

Haymerle School

Haymerle Road, Peckham, London, SE15 6SY

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils achieve well in reading, writing, mathematics and communication.
- Behaviour is good. Challenging behaviour is managed well and improves over time. The school is calm and conducive to learning. Pupils feel safe, are happy and enjoy school.
- Communication skills and independence are fostered and promoted well.
- The quality of teaching is good. Staff know all the pupils well and build on their personal interests and skills to aid engagement and motivation.
- Children in the early years provision get off to a good start. They settle quickly because activities are interesting and routines are consistent and effective.
- Leaders, including governors, have a good understanding of the school. They know the strengths and areas to be improved.
- Leaders have reorganised the staffing structure to strengthen their capacity and are currently filling vacant posts.
- The school is well managed. It is calm. Teamwork is strong and morale is good.

It is not yet an outstanding school because

- Not enough teaching is outstanding. A few teachers sometimes focus more on what pupils will do rather than on what they will learn.
- A few tasks are repeated unnecessarily or are slightly too easy or difficult for a few pupils.
- Adults are not always deployed appropriately to support pupils' learning and behaviour, especially at times when pupils are moving between activities.
- Due to a few recent vacancies in the leadership team, interim leaders have not had time to regularly monitor the quality of teaching.

Information about this inspection

- The inspectors visited 17 lessons across the school. These were all joint observations with the headteacher or deputy headteacher.
- Discussions were held with parents, pupils, governors, an officer from the local authority, school leaders and staff.
- The views of parents were investigated through their responses to a very recent school questionnaire, as well as informal discussion, as they brought and collected their children. The eight submissions to the online survey, Parent View, were too few to enable meaningful analysis.
- The inspectors gathered the views of staff through 43 responses to the Ofsted inspection questionnaire. They gathered the views of pupils through observations and, where possible, informal discussions.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s information on pupils’ current and recent progress, pupils’ work, planning and monitoring documents, as well as documents relating to safeguarding and to behaviour and attendance.

Inspection team

Jo Curd, Lead Inspector

Additional Inspector

Jackie Blount

Additional Inspector

Full report

Information about this school

- This special school caters for primary-aged boys and girls who have a diagnosis of autism and social communication difficulties, alongside additional needs including significant speech and language difficulties, developmental delay and complex learning needs.
- The school has grown by 50% since its previous inspection. School accommodation has been extended and refurbished since the previous inspection. This work is not yet complete.
- All the pupils have statements of special educational needs. Very few speak verbally and almost all are working at levels below the National Curriculum.
- Children in the Reception Year attend full time. A very high proportion of pupils are from minority ethnic backgrounds, most of these have Black African heritage.
- At over 70%, the proportion of pupils known to be eligible for pupil premium funding is much higher than the national average. This is additional government funding to support pupils who are looked after or who are known to be eligible for free school meals. Details of any differences between their attainment and progress and those of others will not be reported. This is because individual differences are large and because individuals might be identified, as numbers in any year group are very small.
- Just over three quarters of pupils are boys.
- Leaders have reorganised the school's staffing structure this academic year. A newly-created post of assistant headteacher has not yet been filled on a permanent basis.
- Several staff, including three key stage and subject leaders, have left the school, to move on to other roles very recently. Almost half the teachers in the school are on supply or short term contracts. Three of these have been at the school for less than three months. Arrangements to fill a few vacancies in leadership roles, such as leaders for Key Stages 1 and 2, are in process.

What does the school need to do to improve further?

- Improve the quality of teaching by ensuring that:
 - teachers focus on what they intend pupils to learn rather than what they will do
 - tasks are suitably challenging and extend pupils' learning further
 - adults are effectively deployed to support pupils' learning and behaviour when pupils move between activities.
- Complete the recruitment of senior leaders so that they are all able to share responsibility for checking and improving the quality of teaching.

Inspection judgements

The leadership and management are good

- Leaders have a good overall understanding of the school. They are well aware of its strengths and areas for development and have a clear, well-focused school development plan. Due to the hard work and commitment of staff, leaders have successfully maintained good behaviour, achievement and teaching over time despite staff challenges and turbulence.
- Middle leadership has developed since the school's previous inspection. Leaders have reorganised the staffing structure to strengthen this further. The relatively recent departure of some leaders, along with other staff, has proved challenging. Arrangements to fill these positions are currently underway.
- Leaders frequently check the quality of teaching throughout the school. Their understanding of its strengths and areas to develop are accurate. Very recent departures of a few teachers and leaders have meant that some aspects, such as the monitoring of books, have not been quite so frequent this term. Leaders have successfully maintained a good quality of teaching, but have not yet taken it beyond this. Most staff are very happy at the school and feel valued as well as supported. Morale is positive and teamwork is strong. A few teaching assistants would like to take more responsibility and have more career opportunities.
- Pupils have very broad opportunities for learning. Teachers are following a new thematic approach which starts with the pupils' interests and needs and focuses on helping pupils achieve as much as they can. Some teachers are implementing this better than others. Where this approach is being used well, progress is enhanced, successfully preparing all groups of pupils for later life in modern Britain.
- Leaders use pupil premium funding effectively to provide additional support for eligible pupils, these include music as well as occupational and rebound therapies. This successfully enhances behaviour and learning. Leaders promote equal opportunities, and the achievement of these pupils is in line with others in the school.
- Primary sport funding is effectively used to purchase new equipment and fund a specialist physical education teacher. He understands the pupils well and has good relationships throughout the school. His work successfully enhances pupils' learning and the skills and understanding of other staff.
- Officers and advisers from the local authority have been very helpful in supporting and challenging leaders, as well as providing helpful links with other schools. The early years adviser is effectively helping new staff to develop early years provision even further.
- **The governance of the school:**
 - Governors know the school well. They have an accurate understanding of its strengths and areas to develop. This includes the quality of teaching, information about pupils' progress, and how well these compare with other schools. They accompany staff and pupils on educational trips, visit classrooms and attend special events such as celebrations and parties. They support and challenge the school well.
 - They meet their statutory duties and frequently discuss and review systems for safeguarding. These meet current requirements.
 - They manage finances well and take a vigilant approach to expenditure. They review the performance of the headteacher and oversee the performance of teachers, making sure that any financial rewards are linked with positive outcomes for pupils. They know how pupil premium and primary sport funding are used and the positive impact of these on eligible pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This is because staff know all the pupils extremely well, use individual 'motivators' effectively to reinforce positive actions, and quickly and skilfully address any actions which are inappropriate.
- Challenging behaviour, such as agitated or anxious outbursts, are managed well. Leaders ensure that sufficient staff are suitably trained to support and manoeuvre pupils who need this and that arrangements for their deployment in and between classes are effective. Staff support these situations so well that they cause very little disruption. Pupils calm very quickly and lessons continue undisturbed.
- Pupils' behaviour improves over time as pupils begin to communicate in other ways.
- Behaviour occasionally dips when pupils move from one activity to another. These times are not always sufficiently well focused and staff are not always effectively deployed.
- Most of the pupils are very positive about school. One emphatically stated, 'I like school. I like to learn.'

Most have beaming smiles when they arrive in the morning and throughout the day. Attendance is in line with the national average, and better than in most other special schools.

- Parents are very appreciative of the way their children are accepted and valued at the school. They report that their children's behaviour has improved at home and at school.

Safety

- The school's work to keep pupils safe and secure is good. Systems to safeguard pupils are thorough and robust, even though leaders do not always check the accuracy of some very minor details in records.
- Pupils, who are able to, have a good understanding of inappropriate behaviour, including elements of bullying. This includes cyber, physical and verbal bullying. They know that they should 'walk away' or 'stand back' if such behaviour occurs. They are also very confident that any staff would help them if they needed this.
- Staff are vigilant in keeping all the pupils safe. When a pupil became agitated outside during the inspection, his teacher subtly stood between him and other pupils to make sure that they were all safe. As soon as it was appropriate he guided the agitated pupil to a smaller secure area of the playground where he stayed with him until the pupil was calm. These actions were suitably rapid, respectful and effective.
- Spiritual, moral, social and cultural development is promoted well. Pupils take part in a wide range of activities, such as learning about the Queen, English history, their locality and making African masks. These successfully promote British values and help pupils appreciate a range of cultures and beliefs.

The quality of teaching is good

- Over time, the quality of teaching is good. This is evident in pupils' progress and in their books. Pupils achieve well in literacy, reading and mathematics. Although this has dipped slightly because such a high proportion of staff are very new and some of whom have limited experience of autism, achievement and behaviour remain good. Vacancies in leadership have also slightly limited the extent to which the work of staff is checked and improved.
- Highly experienced and skilled teaching assistants are an asset to the school, providing effective input, continuity and stability. Despite staff turbulence, the climate for learning is calm and positive. In one highly effective class, a very experienced teacher and teaching assistant worked seamlessly together to provide activities that were set at the correct level.
- Most pupils are positive and keen to learn. Staff have high, but realistic, expectations of all the pupils. They encourage independence as much as possible. The way pupils, especially the more able, choose and sustain tasks without an adult is impressive. A few pupils in Year 6 worked on their own, reading and writing answers to comprehension questions, for a considerable length of time. This helps prepare pupils for later life and learning.
- Staff use pupils' individual interests and 'motivators' well to teach and extend skills. Pupils were observed developing their mathematical and communication skills as they built a model from a construction kit, whilst others developed their literacy skills as one expressed a request for a snack on his communication board.
- Teachers and teaching assistants generally watch and listen to pupils carefully in lessons, quickly changing their approach or explanation as needed. Changeover between activities is less effective.
- Staff assess and record pupils' progress frequently and accurately. They do not always use these assessments sufficiently well to provide suitable tasks to extend pupils' learning. Plans sometimes focus more on what pupils will do, rather than on what they will learn. Tasks are sometimes repeated unnecessarily and some are slightly too easy or difficult for a few.

The achievement of pupils is good

- All groups of pupils, including boys, girls, those from minority ethnic backgrounds or who have English as an additional language, make good progress at the school. Taking large individual differences between pupils into account, there are no significant differences in the achievement of any groups. Observations, records and conversations with staff and parents indicate just how much these pupils have developed.
- The vast majority of pupils make good progress in reading, writing, communication and mathematics. Progress in communication and reading is even better than this. Pupils who find speech and social relationships particularly difficult are beginning to make sounds and use communication systems well. Others, including the most able, develop skill and confidence in spoken language, such as imaginative

conversation with staff and visitors.

- Pupils develop their understanding and use of phonics (the sounds which letters make) through practical tasks such as games with staff. Those who are more able read books at home and at school, as well as information, instructions and questions in mathematics and other subjects. Some read confidently and fluently. They understand the texts accurately and enjoy the humour of stories. A few progress particularly rapidly, including some who achieved two National Curriculum levels in a single year. Achievement in writing is good. This is evident in data and pupils' work. The more able pupils write independently, using punctuation such as full stops and question marks accurately. Less able pupils learn to use pens and pencils to write their names and other familiar words.
- Achievement in mathematics is good, because tasks are practical and relevant. For example, staff use weekly trips to a local supermarket well to promote pupils' understanding and use of number, money, shape and size.
- The achievement of pupils who are known to be eligible for pupil premium funding is good. Staff know their individual needs and barriers to learning well. They use the additional funding effectively to provide well-focused additional support and therapies which successfully help their learning and behaviour. At the end of Year 6 in 2014, the attainment of these pupils was higher than others. Parents are happy with their children's progress. One, voicing the opinions of others said, 'Amazing, the school far exceeded all our expectations. My child has progressed in leaps and bounds. He is happy at Haymerle and we could not be happier.'

The early years provision

is good

- Children make good progress in the early years provision. This is because teaching is effective, teamwork is strong and because activities are varied and suitable. Despite this, children's very low starting points mean that none reach a good level of development.
- The phase is ably led and managed by the competent and highly experienced deputy headteacher. Effective links with the local authority are strengthening provision even further. This is having a particularly positive impact on children's choice, independence and learning outside. During the inspection, children chose activities as well as resources, planted seeds and fetched water independently. This successfully helps prepare these children for later life and learning.
- Children undertake a wide range of activities which cover all seven areas of learning. During the inspection, children developed their mathematical, language and creative skills as well as their understanding of the world as they planted as well as watered seeds, played with numerals and poured sand through sieves outside.
- Children who learn more quickly or easily are suitably supported and challenged. One boy sang to himself as he worked with a member of staff, putting numerals together to form numbers up to 100, accurately telling the adult they were 'sixty seven' and 'eighty three'. Children with lower starting points or more profound difficulties also achieve well.
- Partnerships with parents are strong. Parents are very positive and appreciative of how well their children are cared for and how much they are progressing. Workshops, such as those on sleep, toilet training and communication, help children's behaviour and learning in school and at home.
- An early years adviser from the local authority is helping to improve this Reception class even further. This is having a positive impact on play and learning outside. During the inspection, children developed their physical, communication and mathematical skills, as well as their understanding of the world through planting seeds, working with numerals and using a spade to pour sand through a sieve.
- Children develop choice and independence well, choosing resources and activities, for example. Progress is good, but not outstanding. This is because although planning ensures that children will experience all seven areas of learning, it does not focus sufficiently on what staff hope each child will learn, or how staff will enhance this.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100878
Local authority	Southwark
Inspection number	447902

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	75
Appropriate authority	The governing body
Chair	Shane Holland
Headteacher	Liz Nolan
Date of previous school inspection	7–8 February 2012
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