

Beatrice Tate School

Address: 41 Southern Grove, Mile End, London, E3 4PX

Unique reference number (URN): 100989

Inspection report: 9 December 2025

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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders track pupils' attendance closely each day. They act quickly to support families and challenge absence when needed. Most pupils require significant medical care for various periods, which affects their overall attendance. However, leaders are not complacent. Staff work in partnership with parents to overcome barriers and ensure pupils attend regularly, so they can benefit from school and be well prepared for their future. They actively promote the value and importance of regular attendance. They hold supportive and purposeful conversations with parents and carers. Leaders ensure that particularly vulnerable pupils are safe and can return to school at the earliest opportunity. When pupils are absent for longer periods, leaders work with families, nurses, and teachers to plan pupils' safe return to school. This helps pupils to stay connected with their friends and school life.

Leaders and staff have created a calm and caring school where pupils feel safe, included, and ready to learn. Routines are clear and predictable, helping pupils settle quickly and build confidence. Pupils show respect for each other and for adults. Pupils are kind and helpful toward each other. Staff respond swiftly and skilfully when pupils need extra help, using tailored strategies such as sensory supports or communication aids. This means pupils can manage their emotions, make positive choices, and stay engaged in lessons and social times. Bullying or unkind behaviour is not tolerated, and pupils learn to understand boundaries and show self-discipline.

Inclusion

Strong standard ●

Leaders have built a genuine culture of inclusion across the school. They identify pupils' individual needs carefully during thorough admissions and review processes. This ensures pupils' needs are fully understood by the school and pupils can receive the right support.

Staff ensure that any barriers to pupils' learning and wellbeing are reduced. They design highly personalised strategies to support pupils' learning, behaviour, personal care and health needs. Staff adapt routines, provide sensory tools, and use a range of communication strategies to support pupils' independence. These help them to access learning successfully.

Staff work purposefully with external professionals to enhance the support that the school provides for pupils. Leaders ensure that this information is used to inform annual reviews of pupils' education, health and care (EHC) plans. Leaders ensure decisions are made in pupils' best interests and that EHC plans focus on the right support to maintain high standards for pupils. Staff receive high-quality training which helps them to adapt their teaching and care, including for disadvantaged pupils, effectively.

Leaders engage well with families and professionals to shape pupils' support and help them to access opportunities in the wider community. They use additional funding such as the pupil premium to support disadvantaged and vulnerable pupils to access the curriculum. Pupils participate in cultural visits and creative projects that help them to better connect with the world around them.

Leaders have created a clear and well planned programme of personal development. It makes a positive difference to pupils' lives. Their actions ensure that all pupils take part and benefit from tailored opportunities. Staff know pupils and families very well. They anticipate needs and provide timely support that is compassionate and effective.

Pupils are encouraged to make choices, express opinions, ask for help and communicate their wishes. They learn to respect the values of others and understand right and wrong. They learn to manage feelings, resolve conflicts, and cooperate with peers. This is supported by consistent routines and the school's inclusive environment. Whole-school celebrations, such as for Diwali, Eid, Hanukkah and charity events, and marking Remembrance Day deepen pupils' appreciation of cultural diversity and heritage. Student council elections give pupils experience of democratic participation. Partnerships with local sports and arts organisations broaden pupils' horizons and give them rich opportunities to develop talents and interests. When pupils cannot safely access community events, leaders bring experiences into school. Dance companies and sporting groups visit, birthdays are celebrated collectively, and pupils take part in festivals and performance events with other special and mainstream schools.

Leaders consider pupils' holistic needs and education, health and care plan requirements. For example, hydrotherapy and rebound therapy help support pupils' physical needs and promote their wellbeing. Swimming lessons are offered to all. Enterprise activities such as running the school's café or salon are personalised to pupils' abilities and aspirations. These opportunities help pupils to learn how to participate safely and confidently in their community and builds their independence and resilience.

Pupils access suitable relationships and sex education and health education. They learn how to stay safe, including online and in the community, in ways that are appropriate to their understanding. Pupils also learn to manage their emotions when they become overstimulated or distressed with increasing independence. Appropriate careers advice and work experience opportunities help pupils to understand their options and prepare for independent living. Travel training and community trips build workplace awareness and social responsibility. Pupils are well prepared for adulthood, able to participate in society, and supported to be as healthy and independent as possible.

Expected standard

Achievement

Expected standard

Pupils generally achieve well because they learn to communicate effectively and with confidence in ways that suit them best. This is an important element of their achievement as they all have significant special educational needs and/or disabilities that impact on their communication and language. These achievements support pupils to share preferences, answer questions, and interact positively with peers and adults. As a result, they build friendships, take part in lessons, and contribute meaningfully to wider school life.

Pupils usually develop important knowledge and skills in most areas of the curriculum. Typically, they gain vital knowledge and skills, particularly in communication and emotional regulation, which help them to participate in school and community life. However, in a minority of places, a very small number of pupils with higher starting points do not make the gains in knowledge that they could.

Pupils typically develop effective approaches to their learning, including becoming increasingly independent and motivated. This is because staff are highly considerate of pupils' diverse needs, including those of disadvantaged pupils. They make thoughtful adaptations and tailor learning effectively. This supports pupils to be well prepared for their next steps in education and beyond.

Leadership and governance

Expected standard 

Leaders know the school very well. They understand its strengths, such as the highly personalised curriculum and strong inclusion work, and they are clear about areas that need further improvement. When something falls short, leaders act quickly. For example, they liaise with external professional support teams, including for health and the local authority, to secure extra resources, advice and support. Leaders prioritise the safety of pupils and work with parents and carers effectively.

Governors make sure the school's vision and ethos are clear and that resources are used well. They work with leaders, providing appropriate challenge and support. Parents are well represented on the governing board and this has strengthened communication with parents. Leaders and governors take decisions in the best interests of pupils so that barriers to learning and success are minimised.

Leaders set high expectations and are role models of professionalism. Staff share the belief that all pupils can achieve well. Leaders protect time for professional learning and provide high-quality training. Pupils benefit from this expertise across the school. Staff feel well supported by leaders and valued.

Staff wellbeing is promoted and supported. Leaders have suitable systems to protect staff from discrimination or harassment. Parents value the strong relationships that the school builds through activities such as coffee mornings, baking sessions, and celebratory assemblies. The wider community is involved through enrichment trips, award schemes, and links with other special schools.

Overall, leaders and governors act in the best interests of all pupils, ensuring they are safe, included, and able to flourish.

Post 16 provision

Expected standard 

Leaders have carefully designed the post-16 study programme to meet the needs of every student, all of whom have special educational needs and/or disabilities. The programme is ambitious and focuses on preparing students for adulthood. Leaders make sure that students are safe, included, and supported to make progress from their starting points.

The curriculum focuses on building students' independence, communication and skills for life. Students learn functional reading and mathematics through activities such as cooking, shopping, and handling money. They also practise hygiene routines and learn the importance of social skills such as eye contact and taking turns. Staff check on students' learning well and adapt teaching to their individual needs. As a result, students engage well in learning.

Staff work closely with local area partners for health and social care to provide high-quality care and support for students. This collaborative work has positively improved the attendance of many students in the post-16 provision and supported their communication skills, behaviour and wellbeing.

Students benefit from wider opportunities such as enterprise projects, support with learning how to travel safely and trips within the local community. Leaders' actions ensure students achieve well and are ready for their next steps in life.

Needs attention

Curriculum and teaching

Needs attention 

Leaders provide a broad and balanced curriculum that prepares pupils for their next steps and adulthood. Pupils experience a suitably wide range of subjects. This breadth helps pupils enjoy learning, discover what interests and engages them and develop knowledge across academic, creative, and social areas.

Leaders understand that the quality of the curriculum and teaching is central to pupils' success. While crucial aspects of the communication and language curriculum are well developed, other aspects of the curriculum such as mathematics and phonics are not as well structured as they could be. This affects some pupils' experiences in these places. Leaders have begun to take appropriate actions to strengthen provision in these areas, including reviewing curriculum maps and implementing new programmes to help pupils make greater gains in their knowledge. However, these are at an early stage of development, and the impact is not yet secure.

Teachers demonstrate knowledge in understanding each pupil's individual communication and behavioural needs. In many places, they tailor the curriculum appropriately. However, staff training for the revised elements of the curriculum is in its infancy. This means that teachers do not consistently check what pupils remember. As a result, teachers do not always adapt effectively to what pupils know and can do. This affects how well some pupils progress through the curriculum in a minority of subjects.

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

Pupils start their day calmly and safely. Staff greet them warmly, helping every child feel secure and ready to learn. Parents value the excellent communication between home and

school. Leaders act quickly and kindly when challenges arise, such as attendance concerns.

Pupils behave well. When they need help to manage their emotions, staff respond calmly and discreetly. Pupils are reminded gently and firmly to meet the school's high expectations. Pupils trust adults to keep them safe, and staff remain alert to their needs.

Pupils enjoy learning. They speak with enthusiasm about art, music, friendships, assemblies, and teachers, showing their strong sense of belonging. They also share preferences for lessons such as mathematics, science, humanities, and dance. The wide curriculum engages them across academic, creative and social subjects. Pupils' wellbeing is prioritised. For example, they learn about personal space, and what to say or do if they feel uncomfortable.

Pupils communicate confidently about their likes and dislikes. They use images, signing, songs, eye gaze devices, gestures, or objects effectively, depending on which approach suits them best. Staff teach these skills well, helping pupils to flourish. Pupils with significant health needs are cared for with dignity. Learning is prioritised when this is possible.

Pupils generally achieve well, particularly when learning how to communicate and manage their emotions. They learn to enjoy activities in school and the local community. Post-16 students prepare for adulthood through pathways that build independence and community involvement. Pupils are supported to engage positively in lessons because staff use routines, visual aids, signing, and communication devices to reduce barriers to learning effectively.

In a minority of places, the curriculum is still being developed to ensure that pupils learn effectively in every area of the curriculum or benefit from better targeted support. These changes show leaders' commitment to consistently ambitious outcomes for all pupils. However, it is too early to see the full impact of this work.

Next steps

- Leaders should embed the recently implemented curriculums by ensuring that all staff have the subject knowledge and expertise they need to deliver the revised curriculum content consistently well.

About this inspection

The chair of the board of governors in this school is Isobel Cattermole.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, assistant headteachers, teachers and support staff, a representative from the local authority and governors, including the chair of governors, during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school is a specialist setting where all pupils have special educational needs and/or disabilities. All pupils at this school have an education, health and care plan. The school caters for pupils with severe learning difficulties and profound and multiple learning difficulties and many pupils have very complex health conditions that need additional expert professional support.

The school does not use any alternative provision.

Headteacher : Wayne Hazzard

Lead inspector:

Una Buckley, His Majesty's Inspector

Team inspectors:

James Waite, Ofsted Inspector

Francis Gonzalez, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

127

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

128

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)

75.90%

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six 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 support needs 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)

SLD - Severe Learning Difficulty, PMLD - Profound and Multiple Learning Difficulty

What does this mean?

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

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school
2023 leavers (provisional)	100%
2022 leavers (revised)	100%
2021 leavers (revised)	100%

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 (2 term)	23.9%
2023/24 (3 term)	20.8%

Year	This school
2022/23 (3 term)	23.0%

Persistent absence

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

Year	This school
2024/25 (2 term)	50.0%
2023/24 (3 term)	53.1%
2022/23 (3 term)	64.2%

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.

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