



Headteacher Report to Governors

SPRING TERM 2026

MZiane
BECONTREE PRIMARY SCHOOL

Headteacher Report to Governors 2025-26

Key contextual information related to pupils

Contextual	Behaviour	Special Needs	Safeguarding	Staffing
FSM – Free School Meals	BCF – Behaviour Contact File	SEND – Special Educational Needs and Disabilities	CP – Child Protection	SLT – Strategic Leadership Team DHT – Deputy Headteacher
Ever 6 – children who have had access to Free School Meals in the last 6 years	SEMH – Social, Emotional and Mental Health	C and L – Communication and Language Needs	CiN – Child in Need	LMT – Leadership and Management Team
EAL – English as an Additional Language		S and P - Sensory and physical difficulties	EH - Early Help (Early Help Worker supporting the family in the family home)	PPA time – Time provided for teachers for Planning, Preparation and Assessment
PA – Persistent Absentee		Complex Needs – Range of difficulties but no diagnosis yet.	CLA – Looked After Children	NNEB – Nursery Nurse
SDP – School Development Plan		C and I – communication and interaction (including speech and language and autism)	MARF – Multi Assessment Referral Form	LSA – Learning Support Assistant SLSA – Specialist Learning Support Assistant
WOWGR - White Other/White Gypsy Roma		EHCP – Education and Health Care Plan	CME – Children Missing in Education	MDA – Midday Assistant
Vulnerable Pupils – children who need protection or children of families who need support due to external factors		ASC – Autistic Spectrum Condition	CCA – child on child abuse	UPS – Upper Pay Spine
			FGM – female genital mutilation	HR – Human Resources
			SGO - special guardianship order	PSA – Parent Support Adviser
			CAO - child arrangement order	
			CWSW - children with a social worker	
			EverCIN 6+ - children who have previously had a social worker with the last 6 years.	

Headteacher Report to Governors 2025-26

Key contextual information related to pupils

Key information	Autumn Term 2025						Spring Term 2026						Summer Term 2026					
Roll School Roll Number: 484 FSM End of Year 2024/25 National: 24.6% (increased from 23.8%) School: 28%	Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers	
	Overall	465	250	215			Overall	474	255	219	19 4		Overall					
	N	45	25	20	46 2		N	48	26	22	6 0		N					
	R	58	33	25	29 2		R	58	32	26	3 0		R					
	Y1	60	36	24	3 2		Y1	61	37	24	1 0		Y1					
	Y2	60	30	30	5 2		Y2	62	31	31	2 0		Y2					
	Y3	59	34	25	4 3		Y3	60	36	24	3 1		Y3					
	Y4	64	33	31	5 2		Y4	63	32	31	2 2		Y4					
	Y5	62	32	30	2 0		Y5	62	32	30	0 0		Y5					
	Y6	58	28	30	3 1		Y6	60	29	31	2 1		Y6					
	ARP	11	8	3	0 0		ARP	12	8	4	0 0		ARP					
	%FSM	30.7					(incl above)						FSM					
	% Ever 6	30.7					%FSM	31%					% Ever 6					
						% Ever 6	31%											
Vulnerable Pupils/Families	Governors will notice an increase in FSM; this is as a result of a concerted effort by the admin team in targeting parents/carers to complete an application form with the LA. This is important as we receive additional funding per child. Jackie Moldrich, Parent Support Advisor, is currently working with 18 families. 6 of these receive continuous and regular support and 12 on an occasional/ad-hoc basis depending on need. The main focus areas of support include: financial hardship, housing issues and mental health needs. Other areas of support include: work experience opportunities, adult education and training, and parenting.						Disadvantage is a significant aspect of the new Ofsted Framework. It is something we have always reported to governors but we will be reviewing our data reporting systems shortly to ensure we meet all criteria within the new framework. Jackie Moldrich, Parent Support Adviser, is currently working directly with 13 families who require ongoing support. Some of these families are receiving borough interventions, and Jackie works closely with relevant services to support them. They face a wide range of challenges, including homelessness, poverty, and no recourse to public funds. The remaining families Jackie supports are primarily those where school attendance is a concern, particularly when attendance falls below 90%. In addition, she works with families who may require one-off support, such as assistance with school admission forms, access to adult											

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		education and training, parenting support, and signposting to relevant services.										
Ethnicity												
Significant Groups	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)
	White British	38	33	15.3	White British	35	36	14.98	White British			
	WO/WGR	35	39	15.9	WO/WGR	35	37	15.2	WO/WGR			
	Bangladeshi	46	34	17.2	Bangladeshi	47	35	17.3	Bangladeshi			
	Pakistani	49	30	17.0	Pakistani	49	31	16.9	Pakistani			
	Asian Indian	25	19	9.5	Asian Indian	25	19	9.3	Black African			
	Black African	17	22	8.4	Black African	20	22	8.9	Asian Indian			
EAL/ Languages Spoken	EAL: 55%				EAL:55.2%				EAL:			
EAL End of Year 2024/25 School: 54% National: 23%	Language	Boys	Girls	Total (%)	Language *	Boys	Girls	Total (%)	Language	Boys	Girls	Total (%)
	English	112	96	44.7	English	115	97	44.73	English			
	Bengali	26	21	10.1	Bengali	27	22	10.34	Bengali			
	Urdu	31	25	12.0	Urdu	32	25	12.03	Urdu			
	Romanian	23	20	9.2	Romanian	23	21	9.28	Romanian			
	Panjabi	17	9	5.6	Panjabi	17	10	5.7	Panjabi			
Commentary	Our school context is particularly important in relation to the amended Ofsted Framework. SLT regularly update this documentation to ensure it reflects our community and to ensure we respond to the challenges faced by our community. We have recently migrated to a new MiS system (Arbor) – we just need to check that data being pulled through is accurate.				We continue to see an increase in the number of Black African children and families joining the school. Governors will recall that this group reduced significantly over the last few years.							
Key information	Autumn Term 2025				Spring Term 2026				Summer Term 2026			
Attendance												
End of Year 2024/25 School: 94.0% National: 93.1%	Overall %	94.4			Overall %	94.7			Overall %			
	Reception	90.0			Reception	91.43			Reception			
	Year 1	92.9			Year 1	93.32			Year 1			
	Year 2	95.7			Year 2	94.34			Year 2			
	Year 3	93.1			Year 3	94.01			Year 3			
	Year 4	95.9			Year 4	94.95			Year 4			
	Year 5	96.4			Year 5	96.46			Year 5			
	Year 6	96.2			Year 6	96.46			Year 6			
	ARP	92.89			ARP	91.55			ARP			

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	<table><tr><td>FSM</td><td>93.2</td></tr><tr><td>SEND (inc EHCP)</td><td>90.9</td></tr><tr><td>PA (Y1 – Y6)</td><td>49</td></tr><tr><td>CME</td><td>1 child</td></tr><tr><td>CWSW</td><td>88.6</td></tr><tr><td>EverCIN +6</td><td>Working on access on Arbor</td></tr></table>	FSM	93.2	SEND (inc EHCP)	90.9	PA (Y1 – Y6)	49	CME	1 child	CWSW	88.6	EverCIN +6	Working on access on Arbor	<table><tr><td>FSM</td><td>93.83</td></tr><tr><td>SEND (inc EHCPs)</td><td>91.16</td></tr><tr><td>PA (Yrs1-6, inc ARP)</td><td>46</td></tr><tr><td>CME</td><td>1 child</td></tr><tr><td>CWSW</td><td>83.6</td></tr><tr><td>EverCIN +6</td><td>94.2</td></tr></table>	FSM	93.83	SEND (inc EHCPs)	91.16	PA (Yrs1-6, inc ARP)	46	CME	1 child	CWSW	83.6	EverCIN +6	94.2	<table><tr><td>FSM</td><td></td></tr><tr><td>SEND (inc EHCPs)</td><td></td></tr><tr><td>PA</td><td></td></tr><tr><td>CME</td><td></td></tr><tr><td>CWSW</td><td></td></tr><tr><td>EverCIN +6</td><td></td></tr></table>	FSM		SEND (inc EHCPs)		PA		CME		CWSW		EverCIN +6																																																																																																		
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Safeguarding	Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern. 1 CME child: this is due to a child who is visiting family in Pakistan. No return flight booked, therefore, has been raised with the Children Missing from Education (CME) Team. PSA is currently in liaison with both the parents and the CME Team.	Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern. 1 CME child: This is due to a child being in Pakistan and we do not have a return date for them. We are working in line with our school procedures and the CME team. There are changes to the DfE Relationship, Health Education guidance for September 2026. Our school	Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.																																																																																																																																					

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	Confidential safeguarding matters will be discussed under the confidential part of the agenda at the FGB meeting.	policy now reflects these changes ready for implementation in September. The changes focus on: -online safety and digital risks with a focus on AI -critical thinking, encouraging children to think about online content and influencers.													
Commentary	Attendance We migrated to a new MiS System (Arbor) during the October half term break. The admin team did a brilliant job in making this process as seamless as possible. All staff have received relevant training for the role they have in school. As with any new system, there are some teething problems. Members of the team have visited a local school who have been using it longer than us for some additional training/support. We are still trying to work out how to extract attendance data for children who are Ever CiN. We continue to see a number of Exceptional Circumstances requests this term. The majority of these are linked to visiting sick relatives overseas. I will update governors with numbers at the meeting. We have also seen in the past two weeks, a significant number of children off with illness, particularly in year 1. We have checked and shared some seasonal health advice with parents/carers via the last newsletter to try and work in partnership to reduce the amount of illness. SEND We have seen an increase in the number of children who have joined Becontree with significant SEMH needs. We are working in collaboration with external agencies to ensure appropriate support is in place for these children (and parents). We will continue to develop and refine our offer this academic year.	Attendance New attendance changes for September 2026, will see schools being set an OUR ABIE (Attendance baseline improvement expectation) which will be generated using AI benchmarking tools. Schools will be expected to share attendance data with the DfE to allow for real time monitoring of absences. We have already started to do this, and use the VYED report to compare our school data with both local and national attendance data. Our similar school's comparison report for Autumn Term 2025 attendance improvement ladder shows that we are in line with national average for primary schools and local authority for primary schools. <table><tr><td>Your school's 2018 to 2019 attendance (pre-pandemic)</td><td>96.3%</td></tr><tr><td>National average (primary)</td><td>94.9%</td></tr><tr><td>Local authority average (primary)</td><td>94.8%</td></tr><tr><td>Your school's current attendance</td><td>94.9%</td></tr><tr><td>Your school's attendance baseline improvement expectation</td><td>94.6%</td></tr><tr><td>Your school's attendance in 2024 to 2025</td><td>94.2%</td></tr></table>	Your school's 2018 to 2019 attendance (pre-pandemic)	96.3%	National average (primary)	94.9%	Local authority average (primary)	94.8%	Your school's current attendance	94.9%	Your school's attendance baseline improvement expectation	94.6%	Your school's attendance in 2024 to 2025	94.2%	Attendance SEND
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		Our ABIE states that our attendance needs to be 0.4% points higher, which means we will gain 347 extra school days compared to last year. Our attendance for the Autumn term was over our ABIE baseline expectation and our current attendance is at 94.7% Areas identified as a strength in Autumn term were: Year 5 and Year 6 attendance and children attending Friday mornings. Areas to focus on to meet our ABIE were: Year 3 was at 93.1% (now at 94.0%). SEN support children were at 92.4% (now at 92.8%) and Year 1 was at 93% (now at 93.3%). <i>Our ABIE for the spring term</i> Areas identified as a strength in autumn term were: Year 5, FSMs and attendance on a Friday morning. Areas to focus on are: Year 3 attendance was one of the targeted focus groups at the start of the term. Currently, their attendance is at 94.0% for the academic year. However, for the spring term only it is at 96.0% which is the target they have set us. The reason the attendance is higher this term, is that we have not had as many leave of absence requests. In the autumn term, 10% of sessions missed were due to children on leave. Year 2 is currently at 94.3% for the academic year so far and at 94% for the spring term only and SEND children currently at 92.8% for the academic year so far and at 93% for the spring term only. As part of our attendance monitoring, we are tracking our focus areas weekly so we can see if we are meeting our ABIE target. We are also looking at the context each week, to see what barriers there are for these key groups and to see if we are able to reduce some of these barriers. PACE have also established an Attendance Leads Forum to discuss key issues and share effective practice. Behaviour and Safety In line with new guidance for April 2026, the Positive Handling policy has been updated to reflect the new changes outlined in DfE guidance Restrictive interventions, including use of reasonable force, in schools. We will now be reporting to governors on the number of restrictive interventions that have been	
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		implemented each term. Policy was included in the papers circulated for this meeting. Due to a recent rise in the numbers of children identified with significant SEMH, we have brought forward some development work to establish a whole school approach and some specialist intervention in this area. Targeted work has also been enhanced at lunchtimes with the development of a KS1 and a KS2 Quiet Club; key children who struggle to access the playground for the whole of lunchtime have an opportunity to come inside and engage in some planned activities in a quieter space. This helps to regulate them ready for the afternoon session. SEND We have seen an increase in the number of children now receiving a diagnosis for Autism. 11% (54) of our school population has this diagnosis. 22 children (5%) with ASC are in our mainstream classrooms.	
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Key contextual information related to staffing

Key information	Autumn Term 2025	Spring Term 2026	Summer Term 2026																														
Numbers	Total Number of Roles: 85 (excluding agency)					Total Number of Roles: 85 (excluding agency)						Total Number of Roles:																					
	SLT		LMT		Teachers		HLTAs		SLT		LMT		Teachers		HLTA		SLT		LMT		Teachers		HLTA										
	3		6		15		3		3		6		15		3																		
	NNEB	LSA	Admin	MDA	Site	Other	NNEB	LSA	Admin	MDA	Site	Other	NNEB	LSA	Admin	MDA	Site	Other	NNEB	LSA	Admin	MDA	Site	Other									
	5	19	4	22	6	1	5	19	4	22	6	1																					
	Agency: (long-term cover): 1 teacher, 1 LSA (long-term)											Agency: (long-term): 1 teacher (long-term), 1 LSA (long-term), 4 other LSAs (medium-term)											Agency: (long-term):										
	Teacher Payscales											Teacher Payscales											Teacher Payscales										
	U/Q	M1-M6	UPS1	UPS2	UPS3	U/Q	M1-M6	UPS1	UPS2	UPS3	U/Q	M1-M6	UPS1	UPS2	UPS3	U/Q	M1-M6	UPS1	UPS2	UPS3	U/Q	M1-M6	UPS1	UPS2	UPS3								
	1	4	0	1	15	1	4	0	1	15	1	4	0	1	15																		

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Organisation and Deployment	Our staffing and accountability structure continues to be much the same as last year with only a small number of changes as detailed below: - Maths lead is out of class for two days per week to support planning to meet the needs of all children particularly in EYFS, KS1 and Year 3. - Some temporary LSA roles to help us to meet the needs of some children with presenting SEMH needs.	The Employment Rights Act 2025 introduces significant and phased changes to employment law from 2026 to 2027, materially increasing legal, financial and governance risk for schools. We are working with LBBD HR on this and will update governors as information/decisions are applicable. Linked to the increase in pupils with significant SEMH needs, our SEMH lead is now leading some morning provision for three key children from year 3. Impact so far seems positive for two of the children and has ensured the quality of teaching and learning for all children in the classroom is secure. Two MDA staff have been allocated to run the Quiet Clubs at lunchtime to facilitate targeted support for children who need it.	
Recruitment and Retention, Absence and Well-Being	We have seen a few resignations from MDA positions recently through either retirement, ill-health or moving on to a new role at another school. A recent recruitment process led to us successfully appointing two SEND MDAs and two mainstream MDAs. All vacant roles in school are currently advertised on a temporary basis due to financial constraints. We are really please to let governors know that we have recently appointed a new Reading Hub Assistant who starts with us this week. She will open the library after school for three days each week and will also run an after school Reading Club. Staff absences are reported via the SFM Committee on a termly basis.	One LSA is currently on Maternity Leave (covered by agency staff). A long-term agency teacher also went on Maternity Leave this term and has been replaced by a second agency teacher. Some other agency staff have joined the team to support SEND pupils on a temporary basis, including support for a child whose place at Acorns was paused. We currently have one vacancy for an LSA position which is being covered by a long-term agency member of staff. Staff love centenary tokens and are grateful to governors. Key absence and well-being issues will be reported under confidential items. General issues are reported to the SFM Committee.	
Performance	All teacher appraisal reviews have been carried out from 2024/25 and new objectives set for 2025/26 linked to school improvement plan priorities and other professional development opportunities. Most support staff appraisal meetings have been carried out and will be completed by the end of this term. See also confidential items re. HT Appraisal.	All staff appraisal meetings have been held and targets set for a 12-month period. Teacher and education support staff mid-year reviews are scheduled to take place after the Easter break. Our ECT is due to complete her two-year induction period in April. She has had a very successful induction period and is already looking at how she can develop within her career.	
Stakeholder Engagement including complaints	Whole School We continue to communicate with parents/carers via newsletter, emails and text messages. This year, as part of the school improvement plan, I am looking at our whole school communication systems. This	Whole School No changes to report in this area. Pupils	

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	ties in with changes to our MiS system so that we can refine and simplify the systems we use to communicate with all stakeholders. Pupils Children continue to make sure their voices are heard as part of decision making within school. I was proud to hear from Year 5 children recently that they understand that children are also leaders in our school; in fact, the school council were the first group mentioned when I asked what leadership means at Becontree! I am clearly no longer needed! Year 5 held a debate on the subject of school uniform. They would like an opportunity to share their views with governors to open a conversation about whether a uniform is something positive or something that could be re-considered. I said I would ask governors if they would be happy to hear their views as part of a Governor in school day? Staff Staff are very much involved in helping us to shape the direction of key aspects of our work. Last year saw the start of our START, STOP, CONTINUE approach whereby some changes were made to arrangements for PPA, parent/teacher consultation meetings and the assessment of PE. To involve all staff, we have included a START, STOP, CONTINUE box in the staffroom for staff to make suggestions. Some support staff have also been given an opportunity to work with the headteacher at Southwood in a reflective space. Parents/Carers - Parent/Teacher Consultation Meetings Consultation meetings took place on Tuesday 21st and Thursday 23rd October. The Primary Site online booking was again used successfully. We may change to the ARBOR booking system in February but this is being explored. Follow up calls and meetings were arranged for any non-attendees. Finally, a letter was sent home to any parents/carers who did not attend to remind them of the importance of these meetings. Class Attendance	As governors know, and also saw and heard for yourselves during the governor morning in school, our children are confident to share their views and opinions and are provided with many opportunities to do so. There are many organised opportunities for children to have their say but the thing I love most is when children appear at my office with suggestions. Two recent examples include: - A group of children who initiated and implemented an Eid card project. They provided templates for children to take home and return to school and post in the post box for them to be delivered to classes. They also ensured that children who were fasting were provided with a quiet, reflective space during lunchtimes. - A group of children asked if they could organise an Easter Egg hunt in school. They have designed maps of each playground to sell. They will supervise children taking part in finding laminated eggs in the playground next week. The money they receive from donations is being added to the Save the Children pot that the Change4Change team have built up over time. Our new Rights Respecting School Ambassadors and our Health and Well-Being Champions have attended their first meetings and are excited to move forward with their respective projects: a review of packed lunches and gathering the views of other children to inform priorities. Staff A focus group of teachers are collaborating to plan and deliver some CPD for other staff linked to pupil attention and engagement. They worked initially with our SIP to shape this piece of work that aims to secure consistency of strategies across the school. We are excited to see how this develops over time. The START, STOP, CONTINUE approach has raised some points for consideration by SLT. We are responding to these through my weekly email communication and the well-being team will also be consulting with staff regarding the practices we have to recognise staff achievements. Parents/Carers	
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Nursery 43/45 = 96% RD 29/30 = 97% RC 25/27 = 93% 1A 29/30 = 97% 1H 6/29 = 90% 2D 29/29 = 100% 2G 27/28 = 96% 3D 29/30 = 97% 3B 28/28 = 100% 4LH 27/30 = 90% 4P 29/29 = 100% 5P 29/29 = 100% 5L 28/30 = 93% 6G 27/27 = 100% 6R 27/28 = 96% ARP 10/11 = 100% Consultation We would like to offer parents an opportunity to give their views about our new website that will be developed later this academic year. Primary Site who host our current website are moving to Juniper. We are currently exploring options with them. I wanted to discuss this with governors as there is a cost implication. <i>I will share options at the meeting for agreement.</i> Curriculum Workshops Year 1 – 6 curriculum information meetings were held in September. Attendance for these is lower than for workshops, but all information is also shared on the website. This half term we focussed on reading meetings which were held in our new library. Attendance should be between 60 -70 parents once last meetings are concluded. A phonics workshop was also run by SA. Next term we will be arranging: - Maths workshops; - Nursery Readiness Programme. Concerns/Complaints These will be reported under the confidential part of the agenda.	- Parent/Teacher Consultation Meetings Consultation meetings took place on Tuesday 3rd and Thursday 5th October. The Primary Site online booking was again used successfully. We will be using the new website platform, Juniper for future Parent/Teacher consultation online bookings. Follow up calls and meetings were arranged for any non-attendees. Finally, a letter was sent home to any parents/carers who did not attend to remind them of the importance of these meetings. Class Attendance ARP 11/12 = 92% Zen Den 1 9/9 = 100% Zen Den 2 7/8 = 88% Nursery 46/47 = 98% RC 25/26 = 96% RD 27/29 = 93% 1A 28/29 = 97% 1H 29/29 = 100% 2G 25/27 = 93% 2D 26/26 = 100% 3D 25/29 = 86% (2 ch from same family) 3B 25/26 = 96% 4LH 28/28 = 100% 4P 27/27 = 100% 5L 25/30 = 83% (several attempts made to engage parents not attending) 5P 26/29 = 90% 6G 26/27 = 96% 6R 27/28 = 96% Consultation We consulted with parents and governors about our new website. All views have been considered when making the final decisions regarding the format. We opted for the more interactive version (Model 2) which will be developed during the summer term to go live ready for September. Curriculum Workshops Reception and Nursery Parent/Carer open mornings were held this half term with very good attendance.	
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	Cross Borough Alliance The Cross Borough Alliance is in the process of becoming a more formal organisation with a Memorandum of Understanding in place. This will hopefully attract some funding/sponsorship to run community events. Membership has grown and plans are still in place to hold a large community event in Goodmayes Park in June 2026.	Mrs Bousbaa held her first French workshop. About 30 parents expressed an interest in attending this with their child. Maths workshops took place for year 2 – 6. 94 parents attended overall. Writing workshops and the Nursery Readiness Programme will be held next half term. Concerns and Complaints - any significant issues will be reported under confidential items.	
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Leadership and Governance

SEF

I have attended face to face training and the new Ofsted Framework has been reviewed by SLT via webinars and reading. A timeline for action has been developed, involving LMT in the drafting of a new SEF. The timeline is attached with papers for this meeting and will be discussed at the meeting with a focus on governor involvement in the process.

Actions taken since the last meeting, impact and next steps in relation to key priorities within the School Improvement Plan

Our first Governor in School morning was a great success, focusing on SIP priority 1. Key strengths and questions that arose from the visit are listed below. We will discuss these at the meeting and use findings to inform the focus of the summer term visit.

- ☆ How learning environments are used well to support learning.
- ☆ How well adults know children.
- ☆ Positive relationships between children and between adults and children.
- ☆ Positive behaviours for learning.
- ☆ Responsive teaching.
- ☆ Adaptive teaching, with some great examples of the use of manipulatives.
- ☆ Confident and articulate children, in every part of our school, culminating with children in Years 5 and 6 demonstrating strong oracy skills within discussions and debates.

Key areas where questions were raised:

- Inconsistent use of manipulatives
- Challenge for higher attaining children



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- Attitudes to science in KS1
- Home learning approach

Kim Wilden (Maths Lead) has been invited to the meeting to present the focus of her development work this year and share impact with governors.

Progress towards SIP priorities will continue to be discussed at the QED Committee meeting each term.

The Government White Paper

The long-awaited White Paper was published in February by the government outlining proposals over the next 10 years. The LA and schools are currently working through the document and planning how its content impacts on our work both in the short term and long term. A summary report for governors was attached to the papers for this meeting.

Artificial Intelligence (It was agreed to include this as a heading to report on at each meeting)

This year, we are exploring and researching different Artificial Intelligence (AI) tools.

We are looking at 4 main areas.

1. Using AI to make learning more personalised, helping each child work at their own pace and cater to different learning styles.
2. Using AI to reduce administrative tasks for teachers, giving them more time to focus on supporting pupils and creating engaging lessons.
3. Using AI to enhance student engagement by providing interactive learning experiences and immediate feedback, making learning more exciting and accessible.
4. Using AI to help identify children who might benefit from extra support, allowing teachers to provide targeted interventions early on.

We have started trialling AIR-ed to support the marking of writing in Year 5 and 6.

We have a group of 8 members of staff who have volunteered to trial AI platforms, led by AB, the computing lead.

Next term, we have planned in an INSET session to share the use of AI platforms to support report writing. This was already successfully used by some teachers last year.

Sustainability and Climate Action Plan

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Schools are required to have in place a Sustainability Team who lead on the school's climate action plan. A Becontree team has been formed made up of HT, SBL, Site Manager, DHT and Eco Lead. The group meet each term and are currently completing an audit to inform priorities for 2026/27. We are confident that we have much good work in this area already and a copy of the current plan was shared with documents for this meeting.

External support, challenge and validation

1. Partnerships with other schools/organisations

A **PACE safeguarding audit** was carried out on 12.3.2026. Overall, the outcome was very positive.

12/13 of the areas assessed were graded as 'meets the standards fully' with only one area graded as 'processes are in place but need to be reviewed'. This arose from the site walk, with actions linking to the private nursery who share part of the building and the perimeter fence of the school which backs onto the local park.

Overall RAG Ratings from audit		
	Domain	RAG
1	Safeguarding Overview	Green
2	Safeguarding & Child Protection Policy	Green
3	Policies to support specific safeguarding issues	Green
4	Safer Recruitment	Green
5	Single Central Record	Green
6	Monitoring & Filtering, Online and E-Safety	Green
7	Visitors	Green
8	Safeguarding Procedures - Behaviour & Welfare	Green
9	Risk Assessments, School Record Keeping & Accident Reporting	Green
10	Safeguarding & Attendance	Green
11	Pupil Voice, discussion with pupils	Green
12	Staff understanding of Safeguarding	Green
13	Site walk	Yellow

PACE EYFS Leads Forum continue to meet on a half termly basis and are currently developing an audit model linked to Strong Foundations and the new Ofsted Framework. The audit tool will be trialled in the summer term, ready for implementation across PACE from September.



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A ***PACE Attendance Leads Forum*** has recently been established to share school data and effective practice. It also includes an opportunity for schools to share stuck cases with one another.

Our annual ***IQM*** review took place on Thursday 22nd January 2026. I am pleased to report that we maintain our Centre of Excellence status. The reviewer stated in their report that, 'Overall, I found Becontree Primary to be a lovely, friendly, and happy school, where inclusion is clearly embedded in all aspects of school life.' It also stated that, 'Becontree Primary School lives by the mantra that "positive relationships are the key" and staff work hard to "connect, communicate and collaborate at all times."

Visits to ***other local schools*** have been scheduled to support our development work to meet the SEMH needs of some children.

We are very excited about the partnership we have with the SHAPE team from ***Queen Mary University London***. The project focuses and health and wellness related to children with SEND and their families. The SHAPE team are currently awaiting the outcome of funding applications; if successful, the project will then be developed further.

As headteacher, I continue to be involved locally in the ***SEND Area Partnership Board*** and attend regular meetings with Jane Hargreaves about SEND and EHC matters on behalf of Barking and Dagenham headteachers

2. Work with our School Improvement Partner and BDSIP

James Dawson worked alongside four focus teachers to design a collaborative project whereby they plan and deliver training to other staff in the area of attention and engagement. At his next visit in April, he will meet with SLT to review and evaluate the effectiveness of our in-school monitoring systems in line with the new Ofsted Framework.

Jo Kain, BDSIP, led some training with staff last term and is returning after the Easter break to lead 3 further training sessions focused on Adverse Childhood Experiences (ACEs). This work is vital as it underpins our new approaches to behaviour and relationships as part of the SIP.

3. Coaching and Reflective Spaces for Leaders

Coaching and reflective spaces continue this year at both Becontree and Southwood Primary School. At Becontree, we are offering reflective spaces with Scott to some of our specialist learning support assistants and our unqualified teacher. They have had two sessions to date with a third scheduled in May.

Calendar of Events

This has been updated and is available on the school website.
Newsletters are shared regularly with all governors.



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Governors are always welcome to attend any school events. Specifically, next term, we request governor representation in the following areas: **SATs monitoring visit and BGT Final (we need judges)**

Confidential Items

Any items of a confidential nature will be shared verbally at the meeting.