# Thriving Learners
## Education Strategy

**Our Education Strategy for all Haringey children and young people 0-19**

**2025-2028**

Haringey
LONDON

## Happy Childhoods

All children across the borough will be happy and healthy as they grow up, feeling safe and secure in their family, networks and communities.

At the core of our vision is pupil experience, securing equity for all children and young people, excellent educational outcomes, maintaining high quality education provision and environments, and system sustainability.

# Foreword

We are delighted to present Haringey's Education Strategy, a roadmap to ensuring every child and young person in our borough has the opportunity to belong and thrive. There are around 59,800 children and young people between the ages of 0-19 in Haringey, and approximately 9,000 have special education needs and disabilities. With over 180 languages spoken across the borough, Haringey is committed to working in partnership with all stakeholders, including schools, parents/carers, governors, and community organisations, to support children's education.

Haringey has excellent schools, with 98% rated good or outstanding. This is due to the hard work of educators in constantly striving for exceptional outcomes for our children. There is a real pride in Haringey in what we have been able to collectively achieve. However, we are determined to do more, and this is set out in this strategy.

Our strategic vision includes eight key priorities which will form the basis of the Education Strategy:

1.  Ensure that every child and young person has a pathway for their future and their success and all that entails.

2.  Ensure that key transition points in a child's education are well defined and support their needs.

3.  Ensure that the views and thoughts of children, young people, and their families are captured and inform our strategy and work in our settings.

4.  Ensure strong leadership at every level to maintain and improve the excellent educational opportunities in Haringey.

5.  Explore collaboration and sustainability opportunities fully, creating resilience in our smaller schools.

6.  Ensure that school communities are green.

7.  Support children and young people to ensure their resilience and well-being, including their physical, emotional, and mental health.

8.  Implement a digital learning strategy across Haringey that supports learning whether at school, at home, or in their local communities.

This strategy should be read in conjunction with our **SEND Strategy 2022-2025**, **Early Years Strategy** and our **borough vision Haringey 2035**. There is much to do, but this is an exciting and promising time for us to deliver for the children and young people of Haringey. Together, we can create a brighter future for all children and young people in Haringey.

*Zena Brabazon*

**Cllr Zena Brabazon**
**Cabinet Member for Children, Schools & Families**

# Introduction

Haringey residents choose to live here for the open spaces, good schools, and easy access to work. With 180 languages across the borough, Haringey has many communities who live in harmony in a clean and green environment. Equality, diversity, cohesion and integration are at the heart of all we do. Engaging with our parents, carers and kinship carers and the communities which schools serve are key to our success.

Haringey's age profile is relatively young and children and young people are at the centre of our thinking and delivery of our education, health and care services. Our education offer is strong and 98% of our schools are rated as good or outstanding by Ofsted with excellent provision in both the East and the West of the borough. The success of our young people is integral to the continual growth and development of the borough.

# Key Priorities – Our Goals

1. **Equity, Equality and Inclusion for Successful Futures** – this means

   → Every young person, whatever their background, has a pathway to success for the future and adulthood.

   → Excellence in educational support for our Children in Care and those with a Social Worker.

   → Supporting the SEND transformation and building equity for all children within the education system.

   → Securing economic well-being and resilience for all our learners.

   → A broad, rich and inclusive curriculum.

   → Identifying the barriers to success for some of our children and young people and planning to remove these barriers to close the gaps.

2. **Strong Start, Great Progression** – Well developed transitions at every key point support children and young people to promote their confidence, increase independence and enable them to succeed, focus on early language development.

3. **Ensure that the views and thoughts of children. young people and their families are captured** and inform our strategy and work in our settings.

4. **Strong leadership at every level** to maintain and improve the excellent educational opportunities in Haringey, 100% Good schools and settings, viable and sustainable early years settings, schools and colleges for all our children and young people where parents feel they are valued and belong. Recruitment, workforce and well-being for all staff – bringing the best out in them so they can bring out the best in our learners.

5. **Exploring collaboration and sustainability opportunities** - Creating resilience in our smaller schools and reducing vulnerability in terms of staff recruitment and retention, governance, effective management of resources, quality of education, meeting the needs of all learners, managing the unexpected, rationalisation of school estate.

6. **Green school communities and environments** where children and young people can grow and thrive to be themselves.

7. **Good physical, emotional and mental health** for all children and young people to ensure their resilience and well-being.

8. **Digital Engagement** – the Haringey 21st Century Learner – implement a digital learning strategy across Haringey that supports learning both at school, at home and in their communities.

# Agent for Change

We believe that Education is a powerful agent of change, has many protective factors in keeping children safe and is the key to reducing inequalities, improving health, inspiring future livelihoods and widening life chances. We know how we have to change and adapt to improve outcomes for children, to increase their educational choices and enable them to follow their interests and talents. We see their education as a positive continuum from 0-19 where we support and sustain their success from birth to adulthood.

All our work and any change must:

→ Prioritise the needs of children and sustain high quality education across Haringey

→ Embrace the diversity of Haringey and promote inclusion

→ Secure equity in terms of experience and outcomes

→ Ensure that learners' physical and mental wellbeing is secured and that we use a trauma informed approach to behaviour concerns

→ Assume collective responsibility to work together to secure our ambition

→ Involve co-production and capture the voice of your children and young people and their families

→ Maintain Governor accountability

→ Have respect for schools' autonomy and ethos

→ Support the work, well-being and development of school leaders and their staff

→ Secure the sustainability of education settings - resilient schools

→ Respect parental preference and the ability to access a school place within the local community – local provision for local children.

# Recent context

After the challenge of the pandemic for children and young people, we want our children to have safe, inclusive and successful educational journeys with exciting adventures in and out of school, across school playgrounds and through outdoor experiences resulting in strong learning resilience and good health and well-being. Through our exciting and adaptive curriculums and innovative educational experiences, children and young people will want to come to school every day.

To meet the challenges of Covid, schools had to be creative so that systems and processes worked for children and promoted their self-confidence and these continue to be successful. The longitudinal impact of the pandemic and the cost of living crisis are only now starting to show. Support for healthy eating from birth will help families to maintain a healthy weight and prevent obesity. Educational engagement is key to addressing the significant inequalities we have identified. We continue to deliver the excellent, all encompassing, educational opportunities so urgently needed for children and young people at all key stages.

We have a focus on inequality, climate justice and health for our residents. We are upgrading air quality and road safety around schools and increasing the number of 'School Streets,' creating a more pleasant environment for

everyone, ensuring it is easier and safer to walk to school.

We also know that education has a significant role in building learners' mental health, resilience and wellbeing. We have increasing numbers of learners who are persistently or severely absent from schools because they are too anxious to attend on a regular basis. In many schools we also have learners who benefit from a trauma informed approach that provides them with a sense of belonging and security, and supports their personal and social development.

## Haringey Deal

Our borough wide approach is set out in the Haringey Deal. Children and young people are at the core of our work, and we see them as partners in the education process. With increased collaboration and participation we can achieve so much more together. We are committed to engaging with our learners and their families to hear their thoughts and views and reflect these in changes to our services and strategies.
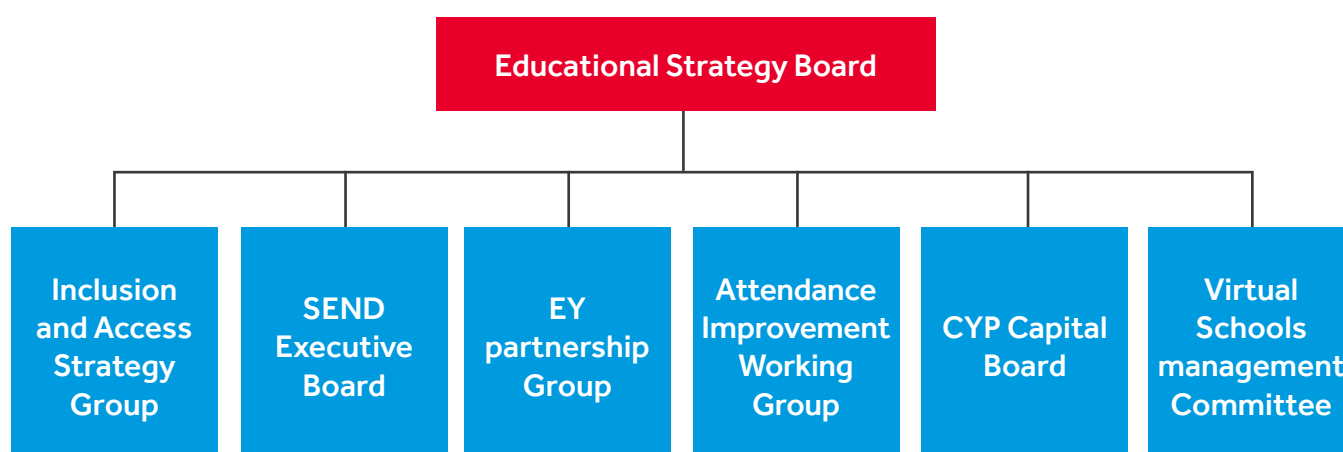
We are 'Developing Young Voice' – a way of engaging with young people as decision makers. We can provide the best, inclusive outcomes for all children and young people by schools and settings working in partnerships with each other and with all agencies working with children and families. We will listen to our staff and partners and include them in decision making. This enables children and families to access our excellent family of schools and wrap-around services through an integrated and better co-ordinated approach.

We need to reduce the educational achievement gaps in Haringey – some pupils do not do as well as their peers.  Historically children from a Black Caribbean / Black African background have underachieved and are seen disproportionately in suspensions and exclusions. Pupils from a Turkish/ Kurdish background do not do as well as their peers in Early Years and KS2 but make good progress in secondary.

## Governance

The Education Strategy Board will have oversight of the delivery of our priorities.

## Organogram - Education Strategy Board

Educational Strategy Board

Inclusion and Access Strategy Group

SEND Executive Board

EY partnership Group

Attendance Improvement Working Group

CYP Capital Board

Virtual Schools management Committee

# Our priorities

## 1. Equity, Equality and Inclusion for Successful Futures

There are a number of strands within this priority which are mainly school and setting focused and deliverable by providing a child / young person's educational experience supported by the local authority's services:

**Every young person, whatever their background, has a pathway to success for the future and adulthood.**

Good attendance, inclusive schools and meeting additional needs are essential to meet this priority.

### Attendance

### Where are we now?

In 2023/24 pupils' attendance overall was 93.6%. This was better than the previous year and the national figure but slightly below the London figure of 93.9%. Persistent absence also reduced from 21.0% in 22/23 to 17.9% but the range across our schools was from 5% to 32%.

Secondary schools on the whole had a higher percentage persistently absent pupils with five secondary schools having more than 25% of their pupils persistently absent. SEND pupils and pupils from an Irish traveller or Gypsy/Roma background attended for less than 90% of the time. Haringey's EHCP pupils had 89.8% attendance compared to 87.5% nationally. Haringey SEN Support pupils had 92.0% attendance compared to 90.0% nationally.

There is no gender gap, both boys and girls have 93.6% attendance across all schools. FSM pupils had 91.9% attendance, lower than the not FSM pupils with 94.3%. Travellers of Irish Heritage had the lowest attendance with 81.4%. Other ethnic groups that are much lower than the average are Gypsy/Roma (87.7%), White Irish (90.4%), Mixed

White and Black Caribbean (91.6%) and Black Caribbean (91.8%), for comparison White British (94.4%).

### Where do we want to be?

Our measure of success will be all settings maintaining high levels of school attendance that match the London average, especially for our most vulnerable cohorts of pupils.

### How will we get there?

The local authority has new duties, **Working together to improve school attendance** (applies from 19 August 2024) that need to be consistently implemented. A targeted approach is needed to ensure that schools with the highest number of persistently and severely absent pupils are given the most support.

The key to securing better attendance is the multi-agency approach and engagement in an improving attendance strategy that will appropriately involve other agencies to support the pupil and their families. EWS, Schools and settings, Early Help, the Virtual school, Health, and social workers will all have a part to play. We also need to remember the positive contribution that faith and community groups can make.

The completion of an accurate self-assessment, action plan and the establishment of an Attendance Strategy Group is required.

Haringey Council has developed guidance for schools to support pupils on part-time timetables to return to mainstream school and guidance to support learners who are too anxious to attend school. **Haringey Council reduced timetable guidance 2024 - 2025**

# Suspensions and Exclusions

## Where are we now?

Over the last four years boys were four times more likely to be permanently excluded and accounted for 69% of suspensions. Pupils from a Black British / Caribbean background had the highest number of permanent exclusions. 39% of suspensions were pupils with SEN support needs. 89% of the total suspensions were for secondary aged pupils with 70% for pupils in Year 9, 10 and 11. Disadvantaged pupils are three times more likely to be suspended.

The wards with the highest number of suspensions are predominantly in the east of the borough. We know that most suspensions are for disruptive behaviour and physical assault. Of the total number of suspensions for disruptive behaviour 68% are boys, 33% are boys with SEN Support or EHC and 10% are girls with SEN Support or EHC. Our suspension and exclusion rates for SEN Support or EHC pupils however are better than London. Haringey rates for EHC suspensions averaged 4.16 per term over the past 4 years, higher than Inner London's 4.00. For SEN Support, Haringey averaged 3.76 per term lower than 3.85 in inner London.

Our permanent exclusion figures are low and have reduced significantly over the last four years, from 18 in 2019/20 to just 2 in 2022/23. The most **recently published DfE data** shows the permanent exclusion rate for Haringey for the autumn term 2023/24 to be 0.0, compared to the national permanent exclusion rate of 0.05. Our suspension rate has increased over the last four years but, at 2.40, remains well below the national rate of 4.13.

| | Permanent exclusions (rate) | Haringey number of Permanent exclusions | | |
|---|---|---|---|---|
| | **England** | **Inner London** | **Haringey** | |
| 2020/21 Autumn term | 0.02 | 0.01 | 0.03 | 11 |
| 2020/21 Spring term | 0.01 | 0 | 0.01 | 3 |
| 2020/21 Summer term | 0.02 | 0.01 | 0.01 | 2 |
| 2021/22 Autumn term | 0.03 | 0.01 | 0.01 | 5 |
| 2021/22 Spring term | 0.03 | 0.01 | 0 | 1 |
| 2021/22 Summer term | 0.03 | 0.01 | 0 | 0 |
| 2022/23 Autumn term | 0.04 | 0.01 | 0 | 0 |
| 2022/23 Spring term | 0.04 | 0.02 | 0.01 | 2 |
| 2022/23 Summer term | 0.04 | 0.02 | 0 | 0 |
| 2023/24 Autumn term | 0.05 | 0.03 | 0 | 1 |

Permanent exclusions have been falling in Haringey over the past 3 years, but the rate in England and London has been increasing.

## Where do we want to be?

Suspensions nationally have increased since the pandemic and in Haringey our suspensions are lower than London and national. But they are still too high, and we know that when a pupil is subject to multiple suspensions then learning is disrupted, the pupil disengages with the school and there are often safeguarding risks associated with non-attendance. We want to reduce the number of pupils who are subject to multiple suspensions and address the disproportionality.





## How will we get there?

Haringey has already established some outstanding practice in reducing permanent exclusions, but there is still much more to do, particularly in addressing the need to reduce suspensions and target interventions for groups disproportionately affected by exclusion. Central to Haringey's efforts is the **Haringey Learning Partnership (HLP)**. HLP provides crucial intervention and support across all secondary and primary schools through its highly skilled outreach team. HLP's respite provision offers structured on-site interventions to children at risk of exclusion, enabling their planned reintegration into mainstream education. The South Grove Nurture Hub, which supports primary-aged children, uses a nurture-based model to address the social, emotional, and academic needs of students, particularly those at risk of exclusion. The vision for HLP and the Nurture Hub was set out in the Council's Model for Change strategy, and it has led to improved outcomes for those pupils accessing alternative provision.

These services work not only with the children but also with the adults in the mainstream schools to help develop effective strategies for a successful return. Additionally, the DfE SAFE Taskforce has expanded HLP's outreach capacity, while independent mentoring programmes like Football Beyond Borders and Upskill U provide targeted support for vulnerable students. Despite the success of these initiatives, a continued focus on reducing suspensions, particularly for groups disproportionately affected, remains a priority.

To ensure further progress, there is a need to use data more effectively to target interventions. By analysing suspension data, especially for children who have been suspended more than once, Haringey can identify trends and better focus resources on those students who require the most support. This data-driven approach will allow for more timely and precise interventions, ensuring that children at risk of exclusion are supported before reaching a crisis point.

Moreover, the importance of trauma-responsive

practice in schools cannot be overstated. Haringey has a wealth of expertise within its local authority and schools, and this expertise should be leveraged to train school staff in trauma-informed approaches. Providing training for the entire school workforce will ensure staff are equipped to support students who have experienced trauma and to understand the underlying causes of behaviour that may otherwise lead to exclusion. This approach will help schools create a supportive environment that addresses students' emotional and mental health needs, reducing the likelihood of suspension.

A crucial element in sustaining and developing Haringey's work to reduce exclusions is the Inclusion Charter, which schools are currently working on in collaboration with the local authority and which endeavours to provide a consistent approach to inclusion in our schools. This charter will provide a shared framework for all schools, outlining their commitment to inclusion and the adoption of practices that support the diverse needs of their students. By co-producing our Charter with schools, children and young people, their families and other partners, we aim to provide a method for informed discussion, reflective practice and continue our journey to reduce the number of suspensions and exclusions in the borough. By embedding these values across all schools, the charter will play a key role in reducing exclusions and developing a school culture that prioritises inclusion, resilience, and support for all children. In addition The Anchor Approach supports adults to improve mental health and wellbeing in children, young people, and families. This Approach is informed by research on relationship building, attachment and trauma theory, and brain development. It focuses on building emotional resilience and gives children and adults the ability to manage and recover quickly from difficult situations.

In addition, the Haringey Alternative Provision and Intervention (HAPI) Panel, chaired by the local authority, continues to be a critical part of this work. The HAPI Panel meets weekly to review children at risk of exclusion and ensures

that they receive tailored, coordinated support through interventions such as HLP's respite provision, the Nurture Hub, and mentoring programmes.

Further support is provided by the Council's **Early Help** service with community-based services close to schools and targeted initiatives such as the **Youth Justice Service** Turnaround Programme, which works intensively with students in identified schools and the Anchor Project, which help address family and community challenges while promoting resilience. Together, these coordinated efforts and the development of the Inclusion Charter will strengthen Haringey's approach, ensuring that all children have the opportunity to thrive.

Seven Sisters Nurture Hub has been commissioned by the London Borough of Haringey to provide a space for children who need access to therapeutic intervention. Children are referred by their Haringey school to the Hub and have a bespoke programme put in place to enable them to understand their social and emotional needs. In turn, this allows them to be able to access learning so that they successfully reintegrate back to their school. Throughout their placement, they are dual rolled with their referring school and staff members visit weekly to foster positive learning relationships.

This SEMH Guidance for schools is designed to support schools in effectively addressing and nurturing children's social, emotional, and mental health needs. Recognising the profound impact these aspects have on children's overall well-being and academic success; this document aims to provide a structured and comprehensive approach to creating a supportive and inclusive school environment. The social, emotional and mental health of children is crucial for their holistic development. Social, emotional and mental health are interconnected and contribute to our overall well-being and quality of life.

**Haringey social, emotional and mental health (SEMH) Guidance for Schools**

# Disproportionality

## Where are we now?

The vast majority of our students in the borough gain good qualifications and secure employment, training or access further education at 19.

However, some cohorts of young people do not, attainment 8 at GCSE for our Black Caribbean and Black African and Turkish / Kurdish pupils indicate they do less well than their peers. We have a particular focus on the achievement of students from global majority backgrounds and closing/eradicating the achievement gaps that we see with black African Caribbean boys, Somali and Turkish boys (among others). Children and young people with special educational needs and disabilities (SEND) are also less likely to have a progression route at 16 and 19 than their peers. Targeted work is already in place as part of our preparation for adulthood work with supported internships to support our aim of improving employability opportunities for young people who have SEND and are not in education, training and/ or employment.

## Where do we want to be?

We are committed to increasing the number of young people meeting their own progression and educational attainment goals at each Key Stage, and closing the attainment and achievement gaps. We need to see more young people from disadvantaged groups being included and able to access higher education and other significant training opportunities. We want every learner to achieve their best, so they are prepared for their adult pathway.

## How will we get there?

The Racial Equity Steering Group continues to drive this work across the borough. We strongly encourage all Haringey schools to implement the the commitments in the **Racial Equality Pledge**, and we will work to this end. Resources have

been brought together in one place **(available here )** and schools should use these to support their work. We constantly review the data to understand the gaps and any disproportionality and act. We will support the senior leaders, and governor leads with training and connecting peer support. We will continue with the Racial Equity reviews, which are freely available to all Haringey schools, including follow up reviews to check on progress. The Black Educators Network is open to all educators across the borough to support with networking, coaching and professional and career development so we can recruit, retain and develop our Black educators. We will continue with a particular focus in the early years, building on the work of the Nursery Schools Training Consortium's work, and focus on SEND in particular. We have also established a working group to focus specifically on Turkish and Kurdish students' attainment.

Haringey SEND have trained the Advisory Teachers in 'Circles of Adults' approaches to promote Inclusion and to develop multi-agency problem solving for children with multiple and complex needs. All Haringey Education Psychologists have received anti-racist practice training and staff have access to training to address cultural bias. Haringey has a range of resources and support for SENDCOs which are detailed on the **Local Offer website**.

We will continue with our SEND transformation programme to support our learners with special educational needs and or disabilities and are committed to ensuring our curriculum and qualification options are inclusive and suitable for all.

# Excellence in educational support for our Children in Care and those with a Social Worker

## Where are we now?

Children in Care make outstanding progress. In 2024 100% of our Children in Care achieved a grade for GCSE English and 92% for Maths. Those obtaining grade 4 and above in English and Maths was higher than the National average*. Children and young people's education

is tracked and monitored through a Personal Education Plan – 100% of children had a PEP and they were rated good. We currently have 42 Care Leavers attending Higher Education. We promote extra-curricular activities for Children in Care through our long-standing partnership with Tottenham Hotspurs Foundation. "To Care Is to Do" is designed to engage and inspire looked after children and care leavers within the local community and sees Tottenham Hotspur Foundation provide a range of support services to help improve educational attainment, increase employability, develop life skills and promote healthy and active lifestyles. Children have enjoyed visiting historical sites around London and their educational achievements are recognized at an annual celebration event.

We currently have 310 children in care with only 57 of these living in the borough. (April 2025)

The post-COVID year-on-year attendance for Children in Care has improved. There has been a steady increase from 73.8% in 2020/21 to 86.7% in 2023/24. However, it needs to be 95% and we are working in the virtual school with partners to improve attendance.

## Where do we want to be?

We want a higher number of students to obtain a grade 4 in English and Maths. We would aim for it to be in line with the Haringey figures for all children which is 65.9%. We understand the complex barriers faced by Children in Care and schools and services that serve our children and young people need to be trauma informed and active in understanding the needs of our young people. We would like at least 30% of our KS4 cohort to attend a Russell Group University. Also, the voice of the children needs to be amplified in how we develop and improve our services through the creation of a children in care council. We want to work with our partners to ensure Children in Care are being offered apprenticeships and opportunities in line with a universal parenting model.

We are ambitious for our Children in Care who have SEND support needs or an education, health and care plan (EHCP) and will ensure they make good progress against their starting points, their transition plans reflect their

ambitions, and they will have good support in place to achieve them.

## How will we get there?

The progress of children and young people in care will be tracked from Year 9. If they are not expected to obtain a grade 4 in English and Maths by the end of Year 9, additional tuition will be provided by the Virtual school. Extra-curricular activities delivered through the partnership with Tottenham Hotspur Foundation include study skills and a weekly homework club for secondary school children. For Primary school children there will be a focus on literacy and numeracy. We will deliver training to foster carers to enrich their experience of 'reading together.' By 2026 all secondary schools in Haringey to sign up and embody the Inclusive Charter, working in partnership with our delivery partners The Attachment Research Community (ARC) and the Mayor of London's Violence Reduction Unit. We will provide greater opportunities for children and young people to participate in Higher Education visits and talks. The creation of the 'conditions for success' guidance will ensure we are working together to allow children and young people to maximise their educational opportunity which lead to a range of options at post-16 that allows them to explore their dreams and aspirations.
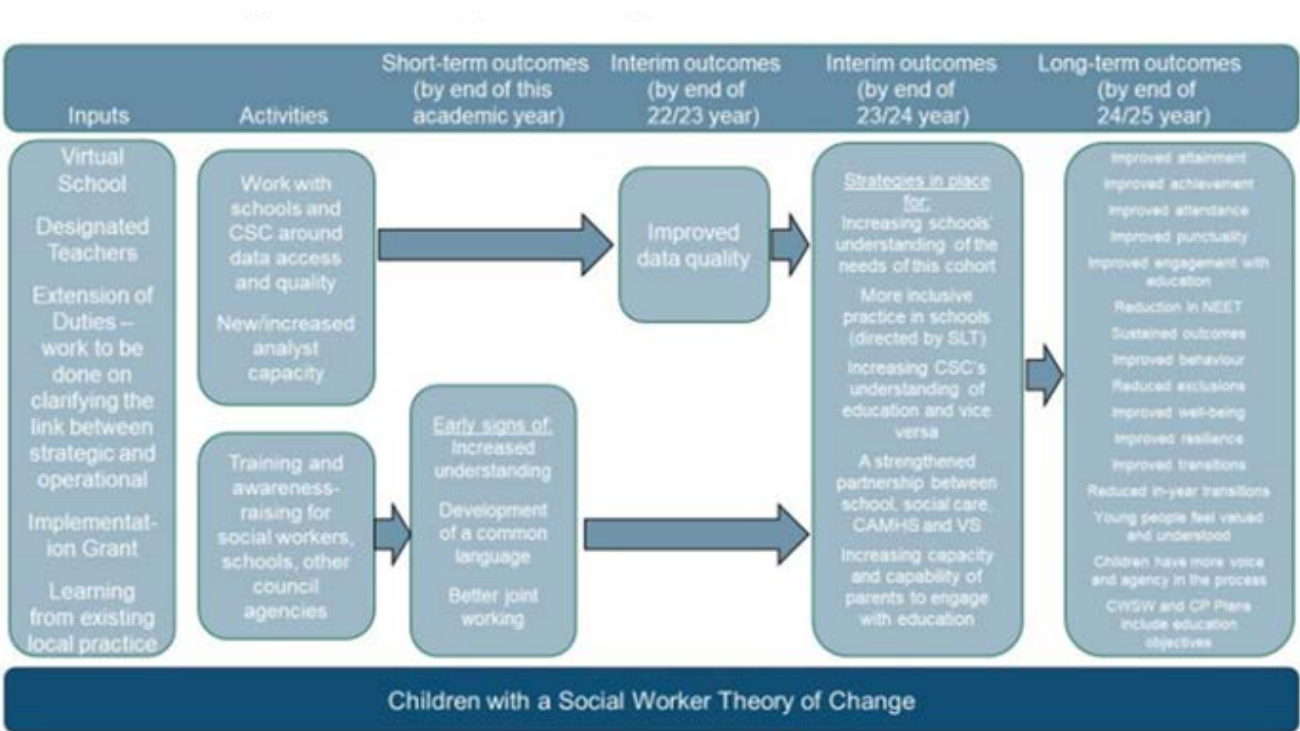
We will work closely with SEND services to ensure children and young people supported by Education, Health and Care Plans who are Haringey looked after children, but resident in another borough and attending education provision outside of Haringey, are in appropriate provisions that meet their needs and has high expectations and secure the best outcomes. Also, using the PEP process to monitor the annual reviews so they are kept up to date.

## and those with a Social Worker

**Excellence in educational support for our Children with a social worker**

There are approximately 1,328 children on a Child Protection / Child in Need Plan. The intended long-term outcome of the extension of the Virtual School role is to improve the data collection of children with a social worker, to support schools and settings to become more inclusive and to encourage improved joint working between education settings and CAMHS (Child and Adolescent Mental Health Service).

**Figure 1: Theory of Change for the CWSW Extension**

We want all children with a social worker to feel a sense of belonging within the school community regardless of their background. To establish transformative and positive relationships with school staff which will be paramount to keeping them in school and ensuring their educational progress. The Virtual School will ensure schools have the training to meet the needs of the children with a social worker and to help social workers understand how children and young people can be supported to improve their attendance and attainment. They will work closely with SEND and CAMHS in supporting schools to adopt the social, emotional, mental health (SEMH) graduated response provision, to provide early support to children with a social worker who are experiencing barriers to accessing their education. We want all professionals working with children with a social worker to have the highest expectations which will be communicated through the language, response and aspirations for this group.

## c) Supporting SEND transformation and building equity for all children within the education system.

## Where are we now?

Ofsted tells us that our special school provision is good or outstanding. The Ofsted/CQC joint inspection of Haringey partnership SEND arrangements in February 2023 was very positive with the Haringey SEND Partnership achieving the highest inspection grading possible. The outcome letter can be found **here**. The SEND and Inclusion Plan is aligned to the priorities within our SEND strategy which incorporates the recommendations and areas for development from the inspection findings, Safety Valve Programme and SEND Transformation which is overseen by Haringey SEND Executive Board.

We have listened to parents and carers and changed our way of working to better meet their children's needs. Our Parents and Carers' Forum (SEND Power) feel they are recognised as equal partners in developing and delivering SEND Services and our local offer enables children and families choice and access to the services that they need.

With 19% of the youth population in Haringey

having special educational needs and disabilities (5.6% EHCP and 13.1% SEN Support) and increasing numbers of children whose needs require an Education Health and Care Plan, we have developed a Quality Assurance Framework for EHC Plans and a graduated response within mainstream schools to ensure that children and young people's needs are quickly identified and met through earlier support so that they have the best start in life and aspirations for their future pathway.

Education outcomes for children and young people with SEND are strong.

**2024 Attainment - SEN support or EHCP pupils only**

|  | National | London | Haringey |
|---|---|---|---|
| EYFSP - % GLD | 19.8% | 22.4% | 23.8% |
| KS2 - % RWM Expected | 21.7% | 30.4% | 32.6% |
| KS4 - Att 8 | 27.8 | 32.1 | 34.7 |

## Where do we want to be?

Wherever possible we will meet the needs of children and young people with SEND in Haringey so that they remain close to home, their friends, families and their communities. We actively seek opportunities to work with our children, young people and families in a model of co-production of services, advice and guidance promoting the best learning from the earliest age. This will prepare our children and young people for independence in their adult lives, and we will support their transitions at every stage. Their effective move into employment, education and training will ensure that the majority of children and young people with SEND continue to live in Haringey and go on to achieve long term successful outcomes in adult life.

## How will we get there?

We will support children at the earliest opportunity to access an inclusive education curriculum and interventions they need to achieve and thrive. The SEND strategy **Haringey SEND strategy 2022-2025** demonstrates Haringey's ambitions for children with SEND

and the priorities we are working to deliver. The strategy is underpinned by the area SEND Improvement plan **Haringey SEND Improvement Plan 2024 - 2025** which is overseen by Haringey SEND Executive. Both of these documents are in the process of being reviewed.

## d) Securing economic well-being and resilience for all our learners

## Where are we now?

In August 2024 we had 127 young people who were not in employment education or training (NEET) which was 2.3% of the 5,609 young people in Years 12 and 13. We have had a sharp focus on reducing the number of young people where we don't know whether they are in employment, education or training (unknowns) In August 2024 this was incredibly low at 1.1% and so our combined figure of 3.4% was below London at 5.3% and England at 8.6%.

Young people who have a home address in N17, N15 and N22 make up most of those who do not participate post 16. Finally, more boys are NEET than girls – nearly twice as many.

## Where do we want to be?

We want all young people to have a destination at the age of 16 and continue to follow a path of education, employment and training until 19.

## How will we get there?

The significant gap on Attainment 8, Progress 8 and Grade 5 for English and Math for disadvantaged pupils needs a careful consideration around the effective spend and impact of the Pupil Premium grant by schools and sharing effective practice and strategies. Consistently good practice in the mentoring and support to young people from year 9 upwards means that young people will be informed about post 16 and post 19 opportunities. More young people will access high quality information, advice and guidance relating to employment giving them higher aspirations and ambitions and unknown NEETs will be reduced. The scheme in Haringey to support young people (including care leavers) into Higher Education through the John La Rose Award needs to be secured through business and individual sponsorship.

The positive impact on school attendance of a pathway to success for the future will rely on schools communicating these opportunities to parents and their children and young people. Developing their sense of belonging and encouraging their expression of identity will help children and young people to see their education as a way to live happy, healthy and successful lives as a positive citizen of the future. When parents and their children recognise and feel positive about the value of education, they are more likely to work as partners and co-educators with schools and other settings increasing the life chances of children as they grow to adulthood. Haringey has an ambitious Supported Internships programme which supports young people with SEND into employment and training, including a Supported Internship scheme which is hosted by the Council.

## e) A broad, rich and inclusive curriculum

## Where are we now?

A relevant, engaging and inclusive curriculum is essential if all children and young people are going to achieve their best. An enormous amount of work has been undertaken by Haringey Education Partnership (HEP) with HEP leading on exciting and innovative programmes such as primary curriculum resources including humanities (history, geography and RE) and science for KS1 and KS2, art and design is in development for KS1 and KS2 and computing curriculum guidance. The NIA Academy offers additional extra-curricular support on literacy in the context of Black cultural heritage, and this has been popular and successful. The curriculum is supported through robust pedagogy developed with Walkthrus. This work has led to increased primary attainment reaching the London average for the first time in Haringey's history and supported closing the gaps for our Black Caribbean, disadvantaged and SEND children in particular.

Haringey SEND have worked closely with HEP to develop an inclusive curriculum supported by the work of the Haringey SENDCO Support Partners **https://haringeyeducationpartnership.co.uk/**

practice-resources/send-inclusion/ who offer specialist training and advice to schools to adapt curriculum for SEND Learners. Haringey Education Psychology Core Offer also includes support to teachers to develop teaching to include all learners. Haringey have a range of tools to support schools listed on the Local Offer https://new.haringey.gov.uk/children-young-people-families/local-offer/sendco-space/sendco-forms-resources, making real our commitment for enrichment opportunities, including for our most vulnerable groups and care leavers.

## Where do we want to be?

We want to ensure that all our pupils have access to a broad, rich and inclusive curriculum, wherever they access their education.

## How will we get there?

Through the development of the Haringey Inclusion Charter, we will secure a commitment from all our settings to meeting the needs of all our learners and reflecting the rich and diverse backgrounds of our community.

**f) Identifying the barriers to success for some of our children and young people and planning to remove these barriers to close the gaps.**

## Where are we now?

Persistent and serious absence from school is the biggest barrier to children and young people succeeding in their studies and also in promoting their personal development and well-being. The reasons for absence from school are often complex. The new Improving Attendance Strategy which will be launched in 2025 must ensure that there is a multi-agency approach to non-attendance and with ever increasing numbers of children and young people with poor mental health, these children and young people must be a key focus.

We also know the positive impact that a trauma informed whole school approach can have on pupils' behaviour, learning and attendance. Not all schools have engaged with **the Anchor Approach** or taken up alternative trauma informed training.

We have some incredibly strong and effective inclusion practice in our schools, but effective approaches, policies and practice are not consistent across the borough.

We know that some cohorts of pupils such as Turkish / Kurdish and those from a global majority do less well than their peers. the work of the Racial Equity Group has resulted in improved outcomes and experiences but there is still work to do.

Our Alternative Provision (AP) offer through HLP and the AP Hub at South Grove Primary School are an important part of this work as well. Outreach work in schools and short-term placements usually result in successful reintegration into mainstream settings.

The number of children living in temporary accommodation in December 2024 in Haringey was 4,374, which was well above the average for

all London boroughs of 2,434. Living in temporary accommodation brings a whole set of challenges for the whole family but we know it negatively impacts on attendance and health.

## Where do we want to be?

We want to improve attendance for all pupils and in schools where absence is currently higher than the borough average. We want to further reduce the number of suspensions in particular for those groups of children and young people who are overrepresented in the data. We want every school to have a strong, inclusive ethos and effective practice that supports this. We want children to be in appropriate housing which enables them to be settled in a school and minimises disruption and changes to their education.

## How will we get there?

We need a total commitment to identifying the barriers to success for some of our children and young people and careful planning to remove these barriers and consistent delivery of those actions. We need to understand behaviour and reduce suspensions and exclusions in vulnerable groups through trauma informed practice.

We need successful outcomes from the new Improving Attendance Strategy and the Education Strategy Board will need to monitor the impact of this work closely.

We want every setting to commit to a strong and inclusive ethos and practice. The Inclusion and Access group is working on a Haringey Inclusion Charter and consulting on this with schools will start in 2025. We also need to ask schools to consider how they measure themselves and make the most of opportunities to engage with robust measuring tools such as the one offered by Attachment Research Community (ARC).

The Director for Safeguarding and Children in Care is part of the Council's Housing Subgroup.

## 2. Strong Start, Great Progression – Well developed transitions at every key point support children and young people, promote their confidence and enable them to succeed, with a focus on early language and literacy development.

### Where are we now?

Our ambition is that all children across the borough will be happy and healthy as they grow up, feeling safe and secure in their family networks and communities The first few years of every child's life will give them the long-term foundation to thrive.

### Early Years

97% of early years settings are good or outstanding. In 2023/24, 73.5% (2,027) of children achieved a good level of development at the end of reception year which was above London (70%) and the England average of 67%. Haringey were ranked 8th highest in England and 5th highest in London. This varied by gender in Haringey with 68% of boys and 80% of girls achieving a good level of development in 2024. 63% of children with FSM status achieved a good level of development compared to 52% in England.

The lowest performing wards in 2024 were Northumberland Park (62%), Seven Sisters (64%), Bounds Green (65%), Noel Park (65%) Tottenham Hale (66%) and Bruce Castle (66%). These wards are in the North and Northeast of Haringey.

The Covid Pandemic has had a profound impact on our youngest children. We have invested in comprehensive high quality early years services working across statutory partners and the Voluntary and Community Sector alongside local residents. The take-up for the universal 3- and 4-year-olds offer is 86% (February 2025). We want to increase this overall, with a particular focus on under-represented groups and have better support for children to have a good level of development in communication and language. Early identification and early intervention are at the core of our work especially in reaching our most vulnerable families and making a difference for them.

The Early Years Strategy is ambitious for an integrated and co-ordinated approach across all Haringey services for young children, their families and carers. Working in partnership it places a strong focus on the importance and value of ensuring high quality provision for our youngest children and their families.

### Haringey Early Years Strategy 2023-26

This Strategy is overseen by the Early Years Partnership Board comprised of a range of partners and reflective of Haringey's diversity and communities, communicating and building trust with parents and providers.

The Children's Centre and Family Hub settings provide locality-based services to support families through pre- and post- birth family life and embed a core offer of childhood services through to adulthood: **https://haringey.gov.uk/children-young-people-families/childcare-early-years/childrens-centres** and **https://haringey.gov.uk/children-young-people-families/family-hubs**

More vulnerable parents will be receiving the help they need in their children's early years via sustained home visiting, reflecting interventions and targets set by National MECSH Programme.

# KS1

**Phonics Test Outcome (year 1)**

**% of children achieving phonics level**

|  | 2017 | 2018 | 2019 | …. | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|
| Haringey | 83 | 85 | 84 |  | 80 | 82 | 84 |
| London | 84 | 85 | 84 |  | 78 | 81 | 82 |
| England | 81 | 82 | 82 |  | 76 | 79 | 80 |

In 2024, 84% of Haringey pupils passed the phonics test which is 4% above the national figure and 2% higher than London. This is the third time Haringey has exceeded London. The percentage has improved from last year and has returned to pre Covid levels.

**Phonics by Pupil Group**

| 2024 Year 1 Phonics % | All | Boys | Girls | Disad | Not Disad | SEN | EAL | White British | White Other | BC and MWBC | BA and MWBA | Turkish/Kurdish |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Haringey | 84 | 81 | 87 | 76 | 86 | 53 | 81 | 92 | 84 | 75 | 83 | 78 |
| National | 80 | 77 | 84 | 68 | 83 | 44 | 80 | 81 | 81 | 77 | 79 | 78 |

All groups exceeded their equivalent national average, except Haringey Black Caribbean and MWBC pupils, which was only 2% below.

# KS2

KS2 is the same as London and exceeds National. There is though a marked differences by ward at KS2 - although progress is often strong. All ethnic groups achieve above or at national at KS2 except Turkish/ Kurdish. White British outperform at KS2 by 22% against national figure. This statistic is affected by the number of White British pupils in Haringey who live in the affluent west of the borough or come over from Barnet borough to Haringey schools. 10.8% of Haringey White British are FSM, compared to 23.4% nationally. At KS2 the gap between boys and girls is 4.3% against 6.7% nationally and the disadvantaged gap is 16.9%, national is 21.8%. English as an Additional Language pupil outcomes at KS2 are 3.1% above national (see tables below).

| KS2 2024 RWM EXS+ | All | Boys | Girls | Dis | not Dis | SEN | EAL | White British | White Other | Black Caribbean and MWBC | Black African and MWBA | Turkish and Kurdish |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Haringey | 68% | 66% | 70% | 53% | 75% | 33% | 65% | 79% | 71% | 62% | 64% | 47% |
| National | 61% | 57% | 64% | 46% | 67% | 22% | 63% | 59% | 63% | 53% | 63% | 55% |

| Ward | Number of pupils | RWM EXS 2024 |
|---|---|---|
| Alexandra Park | 128 | 87% |
| Highgate | 53 | 85% |
| Crouch End | 92 | 79% |
| Fortis Green | 137 | 78% |
| Bounds Green | 93 | 77% |
| Harringay | 93 | 77% |
| Muswell Hill | 62 | 77% |
| Woodside | 126 | 75% |
| Bruce Castle | 139 | 73% |
| St Ann's | 98 | 71% |
| Stroud Green | 58 | 71% |
| West Green | 122 | 70% |
| Tottenham Hale | 125 | 70% |
| #N/A | 531 | 69% |
| Hornsey | 127 | 69% |
| Tottenham Central | 111 | 68% |
| Noel Park | 122 | 66% |
| South Tottenham | 94 | 64% |
| Seven Sisters | 80 | 64% |
| White Hart Lane | 130 | 62% |
| Northumberland Park | 161 | 61% |
| Hermitage & Gardens | 59 | 59% |





## KS4

**KS4 Attainment Trend**

| Attainment 8 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| Haringey schools | 46.9 | 51.4 | 51.4 | 50.5 | 48.1 |
| England (state funded) | 46.8 | 50.2 | 50.9 | 48.9 | 46.5 |
| London | 49.7 | 53.2 | 54.1 | 52.7 | 50.5 |

Nationally there has been a 0.3 fall on the Attainment 8 score from 2019 to 2023 and in London there has been a 0.8 increase (see table above).

Haringey's score is 1.2 points higher than in 2019, narrowing the gap with London from pre pandemic levels. Haringey are ranked 40th nationally (out of 151) and 22nd out of the 32 London local authorities for Attainment 8. The A8 gap with London is 2.4 points. This means each Haringey pupil would need to score almost a quarter of a grade higher in each of their subjects on average to match London. All other attainment measures in Haringey show an improvement from 2019. Haringey's 65.4% of pupils achieving grade 4+ and 47.6% achieving grade 5+ in English and Maths is higher than 2019 but has fallen from 2022. The Attainment 8 score for Haringey disadvantaged pupils is 38.8, higher than the national disadvantaged score of 34.7. SEN pupils outperform London; most

of the other pupil groups outperform national comparators. Black Caribbean pupils have the lowest Attainment 8 score of the ethnic groups with 37.7 (down from 41.9 in 2022 but up from 37.2 in 2019), followed by Turkish with 41.4, Black African pupils with 44.2 and Other White pupils with 48.9. These ethnic groups record roughly a quarter of a grade below their equivalent groups nationally for each of their subjects. Haringey EAL pupils scored 44.8, much lower than the 49.2 score of EAL pupils nationally.

## KS4 Progress 8

| Progress 8 | 2019 | 2020 | 2021 | 2022 | Provisional 2023 |
|---|---|---|---|---|---|
| Haringey | 0.24 | : | : | 0.20 | 0.21 |
| London | 0.22 | : | : | 0.23 | 0.27 |
| National | 0 | | | 0 | 0 |

Haringey's progress 8 score has declined slightly from 0.24 in 2019 to 0.21 in 2023. London has improved with its Progress 8 score over 4 years from 0.22 in 2019 to 0.27 in 2023. London pupils on average scored a quarter of a grade higher for each of their subjects than pupils with the same starting point nationally. Haringey's progress score of +0.21 is ranked 21st in London (out of 32) and 28th nationally (out of 151). Almost all groups progressed better than the same group nationally. SEN pupils progressed better than the same group in London. Although EAL progress 8 is very strong at 0.35, Attainment 8 for EAL is one of the lowest in the country. Data suggests these are mainly Turkish and White Eastern European and Black Somali pupils. They may be early-stage English speakers who make rapid progress but are not able to perform favourably against nationally attainment due to insufficient time in the country. Turkish pupils' progress in Haringey is positive but lower than National. The number of Turkish pupils in Haringey is higher compared to other London boroughs. Haringey pupils with Education Health care plans (EHC) averaged an Attainment 8 score of 18.3, higher than London (16.6) and National (14.1). They also had an average progress 8 score of -0.77 (London -0.84 and National -1.12). Haringey pupils who were SEN Support averaged 41.6 in Attainment 8, higher than London (38.1) and National (33.1). These pupils have a progress 8 score of +0.03 compared to -0.16 in London and -0.46 Nationally.

## KS5

In 2024 Haringey's schools and colleges scored 37.3 for the 1,215 A levels students, ranking 13th out of 150 local authorities in the country in the top quartile nationally. This bettered London's score of 35.3 points and National of 35.5 points.

## Where do we want to be?

Across all key stages we want to close the gap between disadvantaged pupils and their peers. This gap is evident from the EYFS 63% for pupils eligible for FSM, whilst the overall figure was 73.5%, phonics where there is an 8% gap. KS2 the gap is 16.9% and at GCSE we need to secure positive progress rates to narrow attainment gaps for Black Caribbean pupils. EAL and Turkish / Kurdish pupils.

## How will we get there?

The work of the Racial Equity Group is critical to help us achieve this aim. All schools should be setting targets around closing the gap in achievement between different cohorts of pupils.

# 3. Ensure that the views of children, young people and their families are captured and inform our strategy and work in our settings.

## Where are we now?

Schools have school councils and arrangements to capture the views of children, young people and their families. Children and young people's views are also captured in the drafting of an EHCP and for Children in Care though their Personal Education Plan.

## Where do we want to be?

We want to have the views of children, young people and their carers captured in every area of our work.

## How will we get there?

We need to make an unequivocal commitment to the council's CYP participation framework which has been recently developed.

The Young People Participation Framework sets out the LA's approach to involving children and young people in planning delivery of services and decision making.

The Framework sets out the rights' based approach the LA is implementing for children and young people. There is a commitment to listening and prioritising relationships, sharing power and working harder to hear the voices that are too often overlooked.

All services and all settings need to identify and develop opportunities to capture views, and engage CYP in influencing planning and decision making.

# 4. Strong leadership at every level to maintain and improve the excellent educational opportunities in Haringey, 100% Good schools and settings, viable and sustainable early years settings, schools and colleges for all our children and young people where parents feel they are valued and belong. Recruitment, workforce and well-being for all staff – bringing the best out in them so they can bring out the best in our learners.

## Where are we now?

Strong, effective leadership is central to providing high quality education and opportunities for children and young people. The senior leadership team in all our settings set the strategic direction, culture of high expectations and aspirations with their governing body, trustees or management committee. Inspiring staff development and effective performance management are key to staff recruitment and retention.

We value our staff in all our schools and settings and want to ensure they have access to great leadership with clear vision, purpose, positive and inclusive environments.

The Leadership challenges for schools and settings are clear

→ Recruitment and retention of suitably qualified staff especially in some hard to recruit subject areas.

→ Recruitment, development and retention of excellent leaders at all levels and across all phases.

→ Recruitment and retention of high-quality governors and governors that reflect the diversity of our borough.

→ In smaller schools the Headteacher often holds additional responsibilities for example DSL and/or SENCo and this creates a resilience risk.

→ School relationships with parents and the communities they serve.

HEP provides an extensive professional development programme for all member schools across nursery, primary and secondary schools. The LA also provides extensive training on early years and SEND.

HEP delivers a broad leadership development offer, including induction and mentoring for all new Heads in the borough, coaching partnerships with industry, and middle leader support. HEP has also established itself as a delivery partner with University College London Institute of Education to deliver Early Career Framework (ECF) and National Professional Qualifications (NPQs) for Haringey teachers and leaders.

## Where do we want to be?

We want to ensure that we are thinking about and planning for succession – identifying future leaders and future Chairs of Governors. We also want to ensure that our governors are highly skilled and empowered to discharge their duties effectively.

## How will we get there?

For a school to be effective there is a need for governors to be strategic, not operational, and to have the right experience and skills set to hold leaders to account. A full complement of governors is vital to this.

To sustain high quality education provision Haringey needs to build leadership capacity, ensuring access to the support and training offered by HEP, leadership development across the lower and middle levels of leadership ensuring succession planning for senior leadership in schools and settings. We need to explore the leadership and governor profile in relation to gender and ethnicity and create a recruitment and training plan. Strong leadership and ambition at all levels within individual schools and education settings improves effectiveness and outcomes for children and young people.

# 5. Exploring collaboration and sustainability opportunities – Creating resilience in our smaller schools and reducing vulnerability in terms of staff recruitment and retention, governance, effective management of resources, quality of education, meeting the needs of all learners, managing the unexpected. Rationalisation of school estate.

## Where are we now?

Sustaining the good practice and educational provision in Haringey can only be achieved if schools are both viable and resilient. If Haringey schools are to be viable and resilient then they need to operate within their existing budgets both now and in the future. The current picture of falling rolls is clear - DfE projects that the demand for places over the next 5 years will fall by a further 7.3%. Small schools are vulnerable to a range of challenges from long term staff absence, senior leaders taking on multiple roles leading to ever increasing workloads affecting well-being, less capacity to deal with key priorities such as attendance, safeguarding, recruitment, risk assessment, support for individual pupils and families and the preparation and completion of Ofsted inspections. To date, we have seen the quality of provision sustained across the borough, but we have around 50% of our schools in deficit and there has been many loans and licenced deficits. The National Funding Formula and inflation has put unprecedented pressure on school budgets.

School deficits mean that significant and often tough decisions will need to be made about school organisation in Haringey. We already have falling rolls of 15 – 20% in some schools which means that budgets will need to have or have had a similar reduction. Schools (Headteachers and Governors) need to take realistic action to either make their schools operate so they can meet pupil need within their budget or to recognise and accept that changes across the borough will be needed involving their school. The local authority will not mobilise any capital investment towards upgrading buildings and facilities for schools with very low pupil numbers

and where there is evidence of a further decline in rolls based on projections. A number of schools and settings have federated or indicated that they will federate in the last year or so. There has also been one amalgamation in the last few years, and we have commenced new consultations on the future of three schools.

A set of school organisation principles has been drafted, and schools have also been provided with a sustainability survey to support strategic discussions with governing bodies / trustees. The focus to date has been on self-determination with the LA acting as a catalyst and partner.

The annual self-evaluation and budget setting processes undertaken by Headteachers and Governors will reflect each school's individual circumstances and fiscal responsibilities, but schools do not exist in isolation. Exploring different options around expenditure reduction and assessing income levels related to these falling rolls will direct Haringey LA and the schools together to make appropriate preparations for 2025-26 and beyond. A three-to-five-year projection based on the trajectory of roll for the school will support a realistic understanding of viability and long-term sustainability and determine which course to take from a range of partnership solutions where appropriate e.g. collaborations, federations, and amalgamations, or its closure.

## Where do we want to be?

We want all our schools to be financially sustainable, resilient and able to maintain the quality of provision we want for all our learners. The overall debt to the council needs to be reduced with clear plans for financial recovery for those schools in deficit. Resilience also means we will meet our priority around staff wellbeing and will enable leaders to focus on their core work.

## How will we get there?

The local authority will work in a targeted way with schools to help them explore sustainable budgets, staffing restructures and structural changes. We have already worked with many schools to reduce the published admission number so that schools can plan their staffing more effectively, but this is not enough. Some schools need to consider how they can make formal partnerships work to reduce costs and promote resilience. Our overall PAN (Pupil Admission Number) reductions and proposed closures will, in effect, bring us into the DfE range of 5% to 10% reception vacancies but this is still variable across the borough with more vacancies still in the East and the only way forward is to work in collaboration.

# 6. Green school communities and environments where children and young people can grow and thrive to be themselves.

We want to strengthen our schools' environmental networks and communities to deliver energy efficient buildings and projects where children can increase their awareness and skills around the environment. Haringey Schools are a key part of our plan to tackle the climate emergency through developing their energy efficient practices and educating children and young people about how to 'Think Global, Act Local.' This will support our goal of Haringey being Carbon Neutral by 2041.

## Where are we now?

There is no current plan or strategy for settings in the borough. Schools and settings make their own arrangements for their energy, curriculum and use of their site. Opportunities provided through schemes like the GLA Green School Award will be key to levering in additional resources.

## Where do we want to be?

We want to enable schools to support our Carbon Neutral goal and to educate their pupils in green issues, helping them to understand the contribution we can all make. The Council commits to identifying every opportunity to secure funding, when possible, to support capital projects.

## How will we get there?

We will incorporate sustainability and climate change into our school estate plans and curriculum programmes. Helping our school management teams, our students and their carers develop the knowledge and understanding, the skills and attributes that are needed to work and live in a way that safeguards and improves the environmental, social and economic wellbeing, in the present and the future generations of Haringey and securing a green commitment from all settings.

The Council will fund an "Eco-schools co-ordinator" who will deliver materials for all schools on environmental awareness and education, promoting and supporting environmental education to our school's leadership teams and then into the classroom. They will also work with a cohort of leading schools to deliver energy efficiency measures and low carbon technologies and work with these schools to be in a strong position to bid for regional and national funding environmental funding streams.

# 7. Good physical, emotional and mental health and wellness for all children and young people to ensure their resilience and well being.

## Where are we now?

A whole school approach is adopted in schools across Haringey in tackling mental health issues through the delivery of programmes including campaigns, staff training and embedding mental health and wellbeing into the curriculum. Further support is offered to children who are experiencing mental health challenges from diverse population groups including LGBTQ+, refugees and migrant children. In 2022/23, 2.4% (912 pupils) of school age pupils in Haringey had a social, emotional and mental health need, the highest percentage of patients referred to Child and Adolescent Mental Health Services (CAMHS) was due to anxiety (79%).

In Haringey we are taking a very proactive approach to good mental health, supporting young people and their families through three key resources:

1. The Thrive Framework relates to Populations of young people, commissioning and interagency working. A locality's mental health policy is interagency with shared responsibility. All agencies are involved in commissioning care (education, health, social care, voluntary sector) informed by assessment of continuous improvement and quality of services.

2. The Anchor Approach focuses on building the capacity of adults to recognise and meet the developmental needs of children and young people in their care and supports them to create trusting relationships that increase feelings of safety and facilitate emotional regulation.

3. Trauma Informed Practice ensures that schools put the emotional and psychological needs of their students first. This holistic approach addresses trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for students. Schools are promoting positive behaviour and cultural change across staff and parent groups over time, building emotional resilience.

Active Together – Physical Activity and Sport Strategy has a key ambition of creating a culture where everyone in Haringey values physical activity, sport and play. Schools and settings play a key role in making sure that children and young people have access to play, PE and Games, initiatives such as the daily mile, active travel plans and outdoor learning opportunities.

## Where do we want to be?

We want every child and young person to have good physical, emotional and mental health. This means that all settings need to be supported to deliver not only physical activities but to be confident in meeting the needs of their pupils in terms of their social and emotional development and know how to seek support, in a timely way, from other agencies.

## How will we get there?

Early identification of an additional need is critical as is a whole school approach to securing mental health and wellbeing and securing the help of other agencies. Embedding the 'I Thrive' framework, and trauma informed practice in all our settings and easier and quicker access to support from health are essential parts of the solution. Settings will be asked, through the new inclusion charter, to commit to a trauma informed approach.

# 8.Digital Engagement – the Haringey 21st Century Learner – implement a digital learning strategy across Haringey that supports learning both at school, at home and in their communities.

## Where are we now?

Creating the Haringey 21st century digital scholar will lead to the Digital Adult and secure economic well-being. In Haringey, as part of the wider London economy, we know that digital and AI skills will play an increasingly important part of young people's futures. During the pandemic we recognised the powerful role of technology in online and home learning as well as at school. The digital divide was made clear and the pupils who were less well-resourced than their peers were disadvantaged.

We believe that effective use of technology will support young people and their teachers to improve outcomes, based on the evidence from the EEF studies, use of the best practice teacher toolkit and other relevant research such as learning through gaming. Immediate feedback and shared learning through such provision as Google Classroom and interactive engagement with others through such software as Teams can encourage young people in their self-regulation, decision making, problem solving and critical thinking about their work, study and learning. Ensuring that young people are able to distinguish the real from the fabricated, the authentic from the fake and the sincere from the manipulative will help them in their self-development as active citizens of their local, regional and global digital communities.

## Where do we want to be?

We want to see schools making creative and imaginative use of digital technology and skills to enhance the quality of teaching and learning in and out of the classroom as well as supporting pupil accessibility and inclusion, increasing digital engagement of young people who may not have their learning needs met by traditional educational routes and providing digital opportunities to experience work and career options in the ever changing and developing industries in this area. Ensuring school staff are well trained and invested in digital learning will help to reduce workload and increase job satisfaction for teachers.

## How will we get there?

The new guidance for schools on AI should facilitate an informed conversation on the development and use of AI in schools. However, we need to recognise the difficult financial context within which settings are operating. As such, we will need to consider any opportunities for securing investment in our schools, especially when we are trying to ensure that the least well-resourced pupils in the most deprived areas need the same access.

# Key performance indicators - baselines and targets

In Haringey we learn TOGETHER and support each other. We are reflective and we recognise that there is no one lever, solution or tool.

People are complex, issues are complex, and systems are complex.

Note: A "disadvantaged "student for the purposes of KPI 4 is one in receipt of free school meals, while a "non-disadvantaged" student for the purposes of KPI 4 is one not in receipt of free school meals.

| Description | Baseline | Target | Year 1 key actions and progress |
|---|---|---|---|
| **Measure 1: Ofsted Judgements** | | | |
| The latest Ofsted report (nursery, primary, special, secondary) confirms that there are no judgments causing concern. | Currently at 98% of our settings are rated as Good or Outstanding. Against the national trend we have retained outstanding and converted to outstanding judgements. | 100% of Haringey settings have no Causing Concern judgements. | |
| **Measure 2: Equity and Equality and Inclusion** | | | |
| Prioritise the needs of children and sustain high quality education across Haringey. Embrace the diversity of Haringey. Secure equity in terms of experience and outcomes. Assume collective responsibility to work together to secure our ambition. | Some cohorts of pupils do not achieve as well as their peers, are disproportionately suspended and / or have poor attendance. This includes, but is not limited to, Disadvantaged Black Caribbean/ Black African children and young people, children with a social worker, children with a Turkish / Kurdish background. We have made progress in the last 2 years with the attainment of BC/ BA pupils which we need to sustain. | Improve attendance for those who are persistently and seriously absent. Reduce the overall numbers of suspensions and address the disproportionality of boys, SEND and BC / BA pupils. Close the gaps in attainment for identified cohorts and key stages. | Establish new improving attendance group. Co-production of Haringey Inclusion Charter – and sign up from all settings. Racial Equity Group to devise an action plan to address Turkish / Kurdish underperformance. Virtual School development plan to improve attendance and KS4 outcomes. |

| Description | Baseline | Target | Year 1 key actions and progress |
|---|---|---|---|
| **Measure 3: Increase Physical and Mental Health and Wellbeing of our children and young people** | | | |
| Good physical and mental health and resilience for all our children and young people will enable them to achieve well and secure economic wellbeing. | Over 1 in 5 children (22%) aged 4-5 and over 1 in 3 children aged 10-11 are obese or overweight (36.7%). Of year 6 pupils 30% of children who are obese lived in the most deprived quintile and 6% lived in the least deprived quintile.<br><br>18.9% of Haringey's children are active enough to meet the CMO guidance for their age. 38.4% of our children are less active which is 5% more than the London average. | Reach and exceed the CMO London Average.<br><br>Reduce the % of absence related to sickness.<br><br>Review the alternative provision available for pupils who are not well enough to attend mainstream school.<br><br>Embed the SEMH pathway in all our settings.<br><br>Reduce overweight & obesity %. | |
| **Measure 4: Post 16 participation** | | | |
| Not all pupils have a post 16 pathway plan or are able to sustain a post 16 course, apprenticeship or work opportunity. | Post-16 participation is high attainment by 19 above national.<br><br>NEET % is better than London but boys are disproportionately NEET and CiC are more likely to be NEET by Year 13.<br><br>Progression from HLP is strong. | Reduce the numbers of boys who become NEET and increase the number of children with a social worker who complete their studies and achieve an attainment by 19 qualification. | Identify post 16 provision which can offer an in-year start.<br><br>Targeted work with new Year 11 EAL provision to ensure that a clear pathway is identified for every pupil. |

| Description | Baseline | Target | Year 1 key actions and progress |
|---|---|---|---|
| **Measure 5: Early Years** | | | |
| We know the importance of access to Early Years in terms of personal social and language development. | 96% of early years settings are good or outstanding. Take up of funded places continues to rise.<br><br>in 2027, 74% of children achieved a good level of development which was above London and the England average of 67%.<br><br>This varied by gender in Haringey with boys doing less well than girls. Disadvantaged children also do less well than their peers alongside those from a Turkish / Kurdish background. | Increase the take up of funded places for targeted groups who have been hard to reach.<br><br>Reduce the gap between Turkish / Kurdish and disadvantaged attainment and their peer group. | Working group on Turkish / Kurdish to be established with an action plan to engage schools.<br><br>Analysis of funded offer take up by ethnicity and ward leading to targeted comms. |
| **Measure 6: Excellence for our Children in Care and those with a Social Worker** | | | |
| As Corporate Parents we need to advocate for all our children with a social worker and have the highest expectations of them and for them. | In 2022-23 370 children were looked after. At April 2025 this number has reduced to 310.<br><br>Strengths and Difficulties Questionnaire (SDQ) score in 2022/23, 41% (n=58) of LAC had a score which was a cause for concern. This was similar to the England average which was 40% and higher than the London average of 35%.<br><br>CiC do less well at KS4. | Improve attendance for CiC and CwSW so that their attendance is as good as their peers.<br><br>Meet the 100% target for PEP quality. | Delivery of the Virtual Schools development plan. |
| **Measure 7: Attendance** | | | |
| Good attendance underpins every strategy and safeguards our children and young people. Attendance has continued to be a challenge since the pandemic and more than 1 in 5 pupils nationally and locally are persistently absent. | In 2023/24 17.9% of pupils were persistently absent. IN 24/25 we have seen this figure rise. The range of Persistent Absence (PA) in mainstream schools ranges from 5% to 32%. Secondary schools on the whole have a higher percentage of PA pupils.<br><br>Haringey pupils' attendance overall is 93%. | PA needs to be in line with or lower than the London average with a corresponding reduction in the range of PA in mainstream schools. | As part of the EWS attendance improvement plan, schools will be RAG rated to ensure that those who need the support most are given extra resources and support. |

| Description | Baseline | Target | Year 1 key actions and progress |
|---|---|---|---|
| **Measure 8: Exclusions and Suspensions** | | | |
| Permanent exclusions have plummeted in Haringey, and we have outstanding practice in preventing PEX and in reintegration.<br><br>Suspensions though are much too high and have increased year on year since the pandemic. | In 23/24 there were only 2 PEX but 2,444 suspensions. 27% of these were SEN support pupils and 14% were EHCP pupils. 238 suspensions were in primary schools ( 83% SEND ), 40 in special and 2,166 in secondary (35% SEND ). Black British /Caribbean and Mixed White and Black Caribbean have the highest rate of suspensions. 69% of suspensions were for boys. | We need a step change in our work re boys at KS4 in particular those from a BB/C and MWBC background to reduce the disproportionality. Early identification of those at risk and evaluating the impact of programmes available to them and to settings. | Build on the SEND exclusion pathway work which includes CPD for school staff to support dysregulated pupils.<br><br>Co production of the Inclusion Charter and seek sign up from all settings . Embedding a trauma informed approach to behaviour in all our settings. |
| **Measure 9: School Leadership and Management. Effectiveness of governance.** | | | |
| Strong and effective leadership has a positive impact on the quality of provision.<br><br>Effectiveness of governing bodies and governance reflect Governor accountability and a balance of support and challenge.<br><br>Supports the work, well-being and development of school leaders and their staff. | We have little baseline data on the leadership and governor profile in relation to gender and ethnicity. There is a need to cut the school staffing data around leadership and governor roles with gender and ethnicity to reflect the Haringey school pupil population. | Feedback in Ofsted inspections shows effective governor support and challenge in all our settings. Training programme is responsive and evolves to support governors in their work.<br><br>Support for leadership development at all levels evidenced in settings. through IP conversations.<br><br>HEP continues to develop collaborative models of middle leadership, sharing good practice and peer to peer school review and evaluation development leading to NPQs in all areas.<br><br>Build leadership capacity across the lower and middle levels of leadership moving to succession planning for senior leadership in schools. | |

| Description | Baseline | Target | Year 1 key actions and progress |
|---|---|---|---|
| **Measure 10: System Sustainability** | | | |
| Have respect for schools' autonomy and ethos.<br><br>Secure the sustainability of education settings – resilient schools.<br><br>Respect parental preference and the ability to access a school place within their local community. | In 2019 we had 3,029 reception children, in 2024 (Jan Census) that is 2,670.<br><br>30% 19/64 Primary schools (infant and junior) have one form of entry or less than one form of entry - 9 of which are faith schools.<br><br>8 permanent PAN reductions planned for entry to Reception in September 2024.<br><br>In Yr R 300 surplus places per year.<br><br>Secondary surplus by 2025 of 4/5 FE (120/150).<br><br>Schools balances ( including loans ) + circa £8m.<br><br>Large condition spends required on school estate – last estimated at £300m. | Reduce the number of schools in deficit and reduce the overall deficit balance.<br><br>Termly update of risk matrix.<br><br>Identify vulnerable settings and solutions to create sustainability and resilience. | Establish Schools Causing Concern Board for those schools in financial deficit.<br><br>Complete closure for three schools.<br><br>HEP to gather information and share practice in other LAs re collaboration. |

# Key Reference and Resource Documents and Strategies

→ **Haringey Deal**

→ **Haringey 2035: Our Vision**

→ **The Corporate Delivery Plan**

→ **The Early Years Strategy**

→ **Haringey SEND Strategy and Safety Valve Programme**

→ **Alternative Provision and SEND Sufficiency Strategy**

→ **DfE Sustainability and Climate Change**

→ **Haringey Data on Attendance, Exclusions and Suspensions**

→ **DfE Compare Haringey Schools Performance**

→ ESB Strategy Board TOR, meetings and notes

→ ESB Strategy Development and PowerPoint

→ Education Strategy Principles - Stakeholder Engagement Plan

→ Haringey Children's Roadmap

→ Haringey Physical Activity and Sports Strategy

→ Primary Risk Matrix

→ School Organisational Principles

→ Haringey JSNA Focus on Children and Young People's Mental Health and Wellbeing

→ Haringey Thrive Framework