



Headteacher Report to Governors

AUTUMN 2024

Marie Ziane
BECONTREE PRIMARY SCHOOL

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.	

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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						Overall					
	N	37	21	16	31	2	N						N					
FSM End of Year 2023/24	R	61	37	24	29	2	R						R					
	Y1	61	30	31	3	1	Y1						Y1					
	Y2	62	33	29	2	1	Y2						Y2					
National: 24.6%	Y3	65	37	28	4	3	Y3						Y3					
(increased from 23.8%)	Y4	62	34	28	2	1	Y4						Y4					
	Y5	58	28	30	3	3	Y5						Y5					
	Y6	61	25	36	3	1	Y6						Y6					
School: 28%	ARP	13	9	4	2	0	ARP						ARP					
	%FSM	26.7					%FSM						%FSM					
	% Ever 6	26.5 (1 new)					% Ever 6						% 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.																	

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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				White British			
	White Other	40	36	16.3	WO/WGR				WO/WGR			
	Bangladeshi	39	33	15.4	Bangladeshi				Bangladeshi			
	Pakistani	40	34	15.8	Pakistani				Pakistani			
	Asian Indian	19	18	7.9	Asian Indian				Black African			
	Black African	25	20	9.6	Black African				Asian Indian			
EAL/ Languages Spoken EAL End of Year 2023/24 School: 56% National: 20.8%	EAL: 54%				EAL:				EAL:			
	Language	Boys	Girls	Total (%)	Language *	Boys	Girls	Total	Language	Boys	Girls	Total
	English	110	103	46%	English				English			
	Bengali	26	27	11%	Bengali				Bengali			
	Urdu	26	23	10.5%	Urdu				Urdu			
	Romanian	21	18	8.4%	Romanian				Romanian			
	Panjabi	14	11	5.4%	Panjabi				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.											
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											
	Overall %	94.48 (95.1% in 2023)			Overall %				Overall %			
	Reception	89.04			Reception				Reception			
	Year 1	94.30			Year 1				Year 1			
	Year 2	94.46			Year 2				Year 2			
	Year 3	94.14			Year 3				Year 3			
	Year 4	97.29			Year 4				Year 4			
	Year 5	96.54			Year 5				Year 5			

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

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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.		
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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)					Total Number of Roles: (excluding agency)						Total Number of Roles: (excluding agency)																	
	SLT		LMT		Teachers		HLTAs		SLT		LMT		Teachers		HLTA		SLT		LMT		Teachers		HLTA						
	3		6		14		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		16		4		23		6		1																		
	Agency: (long-term cover): 1 teacher, 4 LSAs						Agency:						Agency:																
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	
0		3		2		3		13																					
Organisation and Deployment	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.																												
Recruitment and Retention, Absence and Well-Being	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.																												

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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.																																						
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%		
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%																																						
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6R	93%																																						
6G	100%																																						

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	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.		
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Leadership and Management

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

A final draft of the School Improvement Plan (SIP) 2024/25 was shared at the QED Committee meeting.

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

Visit from the Secretary of State for Education

On Monday 2nd December, we were honoured to host a visit with the Secretary of State for Education, Bridget Phillipson. The visit came as a total surprise and provided an opportunity to showcase the excellent inclusion work we do in school every day both in mainstream, in our in-school interventions and the ARP.

To be selected from the 20, 772 primary schools in the UK is an amazing achievement. Bridget was suitably impressed, commenting on the calm and focused learning environment our school provides for ALL children. The visit featured on the BBC News on Wednesday 4th December. We are very proud of this recognition.

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

- Research and implementation of a new maths scheme to meet needs of ALL learners. (ARP and Zen Den)
- Effective induction of new ARP staff (ARP)
- Continue to ensure that the children in the ARP become part of our school and wider community (QAR Target)
- Progression of skills for oracy as part of SIP target (ARP and Zen Den)
- Engagement model planning/CPD for staff (ARP and Zen Den)
- Opening of and effective implementation of the new Engagement Resource Base (EYFS)

External support, challenge and validation

1. Work with our new School Improvement Partner

Our School Improvement Partner, James Dawson, is working with the leadership and management team to support them to develop self-awareness, improve communication, decision-making and ultimately performance within our working environment. Using Insights Discovery, a psychometric tool based on Jungian psychology, which uses a four-colour model to highlight key personality preferences and associated behaviours, the training

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programme aims to improve working relationships to benefit the organisation as a whole. Following some sessions with LMT as a group, we will also have individual sessions with JD over the next few weeks.

2. *Partnership working with ARK Maths Mastery*

Rob Sear, the ARK development lead, met with Kim Wilden (Maths Lead), on 13th November to do a monitoring visit and to discuss the school's progress in implementing the ARK maths mastery scheme. Good progress has been made since the last visit, especially linked to adaptation of some worksheets to meet the needs of ALL children. Good practice was observed and next steps identified. A summary of visit outcome was circulated with papers for the meeting.

3. *LA SEND Quality Assurance Visit*

A LA SEND Quality Assurance visit was carried out on 20.11.2024 by Helena Brooks from BDSIP. The school were recognised for their inclusive practice by providing a high quality, broad and balanced curriculum for all children. It was also commented that 'behaviour in the school is exemplary, pupils are well understood and have a variety of strategies at their finger-tips to support any dysregulation through the day.' Overall, we were graded as being exemplary across the majority of areas for Leadership and Quality of Education.

4. *Coaching and Reflective Spaces for Leaders*

In addition to the work that LMT are undertaking with our new SIP, subject leaders have now been provided with the opportunity for regular reflection time with Scott Halliwell (Headteacher at Southwood Primary School). I also provide the same opportunity for leaders at Southwood Primary School. Two of our subject leaders are also attending a series of coaching sessions with Matt Murphy (Headteacher at Henry Green Primary School). Governors are already aware that we endeavour to reach a position in the future where all staff have access to coaching opportunities.

5. *Partnerships with other schools/organisations*

A listening walk took place in September, supported by Georgia Harris who leads on oracy development at Southwood. The purpose was to check whether prior expectations were in place and to set a baseline for further development. Overall, there was consistent and effective implementation of our school's pedagogical principles and expectations for language and communication. Teaching was responsive and led to increased pupil engagement and appropriate levels of challenge. Some areas were identified for further development.

This monitoring exercise was used to inform a programme of oracy development for the rest of the year. A summary of monitoring notes were shared with papers for this meeting.

Supported by 'Words First', the ARP have set up sessions to promote the use of Makaton to support language and communication. Sessions have also been set up to support a group of selected ARP parents to use Makaton with children at home.



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We are currently planning some writing moderation sessions with other schools within PACE for the Spring term.

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 and the Christmas Events Timetable that was circulated on Friday 29th November.

Confidential Items

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