



Headteacher Report to Governors

SPRING 2025

Headteacher Report to Governors 2024-25

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 processing 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.	

Headteacher Report to Governors 2024-25

Key contextual information related to pupils

Key information	Autumn Term 2024						Spring Term 2025						Summer Term 2025					
Roll																		
School Roll Number: 484	Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers		Year Group	Total	Boys	Girls	Starters/Leavers	
	Overall	467	245	222	77	14	Overall	467	244	223	10	7	Overall					
	N	37	21	16	31	2	N	35	20	15	1	1	N					
FSM End of Year 2023/24	R	61	37	24	29	2	R	61	27	24	0	0	R					
	Y1	61	30	31	3	1	Y1	61	30	31	1	1	Y1					
	Y2	62	33	29	2	1	Y2	62	33	29	2	1	Y2					
National: 24.6% (increased from 23.8%)	Y3	65	37	28	4	3	Y3	65	37	28	1	1	Y3					
	Y4	62	34	28	2	1	Y4	62	33	29	1	1	Y4					
	Y5	58	28	30	3	3	Y5	59	28	31	2	1	Y5					
	Y6	61	25	36	3	1	Y6	62	26	36	2	1	Y6					
School: 28%	ARP	13	9	4	2	0	ARP	13	9	4	0	0	ARP					
	%FSM	26.7					%FSM	28.2					FSM					
	% Ever 6	26.5 (1 new)					% Ever 6	28.2					% Ever 6					
Vulnerable Pupils/Families	We have referred 8 families to the Family Navigator service. Areas of support include financial, housing, behaviour/routines at home as well as ensuring children with complex needs are accessing all services available to them. This is a similar number to that reported in the summer term 2024. We continue to see an increase in the number of families seeking support from our PSA. Jackie is currently supporting around 20 families around attendance, food banks. There is also an increase in the number of parents/carers presenting as anxious/stressed. We have seen a percentage decrease in FSM which goes against the national upward trend. We had a high number of children who left in Year 6 last year and numbers seem lower in the current reception year. We continue to promote this with all parents/carers on admission and throughout the year in case any changes in circumstances impact on status.						We have referred a further 6 families to the Family Navigator service. Areas of support include financial, housing and behaviour/routines at home. As part of this support, we have also referred two families to the Homes and Money Hub service and to food banks. We are continuing to see an increase in the number of families accessing support from our Parent Support Advisor. Main issues, are around attendance, mental health and accessing food banks.											

Headteacher Report to Governors 2024-25

Ethnicity Significant Groups	Ethnicity				Ethnicity				Ethnicity			
	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)	Ethnicity	Boys	Girls	Total (%)
	White British	45	42	18.6	White British	45	42	18.6	White British			
	White Other	40	36	16.3	WO/WGR	43	39	17.6	WO/WGR			
	Bangladeshi	39	33	15.4	Bangladeshi	40	33	15.6	Bangladeshi			
	Pakistani	40	34	15.8	Pakistani	42	34	16.2	Pakistani			
	Asian Indian	19	18	7.9	Asian Indian	19	18	7.9	Black African			
	Black African	25	20	9.6	Black African	22	20	8.99	Asian Indian			
EAL/ Languages Spoken EAL End of Year 2023/24 School: 56% National: 20.8%	EAL: 54%				EAL: 54%				EAL:			
	Language	Boys	Girls	Total (%)	Language *	Boys	Girls	Total (%)	Language	Boys	Girls	Total (%)
	English	110	103	46%	English	111	104	46%	English			
	Bengali	26	27	11%	Bengali	26	27	11%	Bengali			
	Urdu	26	23	10.5%	Urdu	26	22	10%	Urdu			
	Romanian	21	18	8.4%	Romanian	21	18	8.4%	Romanian			
	Panjabi	14	11	5.4%	Panjabi	14	11	5.4%	Panjabi			
Commentary	The ARP has one additional pupil as the LA placed an additional child with us. The same 6 ethnic groups make up the majority of our school population, however, we have seen a small increase in black African pupils making them the 5th largest group above Asian Indian. Although percentage of EAL pupils remains similar to last year, we are seeing an increasing number of children admitted to school at the early stages of English language acquisition. We are currently reviewing our provision in this area to ensure all children who require support are able to access it.				Pupil numbers remain stable. Numbers for next year's Nursery are currently at 38, which is higher than at this time last year. Home visits were carried out last week and the Nursery Readiness project will take place in June and July. Following promotion of FSMs, we have seen an increase in the percentage uptake this term. Local auto-enrolment systems do not seem to be operating effectively and potentially impacting on numbers. This has been raised by headteachers with the LA.							
Key information	Autumn Term 2024				Spring Term 2025				Summer Term 2025			
Attendance End of Year 2023/24 School: 93.66%	4.9.2024-2.12.2024				6.9.2024-18.3.2024							
	Overall %	94.48 (95.1% in 2023)			Overall %	94.02 (94.77% in 2024)			Overall %			
	Reception	89.04			Reception	88.71			Reception			
	Year 1	94.30			Year 1	93.65			Year 1			
	Year 2	94.46			Year 2	93.95			Year 2			
	Year 3	94.14			Year 3	94.10			Year 3			
	Year 4	97.29			Year 4	96.95			Year 4			
	Year 5	96.54			Year 5	95.83			Year 5			

Headteacher Report to Governors 2024-25

National: 92.8%	Year 6	95.18	Year 6	94.72	Year 6																			
	ARP	89.57	ARP	88.46	ARP																			
	FSM	93.74	FSM	93.13	FSM																			
	SEND (inc EHCP)	92.40	SEND (inc EHCPs)	91.33	SEND (inc EHCPs)																			
	PA (Y1 – Y6)	46	PA	53	PA																			
	CME	0	CME	0	CME																			
	CWSW	99.38	CWSW	95.85	CWSW																			
	EverCIN +6	96.06	EverCIN +6	94.84	EverCIN +6																			
Behaviour and Safety Exclusions for 2023/24: School – 0 National 2023/24 –0.05	Suspensions/Expulsions	0	Suspensions/Expulsions	0	Suspensions/Expulsions																			
	Internal Suspensions	0	Internal Suspensions	0	Internal Suspensions																			
	Number of RED incidents	16	Number of RED incidents	23	Number of RED incidents																			
	Accessing SEMH intervention	46	Accessing SEMH intervention	43	Accessing SEMH intervention																			
	Discrimination incidents	4	Discrimination incidents	6	Discrimination incidents																			
	Searching and Confiscation Incidents	0	Searching and Confiscation Incidents	0	Searching and Confiscation Incidents																			
SEND National 2023/24: SEND – 13.6 EHCP – 4.8 School (July 24) SEND – 16% EHCP –4.6%	Total SEND: 18% (82 chn) 22% (104 chn inc. M)				Total SEND: 18% (83 chn) 25% (115 chn inc. M)				Total SEND:															
	EHCP		School Support		Monitoring		EHCP		School Support		Monitoring													
	27 (6%)		55 (12%)		22		29 (6%)		54 (12%)		32 (7%)													
	*tables below include monitoring children						*tables below include monitoring children						*tables below include monitoring children											
	C & L	SEMH	ASC/Comp Needs	HI	S & P		C & L	SEMH	ASC/Comp Needs	HI	S & P		C & L	SEMH	ASC/Comp Needs	HI	S & P							
	85*	15	39	0	4		91*	20	39	0	4													
	*This includes the 39 ASC children						*This includes the 39 ASC children						*This includes the 39 ASC children											
	EYFS		KS1		KS2		ARP		EYFS		KS1		KS2		ARP		EYFS		KS1		KS2		ARP	
	21		25		45		13		24		33		45		13									
	Safeguarding Cases	CP	CiN	EH	CLA	EverCIN 6+	CP	CiN	EH	CLA	EverCIN 6+	CP	CiN	EH	CLA	EverCIN 6+								
3		0	3	0	27	2	2	2	0	26														
MARF		FGM	CCA	SGO	CAO	MARF	FGM	CCA	SGO	CAO	MARF	FGM	CCA	SGO	CAO									
1		0	0	2	1	3	0	3	2	1														
Adopted						Adopted					Adopted													
2						2																		
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.					Please refer to DSL Safeguarding Landscape for full details of all safeguarding activity, including causes for concern.														

Headteacher Report to Governors 2024-25

Commentary	Attendance We have implemented the new DfE Working Together to Improve School Attendance and have informed parents of the new fixed penalty amounts. However, we have still seen a lot of exceptional circumstances requests since September, with 27 children (18 families) missing out on education during term time. The majority of these have resulted in a fixed penalty notice. However, we have seen a number of children under 5 being absent which means that a fixed penalty notice cannot be issued. SEND We have seen an increase in the number of children who require an EHCP, particularly, children new to the school who have started in Reception in September. There has also been an increase in the number of children accessing support for SEMH needs. This includes specific interventions as well as lunchtime support. For some children we have accessed a Thrive practitioner and our reception class teacher has attended a Thrive behaviour course. As part of the School Improvement Plan, we are reviewing our SEMH provision/approaches in response to increasing needs in this area. Communication and Language/Oracy is still a priority area and we continue to support children via Words First, Bespoke Interventions, e.g., Living Language, Speech Link, collaborative learning, teaching tier 2 vocabulary, sentence stems etc as part of our Quality first Teaching offer. Safeguarding It is very interesting that the three children subject to a CP Plan (2 families) are new to the school, the country or another LA.	Attendance We are continuing to see an increase in the number of parents/carers requesting leave for exceptional circumstances. This term, we have had 9 requests so far, with 3 of these children under the age of 5 so a fixed penalty notice cannot be issued. The others have been issued with a fixed penalty notice. We have also raised 3 children with our Education Inclusion Partner due to ongoing and significant concerns around their attendance and parents not engaging with the support school has put in place to raise the attendance. These cases will likely lead to court proceedings. Attendance percentage in these classes, without these children would be: Reception: 89.70% Year 3: 94.45% ARP: 91.96% SEND We have seen an increase in the number of children being monitored as part of SEND processes. This is due to teachers raising concerns for children who are presenting with Communication and Language difficulties. We are continuing to provide the following interventions to support this area: Access to SALT via Words First, Bespoke Interventions, e.g., Living Language, Speech Link, collaborative learning, teaching tier 2 vocabulary, sentence stems etc as part of our Quality first Teaching offer. Safeguarding Discrimination- 5 of the incidents were linked to homophobic language being used by children at lunchtime. All of these children are in year 3. We have spoken to the children and the class teachers have used a PSHE lesson to address this. We will continue to monitor this as part of our safeguarding procedures. MARFs- all 3 MARFs were for children in KS2. All three of them are currently in the assessment phase to see if a threshold is reached.	
--------------------------	--	--	--

Headteacher Report to Governors 2024-25

Key contextual information related to staffing

Key information	Autumn Term 2024	Spring Term 2025	Summer Term 2025																																	
Numbers	Total Number of Roles: 81 (excluding agency)																																			
	<table><tr><td colspan="2">SLT</td><td colspan="2">LMT</td><td colspan="2">Teachers</td><td colspan="2">HLTAs</td></tr><tr><td colspan="2">3</td><td colspan="2">6</td><td colspan="2">14</td><td colspan="2">3</td></tr><tr><td>NNEB</td><td>LSA</td><td>Admin</td><td>MDA</td><td>Site</td><td colspan="3">Other</td></tr><tr><td>5</td><td>16</td><td>4</td><td>23</td><td>6</td><td colspan="3">1</td></tr></table>				SLT		LMT		Teachers		HLTAs		3		6		14		3		NNEB	LSA	Admin	MDA	Site	Other			5	16	4	23	6	1		
	SLT		LMT		Teachers		HLTAs																													
	3		6		14		3																													
	NNEB	LSA	Admin	MDA	Site	Other																														
5	16	4	23	6	1																															
Agency: (long-term cover): 1 teacher, 4 LSAs																																				
Teacher Payscales																																				
	<table><tr><td>U/Q</td><td>M1-M6</td><td>UPS1</td><td>UPS2</td><td>UPS3</td></tr><tr><td>0</td><td>3</td><td>2</td><td>3</td><td>13</td></tr></table>	U/Q	M1-M6	UPS1	UPS2	UPS3	0	3	2	3	13																									
U/Q	M1-M6	UPS1	UPS2	UPS3																																
0	3	2	3	13																																
Organisation and Deployment	Total Number of Roles: 79 (excluding agency)																																			
	<table><tr><td colspan="2">SLT</td><td colspan="2">LMT</td><td colspan="2">Teachers</td><td colspan="2">HLTA</td></tr><tr><td colspan="2">3</td><td colspan="2">6</td><td colspan="2">14</td><td colspan="2">3</td></tr><tr><td>NNEB</td><td>LSA</td><td>Admin</td><td>MDA</td><td>Site</td><td colspan="3">Other</td></tr><tr><td>5</td><td>15</td><td>4</td><td>22</td><td>6</td><td colspan="3">1</td></tr></table>				SLT		LMT		Teachers		HLTA		3		6		14		3		NNEB	LSA	Admin	MDA	Site	Other			5	15	4	22	6	1		
	SLT		LMT		Teachers		HLTA																													
	3		6		14		3																													
	NNEB	LSA	Admin	MDA	Site	Other																														
5	15	4	22	6	1																															
Agency: (long-term): 1 teacher, 4 LSAs																																				
Teacher Payscales																																				
	<table><tr><td>U/Q</td><td>M1-M6</td><td>UPS1</td><td>UPS2</td><td>UPS3</td></tr><tr><td>0</td><td>3</td><td>2</td><td>3</td><td>13</td></tr></table>	U/Q	M1-M6	UPS1	UPS2	UPS3	0	3	2	3	13																									
U/Q	M1-M6	UPS1	UPS2	UPS3																																
0	3	2	3	13																																
	Total Number of Roles: (excluding agency)																																			
	<table><tr><td colspan="2">SLT</td><td colspan="2">LMT</td><td colspan="2">Teachers</td><td colspan="2">HLTA</td></tr><tr><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td><td colspan="2"></td></tr><tr><td>NNEB</td><td>LSA</td><td>Admin</td><td>MDA</td><td>Site</td><td colspan="3">Other</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td colspan="3"></td></tr></table>				SLT		LMT		Teachers		HLTA										NNEB	LSA	Admin	MDA	Site	Other										
	SLT		LMT		Teachers		HLTA																													
	NNEB	LSA	Admin	MDA	Site	Other																														
Agency:																																				
Teacher Payscales																																				
	<table><tr><td>U/Q</td><td>M1-M6</td><td>UPS1</td><td>UPS2</td><td>UPS3</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	U/Q	M1-M6	UPS1	UPS2	UPS3																														
U/Q	M1-M6	UPS1	UPS2	UPS3																																
Recruitment and Retention, Absence and Well-Being	The school's leadership accountability structure remains the same as last year in the main. Due to the number of children in EYFS with high needs governors will recall that due to low numbers on roll in nursery, we made the decision to run a mainstream nursery class with 34 children and an intervention space in the afternoons for children with high needs in nursery and reception. Early indications are that this decision is the right one, allowing us to provide high quality education for ALL children. Both reception classes have additional adult support each morning and one reception class also has additional support in the afternoon.																																			
	In addition to the above long-term roles, we also have a couple of temporary LSA roles, providing support to children with complex and high needs in EYFS. There are no significant changes to the organisation and deployment of staff to report since last term.																																			
	Due to staff absences, we have used some of our MDA staff to support teaching and learning during the school day. This has provided staff with useful experience and professional development. Further detail and individual staff information will be discussed under confidential items at the meeting.																																			
	Since the last FGB meeting, two SLSAs and a MDA have resigned. One of those vacancies has been filled with a new LSA who joined the team recently. She has undergone induction and seems to have settled in to her new role, well. We are currently in discussions about the other SLSA role, which is currently being covered internally. MDA staff (and agency staff) continue to cover staff absences. Interviews took place for Relief MDAs in early March and we are working through the pre-employment checks now.																																			

Headteacher Report to Governors 2024-25

Performance	All appraisal reviews for teachers have been completed and salary letters issued. Detail will be discussed under confidential items at the meeting. Support staff appraisal meetings are currently underway and should be completed by the end of the Autumn term.	Staff continue to work on targets set and mid-year reviews will be held after the Easter break.																																																																									
Partnerships, including complaints	Parent/Teacher Consultation Meetings <table><tr><th>Class</th><th>Attendance</th></tr><tr><td>ARP</td><td>100%</td></tr><tr><td>Zenden</td><td>100%</td></tr><tr><td>Nursery</td><td>95%</td></tr><tr><td>RA</td><td>100%</td></tr><tr><td>RH</td><td>100%</td></tr><tr><td>1D</td><td>98%</td></tr><tr><td>1L</td><td>98%</td></tr><tr><td>2G</td><td>100%</td></tr><tr><td>2D</td><td>89%</td></tr><tr><td>3B</td><td>93%</td></tr><tr><td>3D</td><td>97%</td></tr><tr><td>4WH</td><td>93%</td></tr><tr><td>4P</td><td>100%</td></tr><tr><td>5C</td><td>89%</td></tr><tr><td>5B</td><td>89%</td></tr><tr><td>6R</td><td>93%</td></tr><tr><td>6G</td><td>100%</td></tr></table> Follow up phone calls offered more opportunities to meet to all non-attendees. Following that, letters were also sent home to all non-attendees to explain the importance of attendance/communication with the class teachers. We are going to trial using an online booking system for the Spring term consultations through Primary Site, our school website provider.	Class	Attendance	ARP	100%	Zenden	100%	Nursery	95%	RA	100%	RH	100%	1D	98%	1L	98%	2G	100%	2D	89%	3B	93%	3D	97%	4WH	93%	4P	100%	5C	89%	5B	89%	6R	93%	6G	100%	Parent/Teacher Consultation Meetings <table><tr><th>Class</th><th>Attendance</th></tr><tr><td>ARP</td><td>92% (1 did not attend)</td></tr><tr><td>Zenden</td><td>90% (1 family abroad)</td></tr><tr><td>Nursery</td><td>100%</td></tr><tr><td>RA</td><td>100%</td></tr><tr><td>RH</td><td>90%</td></tr><tr><td>1D</td><td>100%</td></tr><tr><td>1L</td><td>100%</td></tr><tr><td>2G</td><td>97%</td></tr><tr><td>2D</td><td>100%</td></tr><tr><td>3B</td><td>93%</td></tr><tr><td>3D</td><td>97%</td></tr><tr><td>4WH</td><td>93%</td></tr><tr><td>4P</td><td>100%</td></tr><tr><td>5C</td><td>89%</td></tr><tr><td>5B</td><td>100%</td></tr><tr><td>6R</td><td>97%</td></tr><tr><td>6G</td><td>93%</td></tr></table> The online booking system worked very well and parent feedback was very positive. Parents who have not attended have been sent letters to remind them of the importance of attendance and to encourage them to arrange a meeting with the class teacher as soon as possible. Attendance at the maths workshops was very good overall and a huge increase on the year before.	Class	Attendance	ARP	92% (1 did not attend)	Zenden	90% (1 family abroad)	Nursery	100%	RA	100%	RH	90%	1D	100%	1L	100%	2G	97%	2D	100%	3B	93%	3D	97%	4WH	93%	4P	100%	5C	89%	5B	100%	6R	97%	6G	93%	
Class	Attendance																																																																										
ARP	100%																																																																										
Zenden	100%																																																																										
Nursery	95%																																																																										
RA	100%																																																																										
RH	100%																																																																										
1D	98%																																																																										
1L	98%																																																																										
2G	100%																																																																										
2D	89%																																																																										
3B	93%																																																																										
3D	97%																																																																										
4WH	93%																																																																										
4P	100%																																																																										
5C	89%																																																																										
5B	89%																																																																										
6R	93%																																																																										
6G	100%																																																																										
Class	Attendance																																																																										
ARP	92% (1 did not attend)																																																																										
Zenden	90% (1 family abroad)																																																																										
Nursery	100%																																																																										
RA	100%																																																																										
RH	90%																																																																										
1D	100%																																																																										
1L	100%																																																																										
2G	97%																																																																										
2D	100%																																																																										
3B	93%																																																																										
3D	97%																																																																										
4WH	93%																																																																										
4P	100%																																																																										
5C	89%																																																																										
5B	100%																																																																										
6R	97%																																																																										
6G	93%																																																																										

Headteacher Report to Governors 2024-25

Curriculum Workshops

Due to low attendance from parent/carers in previous years, we have looked at an alternative approach for some of the curriculum workshops/open-school events. Reading Cafes were held in all year groups from year 2 – 6. Attendance was considerably better than in previous years with 106 parents overall attending.

A phonics meeting was held for year 1 and EYFS parents attended by 35 parents.

Maths workshops have been postponed to Spring A to allow us to have a workshop for every class which will include parents/carers engaging with their children in maths activities.

We are also considering a different format for writing meetings/workshops in Spring B.

Following on from the success of the Nursery Readiness Project last year, parent/carer attendance at on Independence Workshop was incredible, with virtually all nursery parents/carers attending. We hope this will continue during their time at the school. EYFS continue to hold parent/carer open mornings each half term, and these have been very well attended.

The ARP will have their first parent event in Autumn Term B. Some workshops have also been arranged for parents to promote the use of Makaton.

Adult Learning (in partnership with the Adult College)

ESOL classes continue to be held on site each Thursday morning. This term, we have planned several sessions for parents/carers for the Spring term, focused on well-being and managing stress. I can share more details at the meeting. Some sessions are for children and their parents/carers together.

Becontree Community Engagement Team

I am excited about the potential of this group working together to plan and deliver a large-scale community event in Goodmayes Park. Initial plans are underway to hold a community celebratory event in July 2025 or September 2025 with a range of organisations and two other local primary schools. Further details will be shared in due course.

Maths Workshop Attendance Autumn B

Year 1	30
Year 2	33
Year 3	25
Year 4	25
Year 5	19
Year 6	22

Attendance at the SATs meeting was lower than in previous years. Information was also shared via email and on the school website.

SATS Information Meeting

Year 6	26
--------	----

We are carrying out a consultation with parents/carers to gather their views about our current Behaviour and Attitudes Strategy. We have had 64 responses with all very positive comments made. The consultation ends on 21.3.2025 and findings and next steps will be shared at the QED meeting.

We ran some PEEP sessions for targeted nursery parents around Communication and Language, Routines, Mealtimes and Understanding and Managing Behaviour, whilst initially the sessions were successful, as the weeks progressed, we saw a drop in the number of parents attending the sessions. On average, we had 4 parents each week. 13 parents were invited to attend.

Adult College

Our ESOL class is still running and we have around 8-10 learners who attend regularly. We've had some new children start in school and their parents are also attending ESOL which is very encouraging. Places will be advertised again for new parents to join after the Easter break.

Headteacher Report to Governors 2024-25

		Many of our former learners are now enrolled in these classes, which is a positive outcome for us, as it shows they are making progress. Next term, we will be running a Family Numeracy Trial. This class is for Year 2 parents only and we have had approximately 10 parents sign up for the class. If at least 8 attends, the school will receive £500 as a thank you. Half of the weekly session is for parents and the second half for parents and their children. Uptake has been lower for some of the workshops we have advertised this term even though parents had requested the themes. However, we had a good response to our Indian Head Massage and 'Dealing With Stress' workshops which we combined and promoted to Year 6 parents. The aim of this class was to help parents understand how their children might be feeling before exams and the transition to secondary school, and guide them on how to provide support. The parents who attended this workshop said they really enjoyed it and feel they learnt a lot. In terms of our decreasing numbers, Jackie has been speaking to parents to find out why there has been a lack of engagement at our workshops and the main response has been that it is due to changes in their personal lives. They are now either working, studying or caring for a baby and I believe this is also the reason we've seen a decline in support for our helping to plan and deliver other events. Becontree Community Engagement Team Plans are still underway to hold a large-scale community event in June 2026. The group meets half-termly to discuss plans. Complaints/Concerns All concerns/complaints received have been dealt with by school leaders. There are no outstanding complaints that need to be referred to Stage 2 of the Complaints procedure at this current time.	
--	--	--	--



Headteacher Report to Governors 2024-25

Leadership and Management

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.

Follow Up to Visit from the Secretary of State for Education

Governors will remember that the Secretary of State for Education, Bridget Phillipson, visited school on Monday 2nd December. I received a message from a DfE official to say that she has mentioned Becontree several times in meetings. Following that email, we were thrilled that Becontree was one of three schools who were mentioned in a recent speech that the Secretary of State gave at the ASCL Conference in Liverpool. The full speech can be found via the following link:

New Library

The new library build started on Monday 24th March 2025, with fencing and a welfare unit all installed ready for 'breaking-ground' shortly. Access arrangements for pupils have been amended slightly (using an adjacent gate) and the scooter park has been moved temporarily. This has been communicated to parent/carers and staff and the first day went well.

Becontree ARP and In-School Intervention Spaces (Zen Dens) Developments

We have welcomed a number of visitors to the ARP this term, mainly leaders and practitioners from other schools who are setting up similar provisions in their own setting. They were interested to see Becontree's inclusive practice and all have been very complimentary about the school, the learning environment and also the relationship between staff and pupils. Some have requested follow-up visits for other colleagues.

The LA high needs top-up funding audit took place on 25.2.2025, with a focus on reception children. We continue to liaise with the LA SEND team, as we don't feel the allocated amount of top-up funding reflects the current high needs that we have in this year group.

We continue to see an increase in the number of children with high needs, particularly across EYFS and KS1. Limited funding impacts on quality of provision and ultimately children's learning development and progress. We have raised our concerns with the LA SEND team and have raised cases on Foresight, as we feel that a small number of children require a more bespoke environment. We have requested consultation for change of placement.

External support, challenge and validation

1. Work with our new School Improvement Partner

Half termly visits and training sessions continue using Insights Discovery. Individual and group sessions have been delivered to date and most recently, LMT have been exploring any changes to how we work to meet the needs of all leadership styles/preferences and ensure we are effective as a team. These have included, celebrating successes, headspace, clarity re agenda items that are for discussion or decision with paperwork shared

Headteacher Report to Governors 2024-25

ahead of the meeting. The team have also started considering their interactions with other staff members and how they might change these based on their new learning.

2. *Partnership working with Ark Maths Mastery*

Since the last meeting, the Ark development lead has met with Kim Wilden, our maths lead, to monitor progress and discuss next steps. The focus of this visit was specifically on EYFS, year 1 and 2. Staff in these year groups asked for further support especially around meeting the needs of SEND children within the mainstream lesson where children have not yet secured some basic knowledge and skills. The full monitoring report has been circulated with paperwork for the meeting.

LMT have since met with all teachers and additional time has been given to plan for SEND, whilst adhering to our whole school pedagogical approaches related to collaborative learning.

3. *IQM Monitoring Visit*

We welcomed a visit from our Inclusion Quality Mark assessor on 14th January 2025 as part of our annual monitoring cycle. The feedback we received was very complimentary about our school and the support we provide to ensure we are meeting the needs of ALL learners. We are pleased to let you know that we have maintained our Centre of Excellence status for another year. The report was provided with paperwork distributed for this meeting.

4. *Coaching and Reflective Spaces for Leaders*

Reflective spaces continue to be provided to subject leaders this year by Scott Halliwell. These termly sessions provide a safe space for leaders to share their strengths and explore areas of development. Feedback from leaders has been positive. Two subject leaders who have been attending a series of coaching sessions with Matt Murphy (Headteacher at Henry Green Primary School) have registered for NPQ courses in leading teaching and learning.

5. *Partnerships with other schools/organisations*

We continue to benefit from being a member of PACE and enjoy the partnerships with other schools that this brings. PACE is no longer a Ltd Company and operates as an informal partnership. We have recently updated the Memorandum of Understanding to ensure that all member schools are on the same page in seeking positive outcomes for all children across all schools and work collaboratively to achieve this, where relevant.

- EYFS Leads continue to meet regularly to work on shared guidance in Communication and Language.
- Inclusion Leads have a planned programme of CPD via BDSIP which is very well-received by all schools.
- Year 4 and Year 6 teachers have recently engaged in writing standardisation training.



Headteacher Report to Governors 2024-25

Calendar of Events

School newsletters continue to be emailed to all governors regularly; I hope you find them informative. Governors are reminded that they are welcome to attend any events as detailed in the Themes and Events Overview. Upcoming events include:

- Easter Egg decorating competition – we would welcome any governor involvement to help us to judge the children's entries on Thursday 3rd April.
- Change4Change Team – Eid celebration ice pole and sweet sale on the last day of term from 2.15 p.m. All donations will go towards their nominated charity of Save the Children.
- St George's Day celebration: a FREE after school event with food and activities with a St George's Day theme.

Confidential Items

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