



Headteacher Report to Governors

AUTUMN 2025

Marie Ziane
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		HI – Hearing Impairment	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.	

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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						Overall						
		N	45	25	20	46	2	N						N						
		R	58	33	25	29	2	R						R						
		Y1	60	36	24	3	2	Y1						Y1						
		Y2	60	30	30	5	2	Y2						Y2						
		Y3	59	34	25	4	3	Y3						Y3						
		Y4	64	33	31	5	2	Y4						Y4						
		Y5	62	32	30	2	0	Y5						Y5						
		Y6	58	28	30	3	1	Y6						Y6						
		ARP	11	8	3	0	0	ARP						ARP						
		%FSM	30.7					%FSM						FSM						
	% Ever 6	30.7					% Ever 6						% Ever 6							
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.																			
Ethnicity Significant Groups	Ethnicity Boys Girls Total (%) White British 38 33 15.3 WO/WGR 35 39 15.9 Bangladeshi 46 34 17.2 Pakistani 49 30 17.0 Asian Indian 25 19 9.5 Black African 17 22 8.4						Ethnicity Boys Girls Total (%) White British WO/WGR Bangladeshi Pakistani Asian Indian Black African						Ethnicity Boys Girls Total (%) White British WO/WGR Bangladeshi Pakistani Black African Asian Indian							

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EAL/ Languages Spoken EAL End of Year 2024/25 School: 54% National: 23%	EAL: 55%				EAL:				EAL:			
	Language	Boys	Girls	Total (%)	Language *	Boys	Girls	Total (%)	Language	Boys	Girls	Total (%)
	English	112	96	44.7	English				English			
	Bengali	26	21	10.1	Bengali				Bengali			
	Urdu	31	25	12.0	Urdu				Urdu			
Commentary	Romanian	23	20	9.2	Romanian				Romanian			
	Panjabi	17	9	5.6	Panjabi				Panjabi			
	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.											
Key information	Autumn Term 2025				Spring Term 2026				Summer Term 2026			
Attendance End of Year 2024/25 School: 94.0% National: Not been published yet. 93.2% up to June 2025	Overall %	94.4			Overall %				Overall %			
	Reception	90.0			Reception				Reception			
	Year 1	92.9			Year 1				Year 1			
	Year 2	95.7			Year 2				Year 2			
	Year 3	93.1			Year 3				Year 3			
	Year 4	95.9			Year 4				Year 4			
	Year 5	96.4			Year 5				Year 5			
	Year 6	96.2			Year 6				Year 6			
	ARP	92.89			ARP				ARP			
	FSM	93.2			FSM				FSM			
	SEND (inc EHCP)	90.9			SEND (inc EHCPs)				SEND (inc EHCPs)			
	PA (Y1 – Y6)	49			PA				PA			
	CME	1 child			CME				CME			
	CWSW	88.6			CWSW				CWSW			
	EverCIN +6	Working on access on Arbor			EverCIN +6				EverCIN +6			

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Behaviour and Safety Exclusions for 2024/25: <i>School</i> – 0 <i>National 2024/25</i> –Not been published yet 0.04% for Autumn Term 2024	<table><tr><td>Suspensions/Expulsions</td><td>0</td></tr><tr><td>Internal Suspensions</td><td>2</td></tr><tr><td>Number of Tier 4 incidents</td><td>76</td></tr><tr><td>Accessing SEMH intervention</td><td>51</td></tr><tr><td>Discrimination incidents</td><td>8</td></tr><tr><td>Searching and Confiscation Incidents</td><td>0</td></tr></table>	Suspensions/Expulsions	0	Internal Suspensions	2	Number of Tier 4 incidents	76	Accessing SEMH intervention	51	Discrimination incidents	8	Searching and Confiscation Incidents	0	<table><tr><td>Suspensions/Expulsions</td><td></td></tr><tr><td>Internal Suspensions</td><td></td></tr><tr><td>Number of RED incidents</td><td></td></tr><tr><td>Accessing SEMH intervention</td><td></td></tr><tr><td>Discrimination incidents</td><td></td></tr><tr><td>Searching and Confiscation Incidents</td><td></td></tr></table>	Suspensions/Expulsions		Internal Suspensions		Number of RED incidents		Accessing SEMH intervention		Discrimination incidents		Searching and Confiscation Incidents		<table><tr><td>Suspensions/Expulsions</td><td></td></tr><tr><td>Internal Suspensions</td><td></td></tr><tr><td>Number of RED incidents</td><td></td></tr><tr><td>Accessing SEMH intervention</td><td></td></tr><tr><td>Discrimination incidents</td><td></td></tr><tr><td>Searching and Confiscation Incidents</td><td></td></tr></table>	Suspensions/Expulsions		Internal Suspensions		Number of RED incidents		Accessing SEMH intervention		Discrimination incidents		Searching and Confiscation Incidents																																					
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SEND National 2024/25: <i>SEND</i> – 26.4% <i>EHCP</i> – 4.0% School (July 25) <i>SEND</i> – 20% <i>EHCP</i> –6%	Total SEND: 20% (92 chn) 24% (113 chn inc. M) <table><tr><td>EHCP</td><td>School Support</td><td>Monitoring</td></tr><tr><td>32</td><td>60</td><td>21</td></tr></table> *tables below include monitoring children <table><tr><td>C & L*</td><td>SEMH</td><td>Cog & L</td><td>ASC/Comp Needs</td><td>S & P</td></tr><tr><td>76*</td><td>16</td><td>15</td><td>43</td><td>6</td></tr></table> *This includes the 43 ASC children <table><tr><td>EYFS</td><td>KS1</td><td>KS2</td><td>ARP</td></tr><tr><td>16</td><td>32</td><td>65</td><td>11</td></tr></table>	EHCP	School Support	Monitoring	32	60	21	C & L*	SEMH	Cog & L	ASC/Comp Needs	S & P	76*	16	15	43	6	EYFS	KS1	KS2	ARP	16	32	65	11	Total <table><tr><td>EHCP</td><td>School Support</td><td>Monitoring</td></tr><tr><td></td><td></td><td></td></tr></table> *tables below include monitoring children <table><tr><td>C & L</td><td>SEMH</td><td>ASC/Comp Needs</td><td>HI</td><td>S & P</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> *This includes the 39 ASC children <table><tr><td>EYFS</td><td>KS1</td><td>KS2</td><td>ARP</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	EHCP	School Support	Monitoring				C & L	SEMH	ASC/Comp Needs	HI	S & P						EYFS	KS1	KS2	ARP					Total SEND: <table><tr><td>EHCP</td><td>School Support</td><td>Monitoring</td></tr><tr><td></td><td></td><td></td></tr></table> *tables below include monitoring children <table><tr><td>C & L</td><td>SEMH</td><td>ASC/Comp Needs</td><td>HI</td><td>S & P</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td>EYFS</td><td>KS1</td><td>KS2</td><td>ARP</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	EHCP	School Support	Monitoring				C & L	SEMH	ASC/Comp Needs	HI	S & P						EYFS	KS1	KS2	ARP				
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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. Confidential safeguarding matters will be discussed under the confidential part of the agenda at the FGB meeting.	Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.	Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.																																																																								
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	Attendance SEND	Attendance SEND																																																																								

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	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.		
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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:						Total Number of Roles:												
	SLT		LMT		Teachers		HLTAs		SLT		LMT		Teachers		HLTA		SLT		LMT		Teachers		HLTA	
	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																		
	Agency: (long-term cover): 1 teacher, 1 LSA (long-term)						Agency: (long-term):						Agency: (long-term):						Teacher Payscales					

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	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					
	1	4	0	1	15										
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.														
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.														
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.														
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 ties in with changes to our MiS system so that we can refine and simplify the systems we use to communicate with all stakeholders.														

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	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 Nursery 43/45 = 96% RD 29/30 = 97% RC 25/27 = 93%		
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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; - Writing workshops; - Nursery Readiness Programme. Concerns/Complaints These will be reported under the confidential part of the agenda. Cross Borough Alliance		
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	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.		
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Leadership and Governance

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

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

Governors will be discussing their role in detail this evening in response to NGA training and the NGA FGB Self-Evaluation Audit. We will use discussions to inform priorities for the FGB Action Plan for 2025/26.

Governors will also be aware that there is a new Ofsted Framework. I propose a focus in spring term once some schools have shared their initial experiences of the inspection process. I attended initial training and materials are available. I will circulate to governors.

Artificial Intelligence (It was agreed to include this as a new 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.

Next term, we are going to share good practice related to using AI for admin tasks – some teachers are already using some programmes such as Chat GPT for this purpose.



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Linked to this, we are also looking at using AI to produce examples of writing pieces which are used to provide a model to children during lessons.

New Library Update (MG) - The library was opened at the Centenary event after school at the end of September and families had the opportunity to visit. Since then, we've opened it at lunchtimes to Y3-6. These sessions are run by Reading Champions. In October, we held the book fair in the library and have another planned for February. Recently, our Drop Everything and Read sessions have been hosted in the Hub with parents coming in to read with their children (estimate numbers will be in the 60-70s once the last few class sessions are done- currently stands at 50). These have involved Y2-6 and the ARP so far. And, our newly appointed Reading Hub Assistant, Serine Remmache, has started work on Monday 8th December with our first after school library session for families. Feedback from our families have been very positive and a few parents particularly have commented on how they love that they can see themselves in the books.

External support, challenge and validation

External validation of our work has taken the form of an ARP Compliance Visit (12.10.25), LA Quality Assurance Visit (10.10.25) and our Annual Review Meeting with Jane Hargreaves and Jessica McQuaid (26.11.25). All reports were attached to the information shared for this meeting.

1. Work with our School Improvement Partner

James Dawson continues to work with us as our School Improvement Partner this academic year. His focus has moved from leadership development work to quality of education. At his first visit on 15.10.25, James undertook a learning exploration with us to provide a baseline for his work with us. His report is attached. We are excited that his work will link very well to the work of our new Inclusion Advisor (Joanna Cain) to ensure that all children's learning needs are met. Joanna will offer CPD to staff and James will work with a group of expert teachers to develop a school guidance and support package.

2. Coaching and Reflective Spaces for Leaders

Coaching and reflective spaces are continuing 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 one introductory session to date.

3. Partnerships with other schools/organisations

We continue to work with PACE schools and I have also supported another local school with a teaching and learning review this term.

It is important that we look wider than our own school to ensure we are reflective in our approaches. With this in mind, so far this academic year:

Maths – a visit has been arranged for the EYFS lead, Maria Dean, to visit Five Elms on Tuesday 9th December to observe maths teaching. A meeting was also arranged with Gascoigne to discuss their maths curriculum via teams but this was cancelled last minute – it will be re-scheduled.



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Writing – our writing lead visited one school to see the writing curriculum they use. They use an OMI approach (oracy, modelling, independent) approach. A criticism of the scheme was that it did not involve a huge amount of pupil engagement leading to independence (according to Gascoigne staff). They thought their GD results were lower due to this. RL did like their use of AI generated writing models and the use of whole school working walls. This will be considered as part of our approach next term.

RL also visited another school who use the Jane Considine scheme. It is heavily scaffolded, and was criticised during their moderation; they have had to heavily amend it to make it work. We feel that the range of approaches we use, including some Jane Considine units, is a better approach. They use widgeits across the school as scaffolds, which I think could benefit some of our children, and this is something MC (ARP lead) is looking to support with as well. They also do some formal handwriting in reception and use Penpals books which I am going to look into.

We are very excited about a new 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 project is a pilot that hopes to bring services and therapies to school rather than children and families having to travel for appointments and referrals and therapies. We are in the early planning stages and I will share more information as the year progresses.

Calendar of Events

This has been updated and is available on the school website.

Newsletters are shared regularly with all governors.

Confidential Items

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