

Inspection of Haringey Learning Partnership

Commerce Road, London N22 8DZ

Inspection dates:	14 and 15 January 2025
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Sixth-form provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

The pupils who attend Haringey Learning Partnership (HLP) receive a first-class education. This is reflected in the highly ambitious curriculum and the very high standards achieved by pupils. Staff use their considerable professional expertise to support pupils' emotional and social development extremely well. Pupils are very happy and well behaved. The school keeps pupils safe effectively. Pupils meet the school's exceptionally high expectations every day.

Many pupils have been out of school for a long time or have experienced difficulties in their lives. The school identifies pupils' complex needs swiftly and expertly. As a result, staff provide pupils with a curriculum tailored to their needs. This helps pupils to make up for lost time and catch up with their learning. Nearly all pupils who move back into mainstream schools do so successfully.

Many pupils face challenges with developing appropriate communication skills. The school is expert in helping pupils to overcome these difficulties. As a result, pupils develop the social, emotional and academic skills that they need to learn the curriculum effectively. This is reflected in the strong GCSE and A-level outcomes, and the number of pupils who move to college or university.

What does the school do well and what does it need to do better?

The significant challenges faced by pupils who attend HLP mean that the school is adapting its provision continually to meet their individual needs. This is done particularly effectively. As a result, HLP's aims for reducing exclusions in mainstream schools, giving pupils an ambitious and relevant education and preparing them for the next stage are met fully.

These achievements are the result of the school's expertise, commitment and passion, as well as its hard-nosed focus on securing the best possible education and outcomes for pupils. All staff share in promoting these values, which is partly why expectations are consistently high. What singles HLP out is the way in which each aspect of its provision is drawn together successfully and coherently for the benefit of pupils, the majority of whom have special educational needs and/or disabilities (SEND).

Pupils' behaviour and attendance improve rapidly. The school's work to promote attendance is highly effective. Pupils' daily attendance is checked carefully and absences followed up rigorously. Those who had not attended school for some time now attend regularly. Behaviour across the school is exemplary. Pupils are respectful and tolerant of others. Together, these factors have a strong impact on pupils' achievements across the school, including in the sixth form.

The well-designed curriculum is a key element of the school's excellent provision. It is implemented expertly. Teachers use their strong subject knowledge and expertise to set out what pupils need to learn and by when. This is the case for primary-aged pupils right up to those studying for A levels. The curriculum is adapted effectively to meet pupils'

specific developmental needs. There is a sharp focus on reading. For example, the school uses an accredited phonics scheme where younger pupils need to catch up with their reading and writing skills. Others get help with comprehension. Sixth-form students are also supported well. Adapting what is taught to match the needs of pupils is a key factor in pupils' and students' success.

The school identifies pupils' individual needs accurately and supports their development very effectively. The school utilises experts from a wide range of specialisms to great effect. For example, professionals from children's social care as well as education psychology and speech and language are integrated into and highly valued members of the school team. This enables the school to assess pupils accurately and provide well-targeted support quickly. This is one of the reasons for the school's success in reintegrating pupils back into mainstream schools.

The curriculum is extended most effectively by a wide variety of visits, activities and events. They include beekeeping, construction, Holocaust Memorial events, horse riding, residential farm visits and youth volunteering workshops. The school's personal development programme is highly comprehensive, including in the sixth form. It covers relationships and sex education very effectively, including sexual harassment and consent. There is an extensive focus on careers education and the world of work, for example financial literacy. Pupils are thus exceptionally well prepared for the next stage of their lives.

Staff take responsibility for promoting the school's very high expectations and outcomes. This includes members of the management committee. Expertise is shared widely, for example through in-school training. Staff feel extremely well supported, including with their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	131584
Local authority	Haringey
Inspection number	10345872
Type of school	Pupil referral unit
School category	Maintained
Age range of pupils	5 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	124
Of which, number on roll in the sixth form	6
Appropriate authority	The management committee
Chair of governing body	Mark Chapman
Headteacher	Gerry Robinson (Executive Headteacher)
Website	www.haringeylearningpartnership.org
Date of previous inspection	24 April 2018, under section 8 of the Education Act 2005

Information about this school

- Much has changed since the school was last inspected in April 2018. The executive headteacher has been in post since 2020. Many of the senior and middle leaders are relatively new to the school.
- The school provides for pupils with social, emotional and health needs.
- The range of services provided by HLP has expanded to include post-16 students. However, this is due to close at the end of this academic year.
- Simmons House is a 12-bed provision for pupils with psychiatric needs but is temporarily closed.
- HLP also provides outreach services, including respite and reintegration and advice and support for mainstream schools.

- Around one third of pupils have an education, health and care plan.
- The school does not use alternative provision.
- 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.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, science, and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and, where possible, spoke to pupils about their learning and looked at samples of their work. Other subjects were also considered as part of this inspection.
- Meetings were held with the executive headteacher, the deputy headteachers and subject leaders. Inspectors also met with teachers, therapists and support staff.
- Inspectors met with the chair of the management committee, which provides governance for the school, and representatives of the local authority. Inspectors also met with local headteachers.
- Inspectors met with parents to consider their views. There was only one response to the Ofsted Parent View survey. Inspectors also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Brian Oppenheim, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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