

Haymerle School

Address: Haymerle Road, London, SE15 6SY

Unique reference number (URN): 100878

Inspection report: 8 July 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils achieve well from their starting points because leaders and staff identify barriers to learning early. They provide tailored support. Improved individual learning plans link closely to curriculum learning and education, health and care plan outcomes. This helps pupils make meaningful progress towards their individual targets.

Pupils develop knowledge, communication, social skills and independence across all pathways. Staff enable pupils to use a range of speech and communication strategies to help pupils express themselves. Although these opportunities are not routinely maximised, pupils engage in lessons and access learning with increasing confidence. Staff use a range of effective assessment methods to identify what pupils know and can do. For instance, observations, photographs, videos and pupils' work show sustained progress over time. Leaders monitor pupils' progress closely and adapt support where needed.

Through life-skills learning and community participation, pupils become increasingly independent and prepared for life and education beyond school.

Attendance and behaviour

Expected standard 

Leaders have created a caring environment where pupils feel safe and keen to come to school. Staff know pupils and families well. They use this understanding to help overcome difficulties that may affect attendance. Leaders check attendance closely. They respond quickly to concerns and work with families and other professionals when extra support is needed. Leaders take a proactive and supportive approach to help every pupil attend as regularly as possible. Many pupils attend consistently, with some achieving full attendance. Pleasant daily welcomes, celebration of good attendance and positive communication with families help pupils feel connected to school and encourage regular attendance.

Relationships are a key strength of the school. They help create a calm, respectful and positive environment. Staff anticipate pupils' needs and provide support that helps them feel safe, confident and ready to learn. Pupils follow routines well and move sensibly around the school. They treat adults and each other with respect. Leaders understand pupils' individual behavioural needs and communication strategies. Staff receive regular training and work closely with therapists and other professionals to support pupils. Pupils know the adults deal with their worries quickly. They enjoy school, feel they belong and are proud to be part of the community.

Curriculum and teaching

Expected standard 

Leaders have made curriculum development a clear priority, ensuring that pupils gain the knowledge, communication skills, independence and confidence needed for the next stage of learning and life. The curriculum is regularly reviewed to meet pupils' changing needs. Pupils benefit from a broad and engaging curriculum that connects learning to real-life experiences. Practical activities help them apply knowledge in meaningful contexts. For example, pupils develop mathematical understanding through using coins in the school

shop. They build communication and independence while making fruit kebabs, and explore scientific concepts by making lemonade and investigating lemons through their senses. These experiences increase engagement and support deeper learning.

Staff know pupils well. They adapt teaching effectively. Individual targets linked to education, health and care plan outcomes provide clear next steps. The use of visual timetables and personalised support help pupils feel secure and ready to learn. Leaders have identified communication as a priority. However, the use of some communication strategies and approaches to enable pupils to express themselves is not embedded consistently across all areas of the school. Structured phonics teaching develops early reading skills from pupils' starting points. Leaders continue to refine curriculum pathways to reflect and meet the increasing complexity of pupils' needs.

Inclusion

Expected standard 

Leaders have created a culture where pupils' needs are understood. Support is tailored carefully to each child and family. Staff work closely with external professionals, previous settings and education, health and care plans to identify barriers to learning and wellbeing early. Detailed knowledge of pupils, including those who are disadvantaged and those known to social care, helps leaders provide effective support that meets individual needs. Recent improvements to individual learning plans create a clear link between long-term outcomes and daily learning. Staff use precise targets consistently, enabling pupils to make meaningful progress from their starting points. Pupil premium funding is used effectively, including through targeted support to widen pupils' enrichment opportunities and to close any gaps in communication and language skills. Leaders check progress regularly and adapt support quickly when needed.

Well-designed sensory spaces and regulation areas help pupils manage emotion. Pupils develop self-awareness and return to learning ready to succeed. Increased opportunities for pupils with more complex needs to learn alongside their peers strengthen relationships, participation and a sense of belonging within the school community.

Leaders are ambitious for every pupil. They place a high priority on developing independence, life skills and involvement in the wider community. This helps pupils prepare well for the next stage of education. Effective partnerships with families, and other professionals, provide coordinated support. This enhances pupils' achievement, wellbeing and readiness for their next steps. Leaders continue to refine curriculum pathways, communication, phonics and independence provision. The school responds successfully to the increasingly complex needs of its pupils.

Leadership and governance

Expected standard 

Leaders and governors have a clear understanding of the school's strengths and priorities. They have led change thoughtfully, working closely with staff, parents and carers to ensure that improvements reflect the increasingly complex needs of pupils. This has led to developments in curriculum pathways, learning environments and support systems that promote pupils' communication, emotional wellbeing and independence. Leaders improve the school through careful evaluation and a clear focus on achieving the best outcomes for pupils. Middle leaders make an increasingly important contribution through their specialist

knowledge and leadership of key areas. Partnerships with the local authority, specialist networks and external professionals support continued improvement.

Governors know the school well through visits, monitoring activities and regular discussions with leaders. They provide appropriate support and challenge, while maintaining a sharp focus on pupils' welfare, achievement and personal development. They fulfil their responsibilities effectively and understand the changing needs of pupils.

Leaders have created a positive professional culture where staff feel valued, supported and listened to. Staff appreciate leaders' visibility, accessibility and willingness to act on feedback. Some members of staff do not possess the specialist expertise required to deliver the high-quality provision and support that leaders expect for pupils. However, leaders are developing staff skills and knowledge so that they can meet pupils' needs more precisely and effectively. Regular communication with families helps provide consistent support for pupils at home and school. Parents and carers speak positively about the care and guidance they receive.

Personal development and wellbeing

Expected standard 

Leaders have created a highly personalised personal development programme that prepares pupils well for life beyond school. It focuses on healthy relationships, independence, emotional wellbeing and taking part in the wider community. Through carefully planned experiences, pupils build confidence, resilience and self-awareness. They learn about personal boundaries and consent in ways that match their age and understanding. Pupils can explain personal space, how to say no and who to speak to if they are worried. Learning about safety, healthy lifestyles and wellbeing helps pupils make informed choices and stay safe.

Communication and social development are central to daily life. Pupils interact positively with adults and their peers. They take turns, listen carefully and show respect for others. Leaders are also developing new ways for all pupils to share their views, whatever their communication needs. Pupils feel safe, happy and supported. Some can explain the strategies they use to manage their emotions and wellbeing.

Leaders broaden pupils' experiences through a wide range of creative, cultural and community opportunities. Partnerships with organisations such as Create Arts, the Unicorn Theatre and local schools help pupils experience the wider world, develop confidence and build social skills. Leaders also work closely with families to increase participation in activities beyond school. This support helps both pupils and parents become more confident and connected to their communities.

Preparation for adulthood runs throughout the curriculum. Pupils develop independence through cooking, personal care, travel experiences and making healthy choices. Close work between school and home helps reinforce these skills. As a result, pupils make clear gains in independence, communication and self-confidence. Pupils leave school increasingly well prepared for their next stage of education.

What it's like to be a pupil at this school

Pupils belong to a caring and inclusive school community where positive relationships with staff and families help them feel safe, valued and connected. Pupils with complex needs have increasing opportunities to learn alongside their peers while receiving support tailored to their individual needs. They treat one another with kindness and respect, celebrate achievements and take pride in contributing to school life. A wide range of experiences, including partnerships with mainstream schools, cultural projects and community activities, broadens pupils' horizons and develops their confidence and social skills.

Pupils achieve well from their starting points because staff quickly identify barriers to learning and adapt support accordingly. Clear learning targets and outcomes ensure that learning is meaningful, accessible and ambitious. Individual learning plans provide a clear link between long-term aspirations and day-to-day classroom experiences. Staff use visual timetables, personalised resources and sensory support effectively to remove barriers and help pupils make positive progress across the curriculum.

The practical curriculum enables pupils to apply their learning in meaningful, real-life situations. For example, pupils develop their independence and problem-solving skills through food preparation and cooking activities. Hands-on learning helps pupils engage with scientific concepts in accessible and enjoyable ways. More recently, carefully planned play-based learning has increased pupils' engagement, curiosity and readiness to learn. Learning about healthy lifestyles, personal care and community participation is woven throughout the curriculum, helping pupils gain the knowledge, skills and confidence needed for greater independence.

Pupils thrive in a calm and nurturing environment where they feel safe and well supported. They learn to use sensory spaces and personalised regulation strategies to manage their wellbeing. Pupils behave well in lessons and around school, responding positively to routines and expectations. They are confident that staff will help them with any worries, and bullying is rare. Strong relationships help pupils engage successfully in learning and develop emotional regulation. As a result, pupils attend regularly, enjoy coming to school and develop the confidence, resilience and independence needed for their next stage of education and adult life.

Next steps

- Leaders should continue to develop staff expertise in the effective use of appropriate and preferred communication systems, ensuring that opportunities for meaningful, high-quality interactions between pupils and staff are routinely maximised across the school.
 - Leaders should continue to strengthen staff expertise, ensuring that all staff have the specialist knowledge, skills and confidence needed to deliver the school's vision and agreed approaches in a clear, consistent and effective manner across the school.
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About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The chair of the board of governors in this school is Linda Coplestone.

The headteacher took up post in April 2026.

The local authority places all pupils in the school, and all pupils have an education, health and care plan.

Inspectors spoke with the chair and member of the governing body, a local authority representative, the headteacher, senior leaders and a range of staff during the inspection.

The inspectors carried out activities including discussions with leaders and teachers about the curriculum, visiting a sample of lessons, speaking with groups of pupils about their learning, and considered pupils' work.

The inspectors looked at a range of policies and documentation relating to pupils' welfare and education. The inspectors observed pupils' behaviour during lessons and around the school.

The inspectors spoke with pupils about their experiences at school. There were no responses to the pupil survey.

The inspectors spoke with staff about their workload and well-being.

The inspectors considered the views of parents and staff, including through Ofsted's online surveys.

The inspectors confirmed the following information about the school:

The school does not make use of alternative provision.

Headteacher: Nathan Taylor

Lead inspector:

Lascelles Haughton, His Majesty's Inspector

Team inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 8 July 2026

School and pupil context

Total pupils

78

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

School capacity

77

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

69.23%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

Pupils with an education, health and care (EHC) plan

100.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

0.00%

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

Location deprivation

Well above average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

Type of specialist provision (if applicable)

ASD - Autistic Spectrum Disorder

What does this mean?

The type of Special Educational Needs provision provided at the school (if applicable).

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school
2024/25 (3 term)	6.9%

Year	This school
2023/24 (3 term)	6.1%
2022/23 (3 term)	7.6%

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school
2024/25 (3 term)	21.5%
2023/24 (3 term)	16.7%
2022/23 (3 term)	23.8%

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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