

Inspection of Beam Primary School

Oval Road North, Dagenham, Essex RM10 9ED

Inspection dates:	2 and 3 July 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils thrive at this highly inclusive school. It takes a nurturing and caring approach, which leads to pupils feeling and being kept secure and safe. The school places a strong emphasis on social justice, and this is threaded through all aspects of school life. Staff consistently set the very highest expectations. Pupils achieve exceptionally well, including in national assessments, and produce work of a high quality across the curriculum.

Pupils are rightly proud of their school and enjoy their learning. They are happy and respectful and polite to each other. From the early years, children listen attentively to adults and learn to cooperate, take turns and share. Incidents of bullying are rare. Pupils know who to speak with if they have any concerns. Parents and carers are overwhelmingly positive about the support that their children receive.

Pupils in all year groups develop as active citizens with a deep understanding of empathy and responsibility. Staff and school leaders work together to encourage each child to embrace their unique strengths. Pupils benefit from meaningful educational visits that are linked to the curriculum. These broaden pupils' horizons. An active 'Pupil Parliament' enables pupils to have a voice in decision-making and experience democracy first hand.

What does the school do well and what does it need to do better?

The school has developed an extremely ambitious curriculum. It has identified the important knowledge and vocabulary pupils should learn from Nursery through to Year 6. Pupils build on this knowledge over time. They apply it extremely well to new learning.

Pupils are encouraged to be active participants in their learning, for example when sharing their ideas through classroom discussions. Staff help pupils to remember essential knowledge. They use appropriate strategies to determine what pupils know and can remember. In many subjects, teachers check pupils' understanding before moving on to new content, for example by the careful use of questioning. However, in some parts where the curriculums have been recently reviewed, this is less precise. As a result, at times, pupils' understanding is less well developed and sometimes misconceptions remain unaddressed. The school is aware of this and has begun to take steps to reduce this variability. However, there is still some more work to do in this area.

From the early years, routines are established and followed consistently. This supports children to quickly develop their independence. Staff provide tailored support for children based on their individual needs and starting points. Adult-led activities model new learning and help children to develop their language and communication skills.

Pupils develop as confident and fluent readers. This is because staff are expert in teaching children at the earliest stages of learning to read. The school has embedded a consistent approach to the teaching of phonics. Pupils have frequent opportunities to practise and apply what they have learned using books that are closely matched to their phonics knowledge. Staff make regular checks on pupils' reading. Pupils who fall behind

benefit from effective support to catch up quickly. The school promotes a love of reading and makes sure that pupils have access to a rich variety of texts.

There is very strong support for pupils with special educational needs and/or disabilities (SEND). Teachers make effective adaptations to learning, when necessary, so that pupils with SEND develop the knowledge and skills that they need. 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 skilfully support these pupils with the assistance of external specialists.

Pupils' behaviour is excellent, both in lessons and around the school. The school environment is calm and orderly. Pupils who may struggle with behaviour receive targeted support that helps them to make the right choices. The school takes a proactive stance in teaching pupils about bullying and discrimination. This contributes to an open culture where pupils are supported to feel 'ready, respectful and safe'. The school knows its pupils and families well and is responsive to any concerns.

The school ensures that pupils' experiences are enriched beyond the curriculum. Pupils learn about fundamental British values. For example, they learn about other faiths and beliefs and are encouraged to show respect and tolerance. Pupils are taught to appreciate and respect difference in the world by completing projects alongside children who attend their sister schools in Ghana and Shanghai.

The governing body is highly attuned to the school's context and priorities. Staff benefit from high-quality professional development opportunities that enable them to refine and develop their practice. The school prioritises actions to minimise impact on staff workload. Staff are rightly proud to be members of this school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum has recently been reviewed and enhanced. There is some variability in the way that these subjects are delivered. Sometimes, pupils' mistakes and misconceptions are not identified swiftly and addressed effectively. The school should ensure that the implementation of the curriculum is regularly checked and that all staff have the expertise to deliver the curriculum as the school intends.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101202
Local authority	Barking and Dagenham
Inspection number	10377449
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	590
Appropriate authority	The governing body
Chair of governing body	Lando Du Plooy
Headteacher	Tracey Whittington
Website	www.beamcountyprimaryschool.co.uk
Dates of previous inspection	6 and 7 November 2019, under section 8 of the Education Act 2005.

Information about this school

- The school runs an on-site breakfast and after-school club.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, geography and religious education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of parents, leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors reviewed a range of school documentation, including records related to attendance, behaviour and pupil movement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers and support staff.
- Inspectors met with representatives from the governing body and a representative from the local authority.
- Inspectors considered the views of pupils and staff, including through their responses to Ofsted's online surveys. They also considered responses to the online survey, Ofsted Parent View, including parents' free-text responses.

Inspection team

Robert Grice, lead inspector	His Majesty's Inspector
David Bryant	Ofsted Inspector
Sophie Powell	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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