

Haymerle School

Inspection report

Unique reference number	100878
Local authority	Southwark
Inspection number	376475
Inspection dates	7–8 February 2012
Lead inspector	Melvyn Blackband

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Special
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	57
Appropriate authority	The governing body
Chair	Shane Holland
Headteacher	Elizabeth Nolan
Date of previous school inspection	6–7 November 2008
School address	Haymerle Road London SE15 6SY
Telephone number	0207 639 6080
Fax number	0207 277 9906
Email address	liz@haymerle.southwark.sch.uk



You can use Parent View to give Ofsted your opinion on your child’s school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children’s services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to ‘Subscribe’.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
 Textphone: 0161 618 8524
 E: enquiries@ofsted.gov.uk
 W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Melvyn Blackband

Additional inspector

Janet Tomkins

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons as well as the pupils' conduct in the playground and at lunchtime. Nine teachers were observed teaching. Meetings were held with staff, parents, and the Chair of the Governing Body. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at school documentation on the curriculum, planning and data on the performance of all pupils. They also scrutinised safeguarding policies, procedures and records on the welfare of pupils along with their care plans and reviews of the pupils' communication needs. Inspectors also took into account the views of parents in 23 returned questionnaires and those of 42 staff questionnaires.

Information about the school

Haymerle is an average-size special school providing for pupils with a statement of special educational needs. The pupils have a diagnosis of autistic spectrum disorders and social communication difficulties alongside additional needs including significant speech and language difficulties, developmental delay and complex learning needs. The pupils come from a wide range of ethnic backgrounds reflecting the make-up of the borough's population. The proportion of pupils known to be eligible for free school meals is much higher than the national average. A high percentage of pupils have English as an additional language.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school which has maintained steady improvement since its previous inspection in all aspects of provision, particularly the curriculum and in the standards reached by pupils. The majority of pupils make progress that is above national expectations. They also make good progress through the school in a range of self help and independence skills. Children in the Early Years Foundation Stage make equally good progress as do those pupils for whom English is an additional language and those with additional learning needs.
- Teaching is good throughout the school. The curriculum is well designed to match that found in mainstream by using topic-based themes with a substantial emphasis on literacy and numeracy work. Lessons are enjoyable and pupils respond with good concentration. In the best lessons, each small gain in learning is recorded and the pace of activities adapted well for each individual. On a few occasions however, teachers do not do this as successfully and pupils' learning targets are not as precise as they could be.
- Pupils' behaviour is good and parents, carers and staff confirm this. The school is calm and pupils feel safe and secure. This is demonstrated by their high levels of attendance. Pupils tolerate each other well and establish good relationships with adults. Their spiritual, moral, social and cultural development is good because of the high quality of support, the emphasis on their personal development and the celebration of the multicultural nature of the school, which adds to the pupils' awareness of social cohesion and diversity.
- Leadership and management are good. The headteacher and her deputy are relentless in their drive for continual improvement, aided by an effective governing body. The school is beginning to develop the role of middle leaders but as yet, this has had little impact on raising standards.

What does the school need to do to improve further?

- Further improve the attainment and progress of pupils by ensuring that teachers always assess and record each small step in the pupils' learning to enable them to set sharply focused learning targets which help the pupils understand how to improve their work.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Develop the role of middle leaders to enable these teachers to play a more significant role in monitoring, evaluating and improving provision and the pupils' progress.

Main report

Achievement of pupils

The school's detailed and accurate data show convincingly that the rate of pupils' progress has continued to improve steadily since the previous inspection. The pupils make good progress throughout the school irrespective of their special educational needs and disabilities, and particularly in the Reception classes and in Years 1 and 2. This was seen for example in an excellent Year 1 lesson where pupils worked individually with the teacher and his assistants on a variety of tasks to help develop their communication skills. The tasks were precisely adapted to each pupil's ability and interests. Through the expert use of symbol cards and very structured language by the adults, each pupil worked with intense concentration for a relatively long period and made excellent progress in developing a small aspect of their interaction and language awareness.

Very few pupils enter the school with any verbal communication skills or knowledge. Although attainment remains low, including in reading at the end of Key Stages 1 and 2, all groups of pupils make at least good progress in literacy and numeracy from their starting points, and in a range of communication and personal and independence skills. Pupils making slower progress are very quickly identified through the school's excellent tracking and analysis procedures and specific intervention put in place. Progress in communication is very good. As pupils move through the school using the Picture Exchange Communication System (PECS) they learn effectively to use symbols to understand the structure of their day, to request things and make choices, for instance at snack time. This system helps them build up a knowledge of words and sentences which for many pupils provides a pathway in beginning to use verbal language in a meaningful way. This in turn adds significantly to their ability to understand the world and gives them the confidence and motivation to learn new things. Progress is good in the Early years Foundation Stage because staff effectively help pupils to learn to communicate by very carefully adapted activities and by enabling them to learn through stimulating play and a rich variety of language experiences. Parents and carers overwhelmingly support the school's work in helping the development of their children and feel their children are making good progress, a view endorsed by inspection findings.

Quality of teaching

Teachers and their assistants are well trained in responding to the needs of pupils with autism. As a result of this and the high ratio of staff to pupils, each pupil receives a very high level of individual support. This maintains the concentration of the pupils and leads to good relationships and high levels of motivation. Staff are

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

skilled in adapting activities quickly to meet the needs of pupils and to overcome barriers to learning. Structured communication and interaction are carefully planned into each learning activity within the curriculum. This is effective in helping retain the pupils' interest and enjoyment and plays a significant part in increasing their understanding. Teachers make good use of a variety of techniques to overcome the pupils' difficulties in understanding and using language. There is good use of a range of visual cues, of very structured and clearly signposted learning activities and above all an attention to the changing levels of concentration by pupils to which adults respond with patient and flexible teaching. Such initiatives make a positive contribution to the curriculum on offer. Adults in the Early Years Foundation Stage work effectively together to plan and record the efforts and progress of each child and as a result, the teaching is purposeful and well structured.

Assessment is consistent and effective throughout the school except on those few occasions where each small step in progress is not clearly planned or recorded and where individual targets lack precision. On such occasions the pace of learning slows. Adults have a good knowledge of their pupils and plan precisely to meet the needs of each individual in most lessons. Pupils enjoy their activities because teachers mostly ensure their work is precisely matched to their ability and interests and also consistently challenges them to improve. For example, finely graded activities requiring pupils to compare and match shapes and letters ensure they make small but definite improvements to their skills on a daily basis.

Classrooms are well managed and pupils are almost always calm and attentive to the adult working with them. When in small groups the pupils gradually learn to wait for others to communicate their wishes or choice. This enhances their tolerance of others and they learn to respect the presence and rights of other children which develops their social and personal skills. In consequence, their spiritual, moral, social and cultural understanding develops well. Parents and carers all agree that teaching is good at the school and that as a result their child's needs are being effectively met; inspection findings endorse these views.

Behaviour and safety of pupils

The pupils' behaviour is good and this has been maintained over a lengthy period. Records show there have been no exclusions over recent years and few incidents of deliberately poor behaviour. Pupils at all stages feel very safe at school and the school itself is a happy and harmonious learning environment. Pupils, because of their disability, are not always able to express their own views about the school. Parents and carers, however, are confident that their children are safe and well looked after. When pupils are upset or unsure they can exhibit challenging behaviour but this is dealt with sensitively and calmly and adults invariably turn the experience for the child into a positive learning activity in both communication and in developing social and moral skills. For instance pupils are sometimes shown a 'wait!' card either with a word or symbol. This reminds the pupil to have patience and is always accompanied by clear explanation of how the pupil can demonstrate good 'waiting' or tolerance of others. Pupils respond well to this approach.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The inspection revealed no evidence of bullying or any type of intimidating behaviour. Pupils demonstrate good improvements to their behaviour. As they progress through the school, the pupils learn specific social and personal skills so they are able to take turns, to respect others and to establish good relationships with other children and adults. Through effective personal, social and health education which is integrated into every lesson, the pupils gradually gain awareness of how to keep themselves safe and what constitutes unsafe situations. Their attendance is high and far outstrips the average for special schools. Attendance has risen steadily over several years and sharply since the previous inspection. This underlines the secure and structured environment in which the pupils feel safe and where they feel confident to behave well, and the enjoyment they gain from their learning.

Leadership and management

The school has been effectively led by the headteacher who has the enthusiasm and determination continually to drive improvement. She is well supported by her deputy. Between them, they rigorously monitor teaching and the curriculum and ensure provision is enhanced. The monitoring of teaching is accompanied by a coherent system of performance management and by intensive regular training for all staff. This has been a key factor in the continual improvement since the previous inspection, including improvements in the pupils' performance across a range of skills and improvements to the curriculum in developing still further the effective system of picture exchanges through PECS. In addition, high standards of behaviour and attendance have been maintained. As a result, there is a good capacity for further improvement.

The governing body is well informed about the school's strengths and weaknesses because of regular visits to school and through effective committees which investigate and challenge the school's leadership to maintain improvements. Self-evaluation is accurate and governors and the school's leadership are very aware of areas where provision can be improved and there is a determination to always 'make it better'. Policies and procedures are clearly documented and consistently followed by all staff. The school's arrangements for safeguarding pupils meet statutory requirements. Child protection training is thorough and detailed including very good induction arrangements for new staff. Senior leaders continually track the performance of each pupil both in basic skills and in a wide range of communication, moral, social and personal self help skills. This helps to ensure that all pupils have equal access to the curriculum and the equal opportunity to make the best progress.

The school is a cohesive community and there is an absence of discrimination. All adults are consulted on the school's successes and areas for development, and subject leaders create realistic action plans to improve their areas. These in turn inform the school's development planning and targets for improvement which are robustly reviewed and adaptations made where necessary. However, the senior leadership team is aware that it needs further support to fully cover all aspects of the school more regularly and has instigated a middle manager role. This is in its infancy

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and as yet has had little impact on the monitoring of planning, assessment or teaching.

The curriculum is good. Basic skills and communication are well taught and planned into every activity. Topic-based themes ensure pupils see connections between the different areas of their learning. The work given to pupils is extremely well adapted to their needs and they enjoy the challenge of achieving challenging short-term goals. The Early Years Foundation Stage curriculum is creative and interesting for the young children. There are very good play facilities both indoors and outside and a rich learning environment based around communication. This area is well led and managed.

Pupils in all classes take part in many visits, for instance to theatre groups and to the Globe theatre, which encourages their social behaviour and promotes their spiritual, moral, social and cultural development well. This is further enhanced through adult modelling of calm conduct and patient teaching where pupils sometimes become distressed and exhibit challenging behaviour. There are good links with other schools in the borough. For instance, transition of the older pupils to secondary education is well managed to enable pupils to settle quickly.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 February 2012

Dear Pupils,

Inspection of Haymerle School, London SE15 6SY

Thank you for making me welcome at your school. I understand how difficult it is for you to tell me how you feel about the school. I enjoyed seeing you in the classrooms and I especially enjoyed seeing your music. You go to a good school. These are some of the good things.

- You make good progress in learning to understand language and how to ask for things.
- All the adults teach you well and look after you well.
- You behave well and you feel safe at school as well as learning how to look after yourselves.
- You enjoy school and your attendance is excellent. Well done!
- Your headteacher runs the school well.

To help the school get even better, I have asked the teachers to make sure they always write down every bit of progress you make so they can give you work which will help you improve even faster. I also want some of the teachers, besides the headteacher, to be responsible for making sure you are being taught as well as possible.

You can help, of course, by always working hard and behaving as well as you can. Good luck!

Yours sincerely

Melvyn Blackband
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**