

NOTICE OF MEETING

CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

**Thursday, 15th January, 2026, 6:30 pm - George Meehan House,
294 High Rd, London N22 8JZ (watch the live meeting [here](#), watch
the recording [here](#))**

Councillors: Anna Lawton (Chair), Anna Abela, Marsha Isilar-Gosling, Mark Grosskopf, Kaushika Amin, Paton and George Dunstall.

Co-optees/Non-Voting Members: Christine Cordon (North Harringay Primary School) (Co-Optee), Camillia Borwick-Fox (Ferry Lane School) (Co-Optee) and Amanda Bernard (Haringey SEND Parent Carer Forum).

Quorum: 3

1. FILMING AT MEETINGS

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The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

2. APOLOGIES FOR ABSENCE

To receive any apologies for absence.

3. ITEMS OF URGENT BUSINESS

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

4. DECLARATIONS OF INTEREST

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

6. MINUTES (PAGES 1 - 8)

To approve the minutes of the previous meeting.

7. HARINGEY EDUCATIONAL ATTAINMENT & SCHOOLS FINANCIAL UPDATE 2024-25 (PAGES 9 - 26)

To receive an update on Haringey schools attainment for the 2024/25 academic year, as well as a finance update for 2024/25 in relation to Haringey schools.

8. CHILDCARE SUFFICIENCY ANNUAL REPORT NOVEMBER 2023-DECEMBER 2024 (PAGES 27 - 58)

To receive an annual report in relation to childcare sufficiency. The report outlines childcare supply and demand progress since 2023 and identifies key findings relating to childcare sufficiency during 2024.

9. VIRTUAL SCHOOL ANNUAL REPORT 2024-25 (PAGES 59 - 92)

The Virtual School Team is a multi-disciplinary team working to raise the educational attainment and attendance of children and young people in care. The report provides a summary of the activity of the team in 2024-25 as well as an outline of attendance, suspensions, exclusions and attainment, for our children in care. This report is for noting only.

10. WORK PROGRAMME UPDATE (PAGES 93 - 96)

To note the work programme, and to suggest any amendments.

11. NEW ITEMS OF URGENT BUSINESS

To consider any items admitted at item 3 above.

12. DATES OF FUTURE MEETINGS

26 February 2026

Philip Slawther, Principal Scrutiny Officer
Tel – 020 8489 2951
Email: philip.slawther2@haringey.gov.uk

Fiona Alderman
Director of Legal & Governance (Monitoring Officer)
George Meehan House, 294 High Road, Wood Green, N22 8JZ

Wednesday, 07 January 2026

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MINUTES OF THE Children and Young People's Scrutiny Panel HELD ON Tuesday, 18th November, 2025, 19:00

PRESENT:

Councillors: Anna Lawton (Chair), Anna Abela, Marsha Isilar-Gosling, Mark Grosskopf, Kaushika Amin.

ALSO ATTENDING: Christine Cordon (Co-Optee)

29. FILMING AT MEETINGS

The Chair referred Members present to agenda Item 1 as shown on the agenda in respect of filming at this meeting, and Members noted the information contained therein'.

30. APOLOGIES FOR ABSENCE

Apologies for absence were received from Cllr Dunstall.

31. ITEMS OF URGENT BUSINESS

None.

32. DECLARATIONS OF INTEREST

None.

33. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS

None.

34. MINUTES

RESOLVED

That the minutes of the meeting on 9th September 2025 were agreed as a correct record.

35. SCRUTINY OF THE 2026/27 DRAFT BUDGET AND MEDIUM TERM FINANCIAL STRATEGY 2026/2031

The Panel received a report for their consideration and comment, on the Council's draft 2026-27 Budget and 2026-31 Medium Term Financial Strategy (MTFS)

proposals that related to the Panel's remit. The report included the Budget/MTFS report that went to Cabinet on 11th November, along with appendices that set out the General Fund revenue and capital budget proposals relevant to the Children & Young People's Scrutiny Panel. The report was introduced by Neil Sinclair, Head of Finance and Ann Graham, Corporate Director of Children's Services as set out in the agenda pack at pages 9-78. Also present for this item were the Director of Early Help, Prevention and SEND and the Director of Safeguarding & Social Care. Cllr Brabazon, Cabinet Member for Children, Schools and Families was also present for this item.

Mr Sinclair identified that the financial position of the Council overall continued to be very challenging, driven by increasing demand and the rising cost of services. The Council was seeing trends from the current year continue into next year, with significant overspends in Social Care, TA and inflation costs. Other areas of overspend for next year included housing benefit overpayments and the Council's property estate. The Panel was advised that the current forecasts showed that an additional circa £30m was required to cover the projected overspend for 2026/27. There were £7m worth of new savings/ costs reductions in the budget and £14.9m of previously agreed savings due to be delivered next year (£21.9m in total). The current projection for Exceptional Financial Support was £57m for 2026/27. This was in addition to £10m of EFS for 2024/25 and £37m of EFS in 2025/26. The Panel was advised that the final figures would be known at the end of the financial year, once the existing budget was subject to closure. The Cabinet Member advised the Panel that Children's services had managed their budget well, including their contributions to overall savings for the Council. The Cabinet Member commented that the numbers of agency staff had gone down, the number of placements had gone down and the Safety Valve programme had been managed. There continued to be an overspend in the Dedicated Schools Grant, which was related to SEND, and was deemed to be manageable. Cllr Brabazon set out that in the context of a budget that where costs had risen significantly, the service had done a commendable job in containing the budget.

The following arose as part of the discussion of the report:

- a. The Panel sought clarification around the budget pressure relating to Rising Green youth centre and queried where the funding would come from to replace the grant funding that had come to an end. In response, officers advised that a dedicated report had been submitted to Cabinet that set out all of the issues in relation to funding. The Panel were advised that the youth centre would be funded corporately as a growth budget in order to maintain that service provision for the next two years. The service was committed to finding an alternative venue to provide a youth centre following those two years.
- b. The Panel queried whether the Rising Green youth centre would continue to be funded to the same level over the next two years. In response, officers advised that there were some cuts to the overall youth provision, with the targeted youth service being brought under Early Help and reductions being made as a result. However, Rising Green would remain operating for the next two years and it was envisaged that a new site would be found following that two-year period.
- c. The Panel queried the additional funding proposed around employing additional staff to manage the steep rise in Subject Access Requests and whether those additional staff were required, given that it was possible to extend the deadlines for responding for complex requests. In response, officers advised that the

- overall volume of cases in that service exceeded what they could manage, and so even though they could extend the deadlines for complex cases, demand far outstripped capacity.
- d. The Panel queried whether, following the replacement of the 2025/26 grant for the Families First Partnership Programme, there were any alternative sources of funding that were being explored. In response, officers advised that when the grant was initially released it was given to the Children's services base budget but the government subsequently issued amended guidance. Following discussions with the Corporate Director of Finance, it had been agreed that it would not be a pressure within the Children's Services base budget for next year. It was commented that Haringey was not alone in finding itself in this position.
 - e. In relation to previously agreed savings and whether these would be delivered in full, officers acknowledged that they would not be able to deliver the savings for the current year, due to the £1.4m grant issue and not having any time to plan for how to mitigate this. The current assumption was that all of the previously agreed savings included in the March 2025 Council report across 2026/27 to 2030/31 would be delivered in full.
 - f. In relation to the cost pressure arising from tribunals, the Panel sought clarification as to whether there was scope to reduce the number of cases ending up at tribunal, given the costs involved. In response, officers advised that costs varied widely according to what package of care the tribunal related to. Officers advised that they had undertaken some modelling to see the level of workforce they would need to meet the current level of complaints. The service was developing a team of four staff to manage a dispute resolution process with the aim of preventing cases escalating to the point of going through the courts. Currently there were around 75 cases going to tribunal and only one person working on them. Consequently, it was very hard to keep on top of demand.
 - g. In response to a follow-up question about the additional team of four staff, officers advised that savings deriving from this team would be savings to the High Needs Block rather than the General Fund. The Safety Valve programme was due to end the overspend in the HNB by March 2028.
 - h. The Panel commented on the importance of managing relationships with parents when it came to reducing the number of cases going to tribunal, for example, and questioned if there was another way to manage relationships within the service. In response, the Corporate Director set out that Subject Access Request could involve someone who was in care 20 plus years ago needing to know something about their birth parents. The Council could have no current relationship with that person and, in that context, managing relationships in a different way would not affect that person's need to find out a specific piece of information. In relation to tribunals, officers advised that these were often about a parent trying to ensure that their child's needs were met and the Council could have a good relationship with that family. Within the SEND process there was a statutory requirement for a formal route of redress if parents were not happy with a decision taken by the local authority or a health authority. Officers set out that there was a lot of work going on within the service to ensure that it had good relationships with service users. The Panel noted that there was a very well established parent carer forum in Haringey, that had 500 members and thousands of people who received its newsletters.

The Cabinet Member emphasised the fact that the SEND system was fundamentally adversarial in its set up and that there wasn't enough money in the system. People had a right to go to a tribunal if they were not happy.

- i. In relation to a question around the saving proposal around introducing specialist foster carer allowances to attract more foster carers, officers confirmed that training would be part of a wider package of support offered to foster carers, including looking at how children were matched with foster carers. Officers set out that there was a clear expectation that people who undertook these placements also undertook enhanced training.
- j. The Panel queried whether there were any concerns around incentivising foster with pay bands based on tiers of complexity/need. In response, officers acknowledged that it was an issue that they had deliberated on, and assurances were provided that there would be processes in place to ensure that foster carers had the requisite skill set in order to undertake these placements. Officers emphasised the importance of placing children locally, where the organisation could provide support in order to achieve the best outcomes for those children. In contrast to the huge costs charged by some independent care agencies, the service was seeking to put in place packages of support to children and foster families in order to keep placements in-house, rather than going through agencies. The Corporate Director of Children's Service emphasised the importance of children having a family experience for as long as they could.
- k. In reference to the proposed saving around care leavers accommodation, the Panel questioned whether, if successful, there was scope to deliver more units for care leavers. In response, officers acknowledged that that it was an exciting proposal and that the service was incredibly proud to have young adults moving into their own accommodation. It was estimated that there were either 104 or 109 care leavers moving into supported accommodation. In terms of getting them ready to move into permanent accommodation, it was suggested that it was important to provide them with the opportunity to input into what they needed to make it work.
- l. In response to a question about the level of overspend, officers advised that overall, the Council was projecting an in-year overspend of about £34m. Some of these pressures were recurring and some were one-offs, and they would need to be built into the 2026/27 budget forecast.

RESOLVED

That the Panels scrutinised the proposals presented in the report and appendices.

36. HARINGEY SAFEGUARDING CHILDREN PARTNERSHIP ANNUAL REPORT 2024-2025

The Panel received a copy of the Haringey Safeguarding Children Partnership (HSCP) Annual Report 2024-25, for noting, as set out in the published agenda pack at pages 79-121. Accompanying the Annual Report was a set of presentation slides that were tabled at the meeting and have been published as part of the agenda papers for this meeting. The presentation and the Annual Report were introduced by David Archibald, Independent Scrutineer HSCPB. Also present for this item were the Corporate Director, Children's Services and the Director of Safeguarding and Social

Care, along with the Cabinet Member for Children, Schools and Families. The following arose as part of this discussion of this report:

- a. In response to a query about the extent to which the HSCP was a new set up, the Panel were advised that up until 2019, each authority had to have a safeguarding children's board. From September 2019, there was a change which required councils, police and health to have joint accountability. Subsequent changes meant that there was no longer an independent chair, instead the chair rotated between the three lead partners. The role of independent scrutineer was also brought in.
- b. The Panel noted that the report contained a lot of qualitative data and queried whether there was any quantitative data that showed how the partnership was performing. In response, Mr Archibald advised that the partnership had been developing a dataset to evaluate progress on a range of areas of children's safeguarding and that there was also work underway to encourage HSCPs to do this nationally. Mr Archibald advised that he chaired a recent HSCP leadership group meeting which included a progress report on performance data. In general, the data showed that the partnership was performing well. It was commented that there was a huge and complex set of potential data, and the challenge was to use this data to show where improvements could be made. The Corporate Director of Children's Services advised that her team followed the movement and flow of the data closely, and that when the dataset moved up or down they would interrogate it, in order to understand possible areas of concern.
- c. The Panel sought clarification about how the partnership worked with housing to tackle issues such as damp and mould, which had a serious impact on the health and wellbeing of children. In response, officers advised that within the responsibilities of the HSCP, there wasn't anything the partnership could do to allocate housing. Officers would contact housing if they came across any housing issues. The introduction of Awaab's Law brought in specific timescales for landlords and housing providers to deal with serious issues such as damp and mould. Officers also commented that Haringey's Children Safeguarding Board had a housing sub-group and that this provided an opportunity for different sections of the Council to work together to deal with housing challenges.

Clerk's note at 20:20 – Cllr Abela left the meeting at this point.

- d. The Panel queried access to Children and Adolescent Mental Health Services (CAMHS) and whether waiting times had improved. In response, Mr Archibald advised that the report set out some good progress in relation to Mental Health, including the introduction of a single point of access. It was acknowledged that there was a backdrop of increasing demand for CAMHS and increasing concerns about the mental health of young people. Officers advised the Panel that the Children and Young People's Mental Health Strategy had recently been published. The Strategy was the product of having listened to families over a number of years and that people needed access to services in a timely manner, needed services that met need, and they needed support in navigating a complex system. In relation to children with more complex needs, it was commented that the single point of access and 'no wrong front door' approach would allow anyone who approached the service to be directed to the most appropriate service based on their needs. The Panel was also advised that

CAMHS were also going into schools, and that there was a community offer available through family hubs.

- e. The Panel sought clarification about the role of independent scrutineer and the extent to which it was independent. In response, the Panel was advised that the role was relatively new and that partnerships across the country were trying to work out how best to incorporate the role. There was national guidance that set out the key elements of scrutiny. Mr Archibald commented that it was more helpful for him to sit with the executive and to contribute and challenge them directly as decisions were being taken, rather than retrospectively scrutinising decisions that had already been taken. It was emphasised that whilst Mr Archibald sat on the HSCP, he did not manage anything operationally. The Corporate Director commented that Mr Archibald knew Haringey well and that he was very experienced, this experience was helpful to the partnership. The Panel acknowledged the role played by the Independent Scrutineer, but suggested that use of the word 'independent' initially seeming misleading, given that he sat on the Partnership Board.
- f. In relation to slide 11 titled 'Children's Social Care Dataset 2024/25', the Panel queried the fact that it stated that there had been a near 20% decrease in the volume of EHCPs but that the completion within a 20 week timescale had dropped from 98% to 82%. In response, officers advised that they would check the figures and come back to the Panel. It was commented that the timeframe aligned with the introduction of the Safety Valve programme, and that as that embedded and early intervention processes were implemented, less children required an EHCP. In relation to performance, officers acknowledged that this was a decrease, but noted that the organisation was still performing above the national average.
- g. The Panel also queried the number of Asset Plus Plans within the Youth Offending Service, as the information box on slide 11 stated that performance was 'up' 65% from 74% the year before. The Panel sought clarification on whether this was a typographical error.

Clerk's Note – following the meeting officers found that there was an error with the data provided. In relation to Children supported with Asset Plus Plans, the data set should have stated: 'Between April 24-March 2025, the number of children supported by the Youth Justice Service with their Asset Plus Plans up to date was 72% which was the same in 23-24. The number of children supported between April 24- March 25 by the service was 303 compared with 243 in 23-24.' In relation to EHCPs, the data set should have stated: 'In 2024 there were 533 requests for Education Health and Care Needs assessment (EHCNA), compared with 600 in 2023 which is a decrease of 7.83%. In 2024, 83% of EHCPs were finalised in 20 weeks, compared with 86.5% in 2023, which is a decrease of 3.5%. N.B. Following this error, the published HCSB Annual report was updated and the DfE were notified.

- h. The Panel queried whether the Haringey Healthy Weights Strategy 2022-25 was being updated. In response, officers advised that Public Health would have to come back on this. The Panel agreed for a report on the implementation of the Haringey Healthy Weight Strategy to come to its February meeting. **(Action: Clerk).**
- i. The Panel commented that there had been a number of recent news articles about grooming gangs in London, and queried the extent to which this was something that was happening in Haringey. In response, the Corporate Director of Children's Services stated that it was difficult to say definitively either yes or

no. However, the service was not seeing any of the patterns or indicators it would expect to see for children being at risk in this way. It was commented that it was a police activity to find young people and spot those who may be at risk of being exploited through grooming gangs. Officers advised that there was a partnership level missing panel that was convened weekly, to share information and develop a partnership response to any instances of missing children.

- j. The Panel questioned what was being done to reduce waiting times for children to receive an assessment for ADHD or autism. In response, officers advised that work was underway locally to reduce the large number of pathways and to bring providers together. A provider's collaborative had been established to bring providers together to look at how services could be delivered in a more streamlined way and how assessments wait times could be reduced. Officers commented that one of the key outputs was assuring that when a child had waited for an assessment, that assessment was the correct one and that the family weren't made to start that process from the beginning. Officers advised that there was also a robust waiting well offer for families that had been produced in conjunction with SEND Power. The service's management also scrutinised the data with health providers on a monthly basis.

RESOLVED

That the HSCB Annual Report was noted.

37. WORK PROGRAMME UPDATE

RESOLVED

That the work programme was noted and any amendments were agreed.

38. NEW ITEMS OF URGENT BUSINESS

N/A

39. DATES OF FUTURE MEETINGS

15th January

26th February

CHAIR: Councillor Anna Lawton

Signed by Chair

Date

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Report for: Children's Scrutiny 15 January 2026

Title: Haringey Educational Attainment & Schools Financial Update
2024-25

**Report
authorised by :** Ann Graham, Corporate Director of Children's Services

Lead Officer: James Page, HEP Chief Executive
Jane Edwards, Director Schools & Learning

Ward(s) affected: N/A

**Report for Key/
Non Key Decision:** For Information and Noting

1. Describe the issue under consideration

1.1 The report provides a detailed analysis of Haringey schools attainment for the 2024/25 academic year.

1.2 The report provides comparative data for London, nationally and with previous years.

1.3 The report notes some areas for development.

1.4 The report provides a finance update for 2024/25 in relation to Haringey schools.

2. Cabinet Member Introduction

N/A

3. Recommendations

3.1 That Members note contents of this report.

4. Reasons for decision

4.1 This report is for information only

5. Alternative options considered

N/A

6. Background information

N/A

7. Contribution to the Corporate Delivery Plan 2022-2024 High level Strategic outcomes

N/A

8. Carbon and Climate Change

N/A

9. Statutory Officers comments (Director of Finance (procurement), Head of Legal and Governance, Equalities)

N/A

10. Use of Appendices

Appendix 1 – Haringey educational attainment 2024-25
Appendix 2 - Schools Financial update 2024/25

11. Background papers

N/A

Haringey educational attainment 2025

Summary

Outcomes for Haringey's children and young people in 2024-25 have, again, been very positive from early years through to post-16. Broadly, Haringey is now operating at or above the London average for all of the headline outcome measures, including Good Level of Development, Key Stage 2 Expected Standard and Greater Depth, Key Stage 4 progress (though not attainment) and A-level and technical qualifications.

This is an excellent standard for Haringey and is the best set of outcomes in Haringey's history. The aim in future years must be to push even further compared to other London boroughs. In particular, secondary attainment should aim to reach the London average over the coming 2-3 years.

There was one major setback this year: after two years of large increases, this year Black Caribbean (BC) and Mixed White and Black Caribbean (MWBC) attainment at Key Stage 2 Expected Standard decreased. This was out of line with closing the gaps at Key Stage 2 for other groups and disadvantaged students and was predominantly the result of exceptional SEND needs in this year's cohort. BC and MWBC attainment at Key Stage 4 was higher in Haringey than London and national for the first time.

Early Years (Reception year, age 4-5)

- 73.5% of Haringey pupils reach a **Good Level of Development (GLD)**, which is above the London average for the eighth consecutive year. All pupil groups did better than their comparators nationally. For GLD, Haringey ranked 10th nationally and 4th in London.
- The proportion of Haringey children achieving their **Early Learning Goals (ELG)** is 1-6% higher in each area compared to National and London averages.

Phonics and KS2 (year groups 1 to 6)

- **Phonics:** 84% of Haringey pupils passed their phonics assessment, 4% above the national average.
- **KS2 attainment:** all subjects are above national averages at Expected Standard. At Greater Depth standard, Reading, Writing and Maths (RWM) combined, Reading and Writing separately are above the London average.
- **KS2 closing the gap:** attainment for students who are disadvantaged, have SEND, are Turkish / Kurdish or Black African increased more than the average, closing the gaps.

Key Stage 4 (year groups 7-11)

- Attainment 8 – the provisional result of 48.3 for Haringey is higher than the pre-pandemic result of 46.9. It ranks Haringey 35th out of 152 local authorities in England and 20th in London.
- Haringey's disadvantaged pupils' A8 score is 40.2, much higher than the national disadvantaged score of 34.8.
- Haringey SEN, White British and Black Caribbean pupils outperform London; most other pupil groups outperform the national.

Key Stage 5 (year groups 12 and 13)

- Haringey's schools and colleges scored 38.09 for the 1,338 A levels students, ranking 11th out of 150 local authorities and in the country in the top quartile nationally. This bettered London's score of 36.06 points.

Priority Areas for Improvement

- Continue to narrow attainment gaps across phases for Turkish, Black Caribbean, EAL and Disadvantaged pupils across the board.

Early Years (Reception year, age 4-5)

To continue to narrow the gap between Turkish, Disadvantaged, Black Caribbean and MWBC and SEN Pupils and All pupils.

Phonics and KS2 (year groups 1 to 6)

- Y1 Phonics outcomes continue to narrow the gap between disadvantaged and not disadvantaged pupils.
- At KS2 Expected Standard, to further close a large gap for Turkish pupils across all subjects; to close gaps in all subjects for Black Caribbean pupils, especially in Reading.

Key Stage 4 (year groups 7 to 11)

- Three Haringey pupil groups performed worse than national, these were the EAL group, Black African and MWBA and White Other.
- Haringey EAL pupils scored 45.2, much lower than the 49.5 score of EAL pupils nationally.

Technical note:

The primary school results for 2020 and 2021 were not collected by the Department of Education due to Covid. As KS2 progress scores rely on KS1 assessments as a baseline, it is not possible to calculate scores for 2024 or 2025. The same applies for GCSE progress 8 scores which rely on KS2 assessments as a baseline. There will be no progress 8 scores for 2025 or 2026.

KS1 assessments became non-statutory after 2023.

Detailed Analysis

Early Years Foundation Stage

Children are deemed to have reached the national standard, 'Good Level of Development' (GLD) if they achieve the expected level in the prime areas of learning (personal, social and emotional development; physical development; communication and language) and in the specific areas of mathematics and literacy. The EYFSP framework changed in 2022, so previous years' figures are not directly comparable.

% of children achieving Good Level of Development (GLD)

	2018	2019	...	2022	2023	2024	2025
Haringey	76	75		71	73	74	74
London	74	74		68	69	70	71
National	72	72		65	67	68	68

The percentage of children attaining GLD is 73.5% in Haringey in 2025, compared to 68% in England and 71% in London. This is the 8th consecutive year that results for Haringey are higher than London as well as being 6% higher than National. Haringey's 73.5% GLD ranked 10th highest local authority nationally (out of 153) and 4th highest in London (out of 33).

The DFE have set ambitious targets for local authorities across the country. Haringey has a target of 80% GLD by 2028.

GLD by Pupil Group

2025 GLD %	All	Boys	Girls	Disad	Not Disad	SEN	EAL	White British	White Other	BC and MW BC	BA and MW BA	Turkish /Kurdish
Haringey	74	68	79	60	76	30	69	85	74	73	77	64
National	68	62	75	51	72	21	65	70	69	65	68	60

- All Haringey pupil groups are above national comparators.
- There is a large gap for Turkish, Disadvantaged and SEN Pupils compared to other Haringey groups. For Turkish pupils, the underperformance is due to early stages of English.

Areas of Learning

	Communication and Language	Physical development	Personal, social and emotional	Literacy	Maths	Understanding of the world	Expressive arts and design
Haringey	81	88	85	76	82	84	89
National	80	85	83	71	78	80	85
London	80	86	83	73	79	80	86

- The proportion of Haringey children achieving their Early Learning Goals is 1-5% higher in each area to National averages with Literacy having the largest gap.
- Haringey was 1-3% higher than London for all goals.

Phonics Test Outcome (year 1)

% of children achieving phonics level

	2018	2019	2022	2023	2024	2025
Haringey	85	84		80	82	84	83
London	85	84		78	81	82	82
England	82	82		76	79	80	80

- In 2025, 83% of Haringey pupils passed the phonics test which is 3% above the national figure and 1% higher than London.
- This is the fourth time Haringey has exceeded London. The percentage has slightly fallen from last year.

Phonics by Pupil Group

2025 Year 1 Phonics %	All	Boys	Girls	Disad	Not Disad	SEN	EAL	White British	White Other	BC and MW BC	BA and MW BA	Turkish /Kurdish
Haringey	83	80	87	73	86	54	80	92	83	74	82	78
National	80	76	84	67	84	44	80	80	82	76	79	78

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

Areas for Development:

- Disadvantaged pupils to narrow the gap to non-disadvantaged pupils.

Key Stage 2

The main measures used in Key Stage 2 are:

- The percentage of pupils achieving the Expected Standard (EXS) in Reading; Writing; Maths; Grammar, Punctuation and Spelling (GPS).
- The percentage of pupils achieving the Greater Depth Standard (GD) in Reading; Writing; Grammar, Punctuation and Spelling; Maths.
- The average progress score in each of Reading, Writing and Maths.

Calculating KS2 progress scores requires the KS1 baseline for each pupil. In 2021 KS1 pupils were not assessed due to Covid so it is not possible to calculate the scores for 2025.

KS2 Attainment at the Expected Standard

KS2 Expected Standard %	RWM combined	Reading	Writing	Maths	Grammar Punctuation and Spelling	Science
Haringey	69%	79%	77%	79%	77%	84%
London (unvalidated)	68%	79%	76%	80%	79%	85%
National (unvalidated)	62%	75%	72%	74%	73%	81%

- 69.1% of Haringey pupils achieved the Expected standard in combined RWM, above the unvalidated London figure of 68% and higher than the National of 62%.
- There was a 1.3% improvement in RWM from 2025 in Haringey. National and London improved by about 1%.
- There was a 2% improvement in Maths to 79% from the previous year. 77% of Haringey pupils attained EXS in Grammar, Punctuation and Spelling and 79% in Reading (both the same as 2024), 77% in Writing a 1% fall from 2024. These results continue to be higher than the national figures and just below London figures.
- Unvalidated results show Haringey in the top quartile nationally for the percentage of pupils achieving RWM combined expected standard (19th) and for higher standard (8th) in RWM and individual subjects.
- In London, Haringey results for Expected standard rank 16th (out of 33) for RWM, 21st for Reading, 19th for Writing, 23rd for Maths and 25th for GPS.
- At the Higher standard Haringey pupils were in the London top quartile for RWM (8th) and Writing (7th) and in the 2nd quartile for Writing (9th), in the third quartile for Maths (20th) and GPS (24th).

Key stage 2 attainment by pupil group

2025 Pupil Groups		All	Boys	Girls	Dis	not Dis	SEN	EAL	White British	White Other	Black Caribbean and MWBC	Black African and MWBA	Turkish and Kurdish
RWM	Haringey	69%	66%	72%	56%	76%	37%	67%	79%	72%	54%	66%	51%
	National	61%	59%	65%	47%	69%	24%	64%	61%	66%	54%	64%	57%
Reading	Haringey	79%	77%	82%	70%	84%	54%	76%	90%	80%	71%	78%	63%
	National	75%	72%	78%	63%	80%	42%	74%	75%	76%	72%	76%	61%
Writing	Haringey	77%	72%	82%	66%	82%	45%	75%	85%	79%	65%	78%	61%
	National	71%	66%	78%	59%	78%	32%	73%	71%	75%	67%	74%	66%
Maths	Haringey	79%	79%	80%	71%	84%	52%	79%	87%	81%	66%	78%	71%
	National	74%	75%	73%	60%	80%	40%	78%	72%	79%	65%	75%	72%

Haringey validated vs National unvalidated

KS2 Key Strengths:

- Most pupil groups performed better in Haringey than the equivalent group nationally.
- The largest positive gap against the national figure is for White British pupils where 18% more pupils achieved the Expected Standard in RWM, 15% more in Reading, 14% more in Writing and 15% more in Maths.
- All groups have improved in Maths.
- There was a 4% improvement in RWM amongst the Turkish and Kurdish pupils.

- Haringey's disadvantaged pupils performed well above national comparators in all subjects.

KS2 Key Areas for Development:

- To close the gaps with Haringey 'all' pupils for Black Caribbean pupils in RWM.
- To continue to close the large gaps between Turkish pupils and Haringey 'all' pupils in all subjects (16% lower in Reading, 16% lower in Writing and 8% lower in Maths).
- Our aspiration is to further narrow the gap between Haringey Disadvantaged pupils and national Non-Disadvantaged pupils in all subjects.

KS2 Attainment at the Greater Depth Standard

KS2 Greater Depth %	RWM combined	Reading	Writing	Maths	Grammar Punctuation and Spelling
Haringey	15%	42%	23%	34%	37%
London	13%	40%	18%	35%	40%
National	8%	33%	13%	26%	30%

- Haringey pupils performed well above national comparators in all areas, between 7-10% higher.
- Haringey pupils also performed bettered London in Reading, Writing and combined RWM.

Areas for Development

- Narrow gaps at the Greater Depth Standard against the London averages in Grammar, Punctuation and Spelling and Maths.

Special Educational Needs pupils

EYFSP – 10.0% of EHC pupils achieved GLD in Haringey in 2025 (8.7% in 2024). Nationally 3.9% of EHC pupils reached GLD, so Haringey had more than double the proportion.

302 pupils in Haringey were SEN Support, of which 35.8% reached GLD, higher than London (30%) and National (26%).

Phonics – 164 EHC pupils of which 32% reached the phonics standard, higher than London (23%) and National (20%).

65% of SEN Support pupils achieved this standard compared to 60% in London and 52% Nationally.

Key stage 2 – Haringey EHC pupils improved to 17.3% RWM compared to 9% in 2024 Nationally this was 9.4% and in London it was 12.1%. They were 2-5% above London in each subject.

For the 439 SEN Support pupils, 44.4% achieved the Expected standard in RWM, 64.5% in Reading, 55% in Writing and 62% in Maths. All figures are above London SEN Support figures.

Vulnerable children

Children in Need

- EYFSP – 30 pupils were CIN in Reception year 2025 of which 47% achieved GLD. Nationally 38% of CIN achieved GLD and 42% in London.
- Phonics – 60 CIN pupils had their phonics assessment in year 1. 56% achieved the phonics standard. Nationally and in London it was 51%.
- KS2 – There were 60 CIN pupils at KS2, 34% achieved the expected standard at in RWM. Nationally this was 31.4% and in London it was 36%.

Looked After Children

- EYFSP – there were 6 CLA pupils in Haringey Virtual school. 50% achieved GLD. 41% and 44% CLA pupils achieved GLD Nationally and in London respectively.
- Phonics – 8 pupils were in Haringey virtual school in year 1. 62.5% achieved the phonics standard. Nationally it was 58% and in London it was 61%.
- KS2 – 11 pupils were in year 6 of the Haringey Virtual school. 36.4% of these children achieved RWM expected standard compared to 34% Nationally and 36% in London.

Key Stage 4 Results (provisional)

KS4 Context

The headline measures which will appear in the performance tables will be:

- Attainment 8: attainment across the same 8 qualifications
- Percentage of pupils achieving grade 5 in English and mathematics
- Percentage of pupils entering the English Baccalaureate (English Baccalaureate subjects include Maths, English, Humanities, modern foreign languages and science)
- Percentage of pupils achieving the English Baccalaureate

There is no Progress 8 measure in 2025 or 2026 as there were no KS2 assessments for these pupils in 2020 or 2021.

The DfE published results for 2025 do not yet have disapplied EAL pupils removed, nor do they take account of re-marks. Data for groups does not yet have disapplied EAL pupils removed.

KS4 Attainment Trend

2020 and 2021 years were teacher assessed due to Covid. Nationally, 2025 results are still lower than levels in 2019.

Attainment 8	2019	2020	2021	2022	2023	2024	2025
Haringey schools	46.9	51.4	51.4	50.5	48.2	48.1	48.3
England (state funded)	46.8	50.2	50.9	48.9	46.4	46.1	45.9
London	49.7	53.2	54.1	52.7	50.6	50.8	50.4

- Haringey pupils achieved an average Attainment 8 score of 48.3 in 2025, 2.4 points higher than National and 2.1 points below London.
- This was just above the previous 2 years and is the highest average score post Covid. There was a fall of 0.2 points nationally from the previous year.
- Nationally there has been a 0.9 fall on the Attainment 8 score from 2019 to 2025 and in London there has been a 0.7 increase.
- Haringey's score is 1.4 points higher than in 2019, narrowing the gap with London from pre pandemic levels.

	2024/25	National rank
Sutton	59.2	1
Kingston upon Thames	59.1	2
Trafford	57.8	3
Barnet	56.5	4
Richmond upon Thames	56.4	5
Hammersmith and Fulham	55.4	6
Kensington and Chelsea	54.3	7
Redbridge	53.8	8
Buckinghamshire	53.3	9
Wokingham	53.1	10
Slough	53	11
Westminster	53	11

Merton	52.2	13
Southend-on-Sea	52.1	14
Southwark	51.9	15
Ealing	51.9	15
...
Haringey	48.3	35

- Haringey are ranked 35th nationally (out of 152) and 20th out of the 32 London local authorities for Attainment 8. Sutton (who have three grammar schools) have the highest score with 59.2 which is the same as an old B grade (60 points) for every pupil for every subject.
- Trafford was the highest scoring LA outside of London.
- Redbridge was the highest scoring of Haringey's statistical neighbours.
- The A8 gap with London is 2.1 points. This means each Haringey pupil would need to score over a fifth of a grade higher in each of their subjects on average to catch London.
- All other attainment measures in Haringey show an improvement from 2019.
- Haringey's 65.8% of pupils achieving grade 4+ and 47.2% achieving grade 5+ in English and Maths. These are 5-6% lower than London.

Attainment 8 by group

Attainment 8 score	England	London	Haringey
All pupils	46.2	50.9	48.3
Boys	44.3	48.9	46.2
Girls	48.3	52.9	50.5
Disadvantaged	34.8	41.8	40.2
Not disadvantaged	50.6	55.2	53.1
SEN	28.2	32.4	36.5
EAL	49.5	51.4	45.2
White British	44.3	49.4	56.8
White Other	50.4	52.6	48.6
Black Caribbean or MWBC	38.9	39.4	40.0
Black African or MWBA	48.2	48.7	46.6
Turkish or Kurdish	44.0	43.8	41.8

KS4 Attainment 8 Key Strengths:

- The disadvantaged gap was 12.9 points in Haringey, narrower than London's 13.4 and National's 15.8 gap.
- The biggest gap with national came in the White British, SEN and Disadvantaged groups (12.5, 8.3 and 5.4 points higher respectively)
- Haringey White British, SEN and Black Caribbean pupils outperform London; most of the other pupil groups outperform national comparators.

KS4 Attainment 8 Key Areas for development:

- Haringey girls averaged 50.5 in Attainment 8, which was 4.3 points higher than Haringey boys.
- Three Haringey pupil groups performed worse than national, these were the EAL group, Black African and MWBA and White Other.
- Haringey EAL pupils scored 45.2 much lower than the 49.5 score of EAL pupils nationally. EAL pupils differ by local authority with Turkish the most prevalent in 4 London boroughs. Punjabi, Tamil and French are most prevalent in 3 London boroughs each.

Special Educational Needs pupils – secondary summary

- There were 143 pupils with an EHC plan who sat GCSEs in 2025. Their average Attainment 8 score was 17.2.
- The EHC pupils of London averaged 17.8 and National averaged 14.8
- There were 426 SEN Support pupils in Haringey who averaged a 42.6 score.
- The average for SEN Support in London was 38.8 and for National was 33.8.

Vulnerable children

Children in Need

- There were 100 CIN pupils sitting GCSEs at Haringey schools in 2025. They averaged 20.6 points in Attainment 8.
- Nationally CIN pupils averaged 20.4 points and in London CIN pupils averaged 24.4 points.

Looked After Children

- Haringey had 22 pupils in the virtual school for GCSE 2025. They averaged 24.3 points in Attainment 8.
- Nationally CLA pupils averaged 21.5 points and in London CLA pupils averaged 24.0 points.

Key Stage 5 Results (provisional)

	2025			Haringey	
	Haringey	London	England	National rank	London rank
APS per A level entry	38.09	36.06	34.85	11	7

Haringey point scores post 16						
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
APS per A level entry	39.6	42.14	38.73	35.7	37.25	38.09
APS per academic entry	39.56	42.09	38.8	35.83	37.29	38.08
APS per applied general entry	31.23	32.56	29.89	30.05	NA	30.28
APS per tech level entry	24.26	31.29	35.49	33.61	NA	33.82
National rank trend for Haringey post 16						
	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25
APS per A level entry	28	19	39	30	13	11
APS per academic entry	28	20	40	29	13	12
APS per applied general entry	72	82	123	60	NA	67
APS per tech level entry	137	79	14	19	NA	26

There were 1,611 students who took level 3 subjects in Haringey (based on DFE release), compared to the 2,685 students who studied GCSE in the borough. Less than half the numbers stay on in a Haringey sixth form.

A levels Nationally, APS for post 16 results returned to pre-pandemic levels. Haringey's schools and colleges scored 38.09 for the 1,338 A levels students, ranking 11th out of 150 local authorities in the country in the top quartile nationally. This bettered London's score of 36.06 points and National of 34.85 points.

Applied General and Tech levels

It was not possible to report 2023/24 figures for Applied General and Tech due to changes in the trigger rules allowing automated reporting. This has been rectified for 2025.

There were 478 students who studied Applied General subjects in Haringey. They averaged 30.28 which ranked 67th best local authority nationally (2nd quartile).

There were 64 tech level students in Haringey who averaged 33.82 points in 2025, ranking Haringey 26th best local authority in the England.



Title:	Updates on Schools Financial Position 2024-25
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1- Purpose of Report

The Schools Finance Update provides management with a clear, timely overview of financial positions for the year ended 31 March 2025. It outlines the local authority's planned actions to support schools facing financial challenges, highlights the key drivers of financial risk, and sets out how the authority will collaborate with schools to redesign delivery models—covering curriculum, staffing, and timetabling—to restore and sustain financial stability.

2- Financial Overview by School Type (2024-25)

Across all phases, the overall financial position for the year ended 31 March 2025 reflects significant pressure on revenue balances. The combined opening position for all schools was negative, and in-year movements have deepened this challenge, resulting in a larger aggregate deficit at year-end.

Primary schools represent the largest cohort and show the widest variation in financial health. While some schools achieved modest surpluses, the phase overall ended in a substantial deficit (£1.382m). This indicates structural budget pressures, particularly around staffing and operational costs, which remain high relative to income growth.

Secondary schools also closed the year in deficit (£0.641m), though the scale is less pronounced than in the primary phase. These schools typically manage larger budgets, but cost drivers such as energy, catering, and agency supply staff have eroded gains from delegated funding.

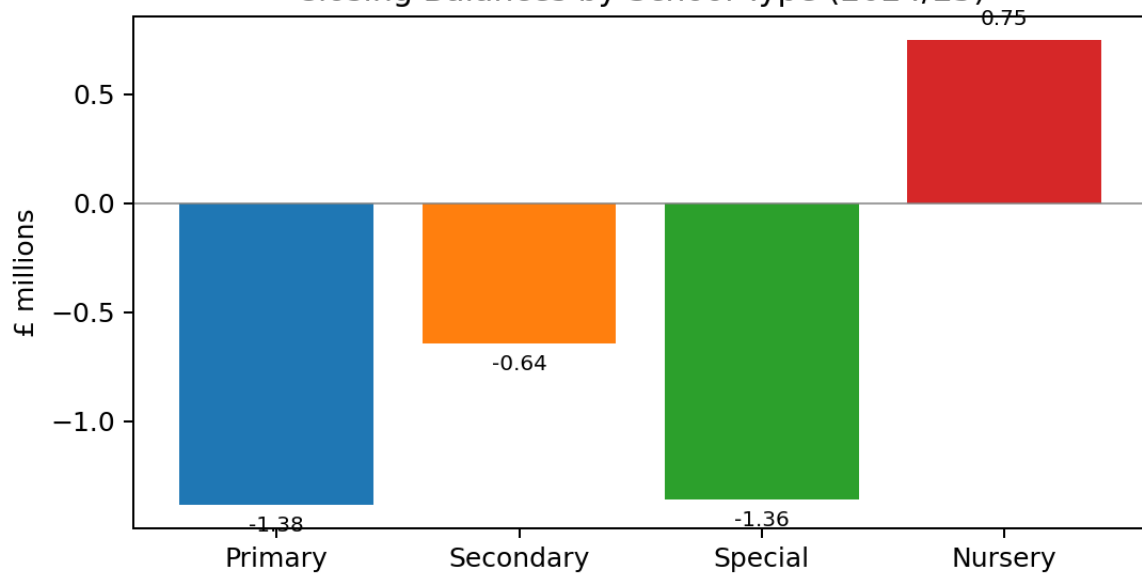
Special schools continue to experience acute financial stress. Despite targeted funding streams, the complexity of provision and high staffing ratios have led to persistent deficits (£1.358m). Additional grant allocations have not fully offset rising costs in specialist support and facilities.

Nursery schools are the only group to report an overall surplus (£0.749m). This reflects relatively stable funding and effective cost control, though the margin is narrow and sensitive to changes in pupil numbers and early years funding policy.

Actuals for 2020 to 2025



Closing Balances by School Type (2024/25)



Phase Overview by school type.

School Type	Closing Balance	Schools in Deficit	≥ £100k Deficit	RAG Rating
Primary	£-1,382,119	25 / 55 (45.5%)	15 / 55 (27.3%)	Red
Secondary	£-641,186	3 / 5 (60.0%)	3 / 5 (60.0%)	Red
Special	£-1,357,877	4 / 5 (80.0%)	4 / 5 (80.0%)	Red
Nursery	£ 748,995	1 / 3 (33.3%)	0 / 3 (0%)	Amber

Action list for the council: phase-level recovery plans,

- Prioritise recovery plans for schools with high deficits, focusing on those above £100k.
- Strengthen budget monitoring and forecasting, particularly for cost lines linked to utilities and staffing.
- Explore opportunities to increase local income through lettings and extended services, while maintaining affordability for the community.
- Engage with funding authorities to review allocations for phases under greatest pressure, notably special schools.
- tighter monitoring of E16 (Energy), E25 (Catering supplies), E26 (Agency supply), and options to grow local income responsibly.

3- Local Authority Plan of Action to support schools

3.1 Immediate Support

- Data Validation & Transparency
 - Ensure all schools have accurate staffing cost data and income forecasts in the ICFP model.
- Financial Health Alerts
 - Share RAG dashboards with Headteachers and Governors.
 - Prioritise Red schools (>80% staffing) for urgent intervention.
- Spending Control
 - Invitation to schools for SiFD focus group meetings by the LA
 - Issue guidance on agency spends freeze, non-essential procurement hold, and energy-saving measures.

3.2 Medium-Term Actions

- ICFP Training & Benchmarking
 - Deliver workshops for Heads, SBMs, and Governors on:
 - Staffing % benchmarks (target 70–75%).
 - Class size optimisation and timetable efficiency.
 - Share comparative dashboards so schools can benchmark against peers.
- Deployment Reviews
 - Support schools to review TA/HLTA allocation, non-contact time, and cover arrangements.
- Income Generation
 - Help schools access lettings opportunities, wraparound care funding, and grants.
 - Marketing for community use of premises.

3.3 Strategic Support (Next Budget Cycle)

- Curriculum & Staffing Planning workshops and training
 - We will offer LA-led curriculum planning workshop to align staffing with pupil numbers.
 - Embed ICFP guardrails in budget approval (e.g., staffing % thresholds).
- Digital Tools
 - Provide access to ICFP dashboards and timetable optimisation software.

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Report for: Children's Scrutiny Panel – 15 January 2026

Title: **Childcare Sufficiency Annual Report
November 2023-December 2024**

**Report
authorised by :** Ann Graham

Lead Officer: Christine Yianni
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07966 054246

Ward(s) affected: All

**Report for Key/
Non Key Decision:** Non key decision

1. Describe the issue under consideration

- 1.1. Following the introduction of the Childcare Act (2006), all local authorities are under a statutory duty to secure sufficient childcare, so far as reasonably practicable, for parents of children aged 0-14 years (up to 18 for disabled children) who are working, studying or in training in their local area.
- 1.2. Statutory guidance recommends that there is an annual report to elected council members on how the Council is meeting its duty to secure sufficient childcare, and to make this report available and accessible to parents. This is the annual report for 2024 and presents key messages from the analysis of current childcare provision in the borough.
- 1.3. This report outlines childcare supply and demand progress since 2023 and identifies key findings relating to childcare sufficiency during 2024.
- 1.4. Ensuring that there is the right, good quality Early Education in Haringey is a key mechanism through which Haringey will deliver the Early Years Strategy commitments, 'Best Start in Life'.
- 1.5. Good quality early education provision improves outcomes for children, provides a safeguard, and lifts families out of disadvantage by supporting parents economic and employment choices and opportunities.

2. Cabinet Member Introduction

N/A

3. Recommendations

- 3.1. Members are asked to review the analysis of the Childcare Sufficiency Annual Report 2023-24 and if satisfied agree to its publication on the Council's website (Appendix 1).

4. Reasons for decision

- 4.1. The reason for the recommendation is that a decision to approve the proposed Childcare Sufficiency Annual Report November 2023 to November 2024 (Appendix 1), will ensure that the Council is fulfilling its statutory duty, under the Childcare Act 2006
- 4.2. In addition, the Childcare Sufficiency Annual Report will provide an updated representation of Haringey's childcare market, enabling the Council to develop childcare plans to support the market and maximise childcare participation in the future.

5. Alternative options considered

- 5.1. The requirement to complete a Childcare Sufficiency Annual Report is part of the statutory requirement placed on the Council by the Childcare Act 2006. No alternative options have been considered for this report.

6. Background information

- 6.1. Statutory Guidance for Local Authorities published by the Department for Education, "Early education and childcare: Statutory guidance for local authorities – April 2024", recommends that there is an annual report to elected council members on how the Council is meeting its duty to secure sufficient childcare, and to make this report available and accessible to parents.
- 6.2. Local authorities are responsible for determining the appropriate level of detail in their report, geographical division and date of publication. The report should include:
 - a specific reference to how they are ensuring there is sufficient childcare available to meet the needs of: disabled children; children from families in receipt of the childcare element of Working Tax Credit or Universal Credit; children with parents who work irregular hours; children aged two, three and four taking up early education places; school age children; and children needing holiday care;
 - information about the supply and demand of childcare for particular age ranges of children, and the affordability, accessibility and quality of provision;
 - and details of how any gaps in childcare provision will be addressed.
- 6.3. The full Childcare Sufficiency Annual Assessment for November 2023 to November 2024 is attached to this report as Appendix A. A summary of the key themes are presented below. The assessment will be updated on an

annual basis, although the provision, quality and take up of childcare places will be continually monitored throughout the year.

- 6.4. In Haringey families have access to high quality early years provision, 96% of childcare providers are rated as good or outstanding by Ofsted.
- 6.5. There are 447 childcare settings, providing education and learning for children 9 months to 11 years.
- 6.6. The take up of funded early education places remains a priority to improve outcomes for all children – making sure gaps in attainment, access, and outcomes for the most disadvantaged groups of children are minimised.
- 6.7. Since the last Annual Childcare Sufficiency Report government funding for early education has been introduced to support working parents of children from 9 months to school age. Appendix 2 provides analysis of September 2025 participation of the 30 hour funded entitlements. Wraparound funding has been introduced to create more after/school and breakfast clubs for 5-11 year old children.
- 6.8. Providers have created 133 new places to support the expansion of childcare and 290 places to deliver wraparound.
- 6.9. There has been a slight decrease in the take up of the 2 year old entitlement for children receiving additional support due to some parents being eligible for both schemes and applying for a working family code. 3 and 4 year universal and extended entitlement take up has increased by 0.7% compared to the previous January census data.
- 6.10. Our Early Years sector aims to narrow the gap in attainment for different groups of children, ensuring there is equitable access to early education and childcare across the borough.
- 6.11. The Childcare Sufficiency Annual Report notes changes in the childcare market and the various factors influencing the childcare market are explored throughout the report.

7. Contribution to the Corporate Delivery Plan 2024-2026 High level Strategic outcomes

- 7.1. The Childcare Sufficiency Annual Report contributes to the delivery of the Early Years Strategy 2023/26 and notably strategic aims 1 and 3.

Strategic aim 1:

To work in partnership with our parents and carers to build resilience and enjoy family life.

Strategic aim 3:

To narrow the gap in attainment for difference groups of children, ensuring there is equitable access to early education and childcare for all children across the borough.

8. Carbon and Climate Change

N/A

9. Statutory Officers comments (Director of Finance (procurement), Head of Legal and Governance, Equalities)

N/A

10. Use of Appendices

Appendix 1 - Childcare Sufficiency Annual Report
November 2023 to December 2024.

Appendix 2 - Analysis of the take up of 30 hours – September 2025.

11. Background papers

Statutory guidance for local authorities on the provision of early education and childcare.

<https://www.gov.uk/government/publications/early-education-and-childcare--2/early-education-and-childcare-applies-from-1-april-2024>

Childcare Sufficiency Annual Report


November 2023 to December 2024




Childcare sufficiency duty

The *Childcare Act 2006* gives local authorities a key role in shaping the childcare market in their area.

Working with childcare providers the local authority aims to create a strong sustainable and diverse childcare market ensuring there are sufficient places to meet the needs of parents.



Within the Early education and childcare statutory guidance for local authorities, January 2024, the legislation is to secure sufficient childcare, so far as its reasonably practicable, for working parents, or for training for employment, for childcare aged 0-14 (or up to 18 for children with disabilities).



The local authority must report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents.

Overview of Haringey

Our Borough

- Haringey is one of twenty outer London boroughs.
- Haringey is a highly diverse borough, 38% of residents are from Black and Minority Ethnic groups and 26% identify as White Other. In excess of 180 languages are spoken.
- Deprivation levels are high, particularly in the Northeast of the borough. Haringey is ranked 4th most deprived in London (IMD score 2019)
- [indices-of-deprivation-2019](#)

Housing

- Haringey's 10-year housing target in the London Plan is to deliver 15,920 new homes.
- Haringey's housing strategy 2024-29 aims to deliver 1,592 homes every year

Wards

- The Council is made of 57 Councillor's, representing 21 wards.

Population of children

- The 2021 Census statistics show that Haringey has 264,300 residents.
- Children aged 0 to 17 years amount to 21% of Haringey's population.
- 8 year population projections 0 to 17 years
<https://data.london.gov.uk/dataset/housing-led-population-projections>

2025	2026	2027	2028	2029	2030	2031	2032
52,457	51,696	50,980	50,345	49,739	49,218	48,810	48,461

Overview of childcare in Haringey

December 2024

Number of providers in Haringey (under 5's)

There are **263** providers

Of these:

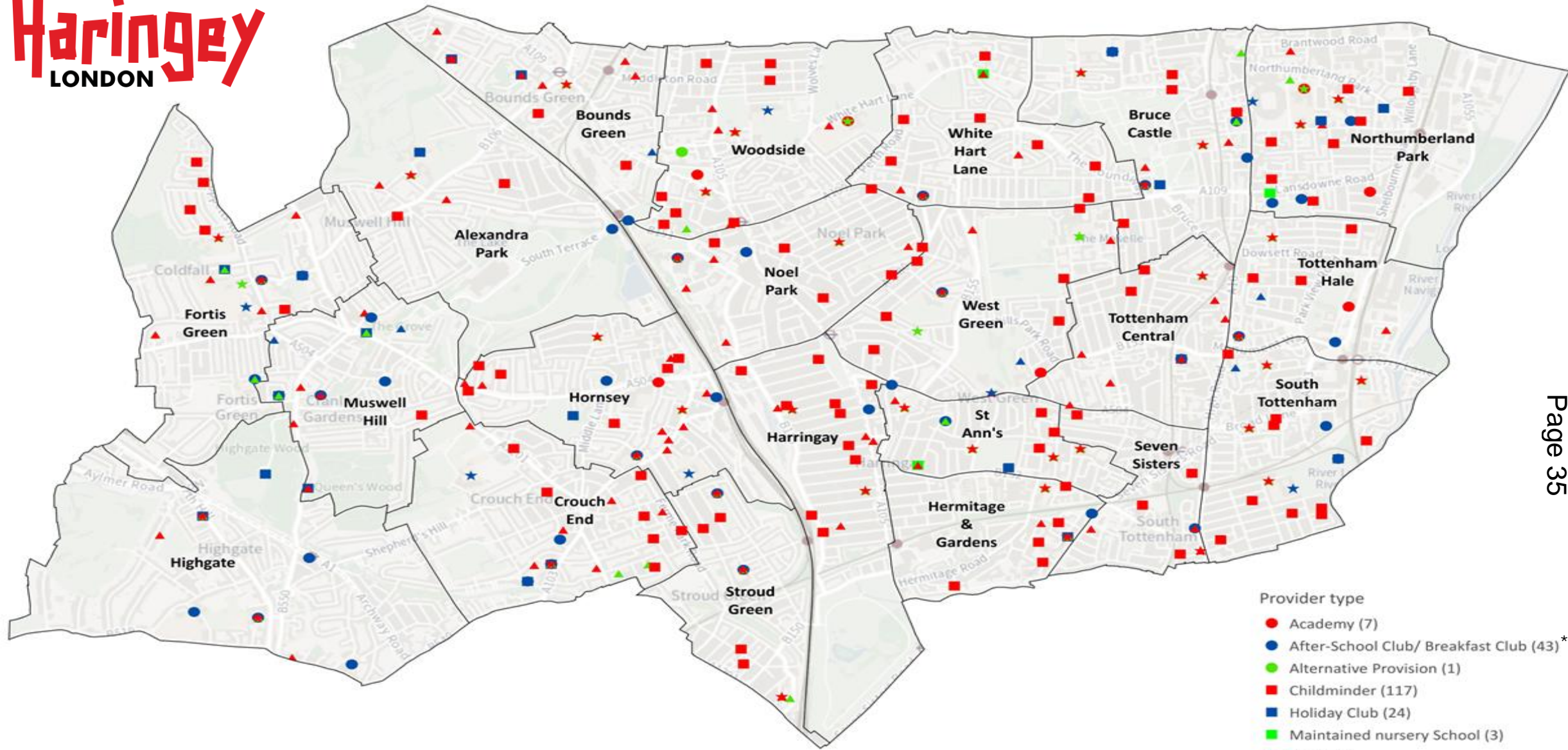
- **91** are private, voluntary and independent childcare providers
- **117** are childminders
- **44** are school nursery classes
- **3** are maintained nursery schools
- **8** are children's centres
- **3** are academies with nurseries

Number of providers in Haringey (over 5's)

There are **149** providers

Of these:

- **60** are primary schools
- **9** are secondary schools
- **7** are academies
- **5** are special schools
- **1** is alternative provision
- **24** are holiday clubs operated during school holidays
- **43** are private after school and breakfast clubs*
- There are an additional **35** schools that run their own after school and breakfast clubs



- Provider type
- Academy (7)
 - After-School Club/ Breakfast Club (43)*
 - Alternative Provision (1)
 - Childminder (117)
 - Holiday Club (24)
 - Maintained nursery School (3)
 - ▲ PVI (83)
 - ▲ Playgroup (8)
 - ▲ Primary School (60)
 - ★ School Nursery (44)
 - ★ Secondary School (9)
 - ★ Special School (5)

Overview of childcare providers in Haringey

December 2024

*represents private providers and not schools

Changes since previous childcare sufficiency annual report

November 2022 to November 2023

Department for Education Revenue Grant Funding

Grant funding awarded to create an additional **290** places for after school and breakfast club services across Haringey, for the 5 to 11 age range, amongst:

- 8 schools
- 6 private providers
- 2 childminders

Grant funding awarded to deliver **133** new childcare places for children under 3 years old, amongst:

- 4 schools
- 4 private providers

Grant funding awarded to deliver **46** new wraparound places for children aged 5 to 11 years, amongst

- 2 schools
- 1 playgroup

Other Changes

- There is a national trend in the decline of childminders nationally
<https://www.gov.uk/Childminder-Ofsted-statistics>
 - 44 childminders have resigned from Ofsted Registers in Haringey.
- More childminders offering the entitlements:
 - 19 additional for under 2's
 - 12 additional for 2-year-olds
- 2 private nurseries have joined the childcare market creating **114** additional places for children under 5.
- 3 after school providers have joined the market creating 90 additional places for children 5 to 11 years

Out of school childcare and holiday provision in schools

December 2024

Ward	Number of schools*	Number of schools with full wraparound 8 am to 6pm	Number of schools with only Breakfast Club	Number of schools with only After School Club	Number of schools without Breakfast Club or After School Club
Alexandra Park	1	1			
Bounds Green	3	3			
Bruce Castle	5	4			1
Crouch End	3	3			
Fortis Green	6	6			
Harringay	3	3			
Hermitage & Gardens	0	0			
Highgate	7	4			3
Hornsey	7	6			1
Muswell Hill	2	1			1
Noel Park	2	2			
Northumberland Park	5	4		1	
Seven Sisters	1	1			
South Tottenham	4	4			
St Ann's	7	5	1		1
Stroud Green	3	3			
Tottenham Central	2	2			
Tottenham Hale	7	5	1		1
West Green	6	4			2
White Hart Lane	2	2			
Woodside	4	4			
TOTAL	80	67	2	1	10
*Includes special schools					

- During term time 84% of schools offer full wraparound
- 16% of schools offer Holiday Clubs during school holidays
- 32% schools participate in HAF (holidays, activities and food programme) during school holidays

Out of school provision - private, voluntary, independent providers and childminders

December 2024

- 27% of Childminders offer after school care outside of school hours. Childminders will usually collect children from school.
- 26% of private providers offer holiday childcare for early years and school aged children.
- 31% of private providers deliver after school clubs on school premises.
- 68% of private providers participate in HAF (holidays, activities and food programme) during school holidays

Ward	Childminder	PVI out of school	PVI holiday care
Alexandra Park	3	1	1
Bounds Green	2		2
Bruce Castle	1	2	1
Crouch End		2	2
Fortis Green	1	4	4
Harringay		1	
Hermitage & Gardens			
Highgate		4	3
Hornsey	1	3	1
Muswell Hill		3	1
Noel Park	3	2	
Northumberland Park		4	3
Seven Sisters	3	1	1
South Tottenham	6	4	3
St Ann's	2	1	1
Stroud Green		2	
Tottenham Central	2	0	
Tottenham Hale		2	
West Green	4	1	
White Hart Lane	1	2	1
Woodside	2		
TOTAL	31	39	24

Early years funded places and changes to entitlements

Most early years providers offer early education funding for 38 weeks of the year (term time) or stretched (fewer hours) over a longer period of weeks.

- **9 to 23 months** – 15 hours per week for working families
- **2-year-olds** - 15 hours per week for parents who receive additional support (FF2's)
- **3- and 4-year-olds** - Universal offer for all children 15 hours per week
- **3- and 4-year-olds** - 30 hours childcare per week for working parents

Government Manifesto changes:

April 2024

- 15 hours childcare for working parents of **2-year-old children**

September 2024

- 15 hours childcare for working parents of **9 months to primary school age**

From September 2025

- 30 hours childcare for working parents of **9 months to primary school age**

Parents can choose where to take up their early education funded place and it does not have to be within their residing borough.

On average **approximately 14% of families take up their early education place in Haringey and reside in other boroughs.**

Additional early years funding linked to early education and childcare Places

Summer Term 2024

- Early years pupil premium (**EYPP**) enables childcare providers to support the learning outcomes of children and is available to parents who are in receipt of certain benefits.



EYPP

In Summer 2024, 759 children claimed EYPP. There has been an increase from the previous Summer Term 2023 by 38%.

- Disability Access Fund (**DAF**) is given to childcare providers to support children with SEND. To be eligible for the funding children must be in receipt of disability living allowance.



DAF

In Summer 2024, 4 children claimed DAF. There has been a slight decrease from the previous Summer Term 2023 when 5 children claimed the funding.

- **Early Years Inclusion** funding is awarded via a panel to support children with emerging needs.



Early Years Inclusion

In Summer 2024, 188 children claimed funding. There has been a decrease from the previous Summer Term 2023 by 20%.

Early years funded places

December 2024

9 months to 23 months – working families In Autumn 2024, **742** children took up the funded entitlements. **Top 3 wards in order of priority where participation was highest:**

Noel Park, West Green, Crouch End

2 year olds - working families In Autumn 2024, **695** children took up the funded entitlements. **Top 3 wards in order of priority where participation was highest:**

West Green, Noel Park, Hornsey

2 year olds - parents receiving additional support (FF2's) 65% of **eligible children** took up a place in Autumn 2024. This equates to **4%** decrease than the previous term - Summer 2024. **Top 3 wards in order of priority where participation was highest:**

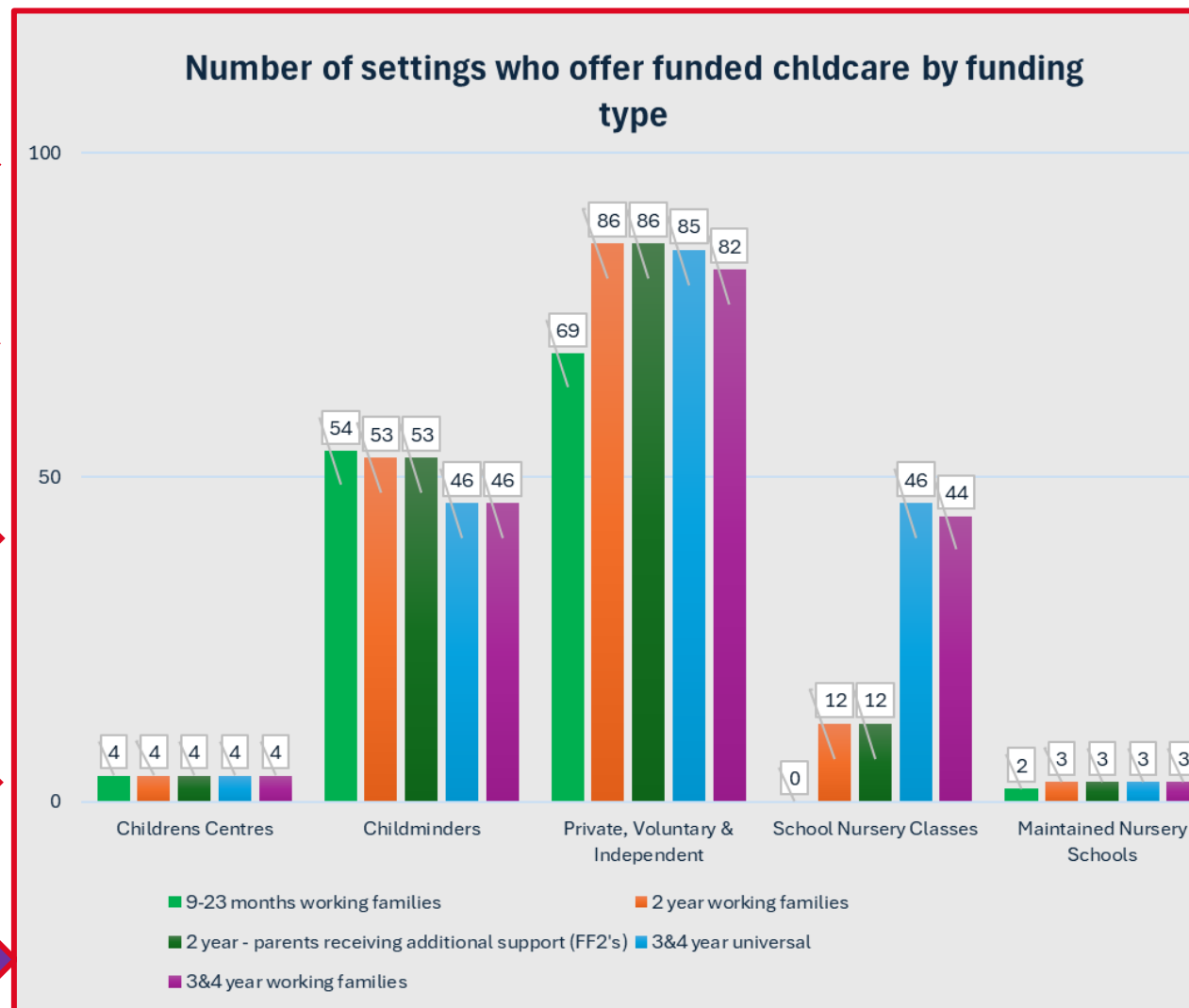
South Tottenham, Tottenham Hale, White Hart Lane

3 and 4 year olds – universal 15 hours for all 3 and 4 year olds - **82.2%** of children took up funded entitlements in **January 2024**. This is an increase of **0.7%** compared to the previous January. <https://education.education-statistics-for-under-5s>. **Top 3 wards in**

St Ann's, West Green, White Hart Lane

3 and 4 year olds – 30 hours for working families – 1035 children took up the funded entitlements. **Top 3 wards in order of priority**

West Green, Fortis Green, St Ann's



Places offered and vacancies by provider type and age range

December 2024

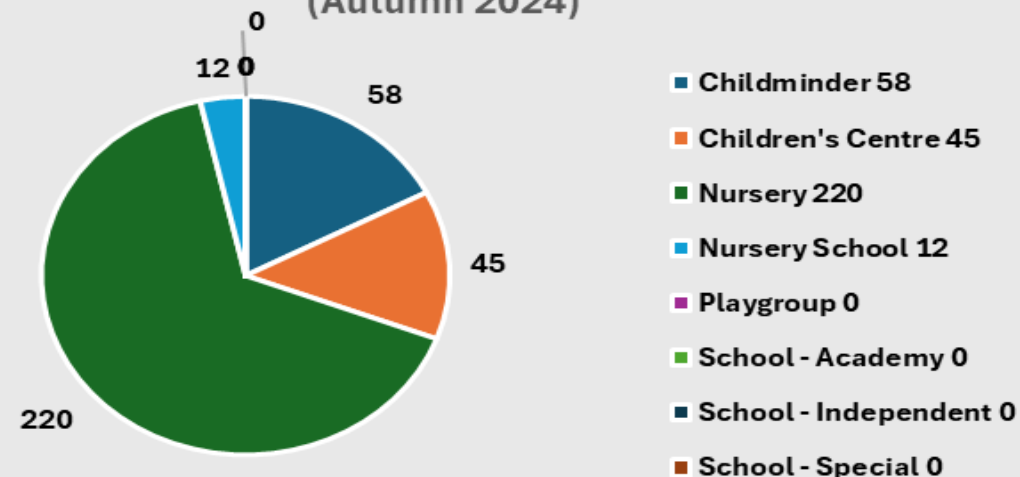
All Private nurseries are open 5 days per week with the average opening time between 7.30 am to 6pm.

- Most Childminders are open all day 48 weeks of the year. Some Childminders do not operate on a Friday.
- Playgroups are open term time only, 38 weeks of the year between the hours of 9am to 4pm.
- School nurseries are open for less hours a week, generally between 8.45am and 3.15pm

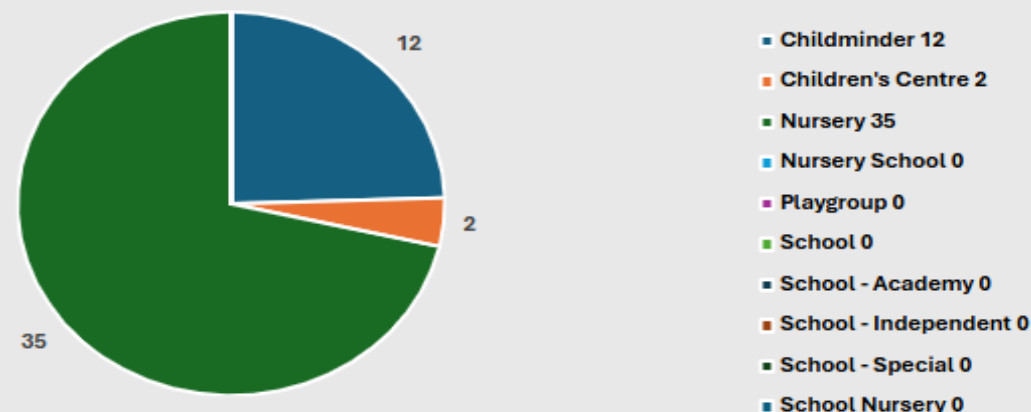
Occupancy source: Synergy termly provider returns **(based on 62% of providers submitting sufficiency data as of December 2024)**

- 85% of 0 to 1 year old places offered are currently occupied.

Max Places offered for 0-1 year olds by provider type (Autumn 2024)

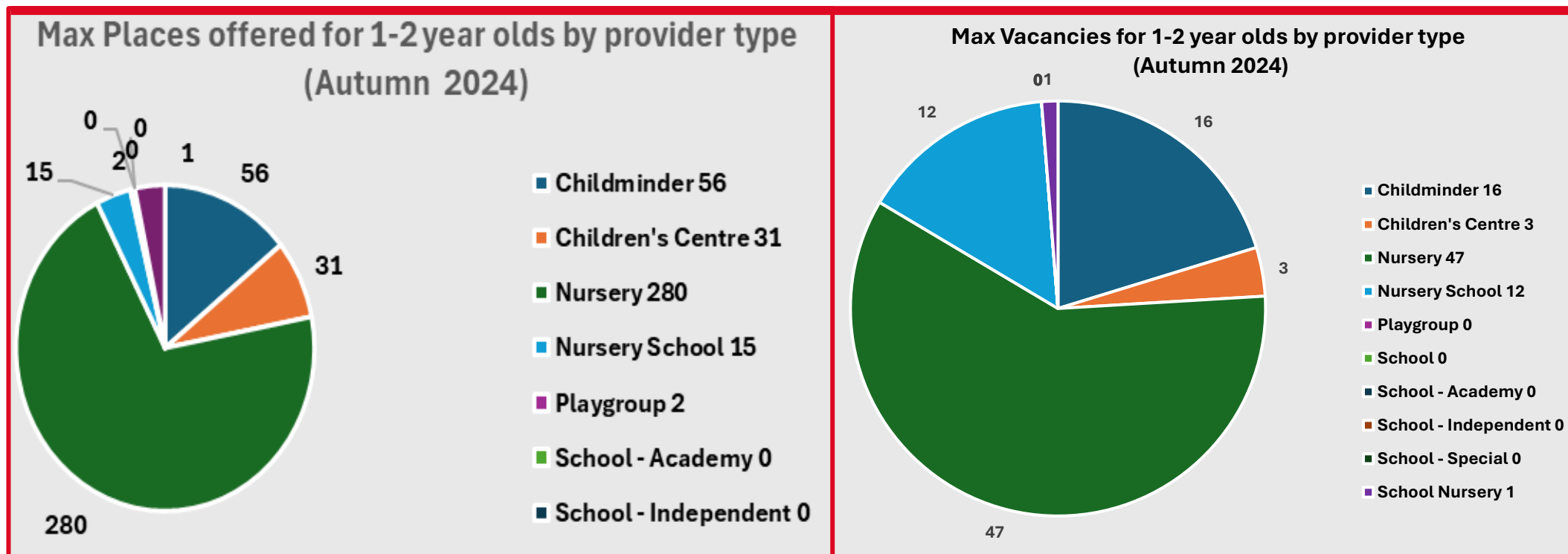


Max Vacancies for 0-1 year olds by provider type (Autumn 2024)



Places offered and vacancies by provider type and age range

December 2024

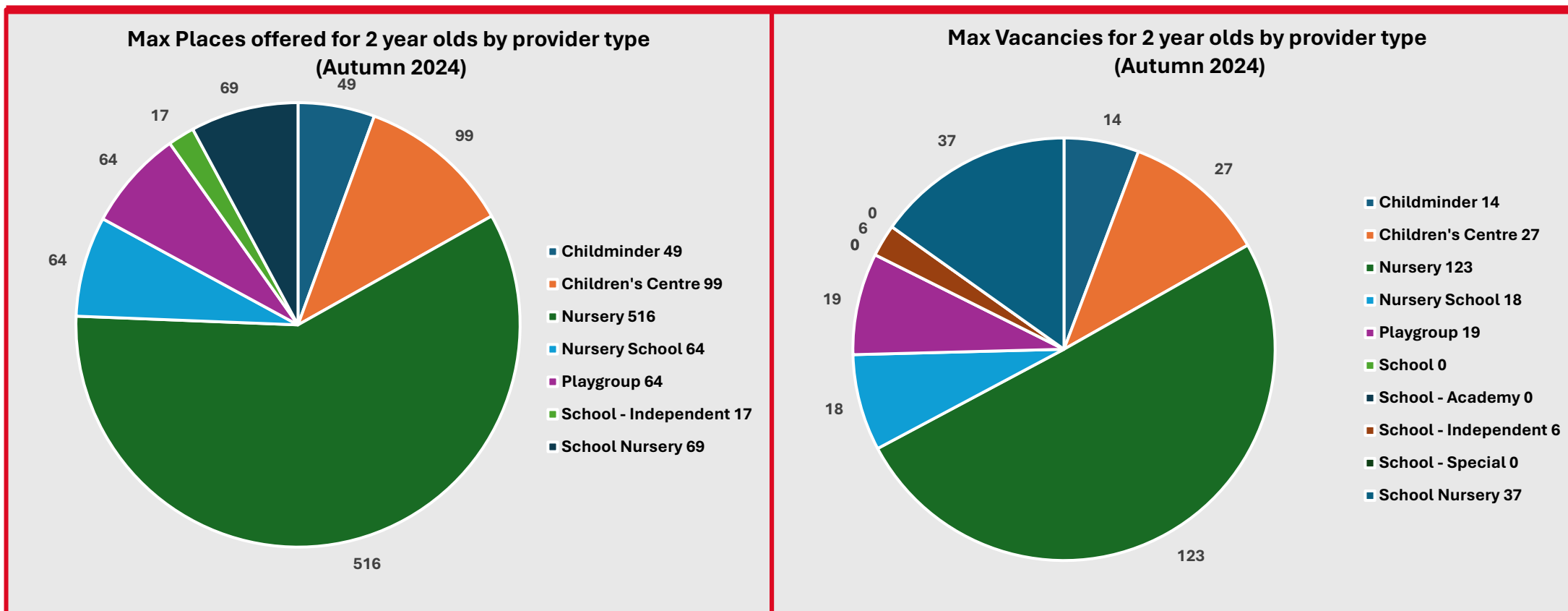


Occupancy summary source: Synergy termly provider returns **(based on 62% of providers submitting sufficiency data as of December 2024)**

Occupancy summary: 80% of 1-2-year-old places offered are currently occupied.

Places offered and vacancies by provider type and age range

December 2024

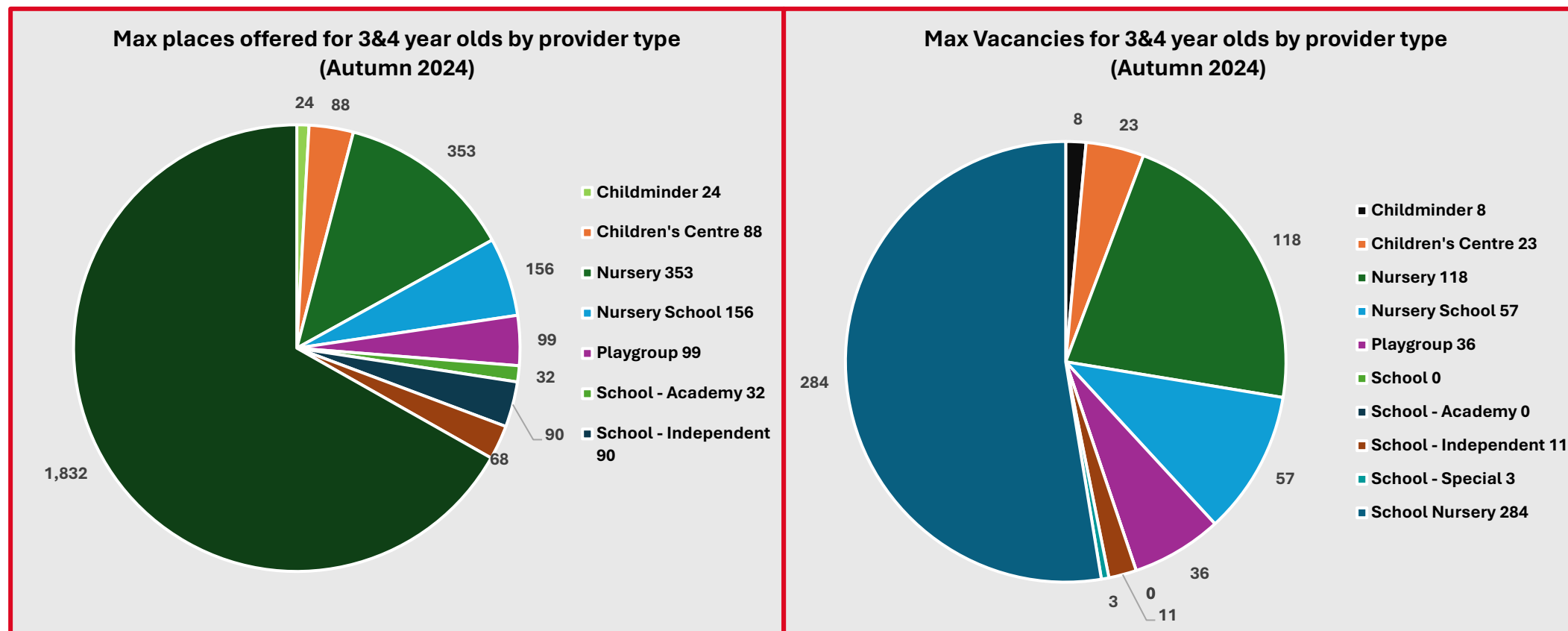


Occupancy source: Synergy termly provider returns **(based on 62% of providers submitting sufficiency data as of December 2024)**

Occupancy summary: 72% of 2-year-old places offered are currently occupied.

Places offered and vacancies by provider type and age range

December 2024



Occupancy source: Synergy termly provider returns **(based on 62% of providers submitting sufficiency data as of December 2024)**

Occupancy summary: 80% of 3- and 4 –year-old places offered are currently occupied.

Ward areas with low capacity

Bruce Castle ward - very few providers to meet potential demand for under 2's.

Hermitage & Gardens ward - very few childcare providers. Families access childcare in Haringay and St Ann's wards where there is a good mix of provision.

Northumberland Park - a good mix of childcare providers. Vacancies exist for 2 years + age range. Target existing providers to offer places for under 2's.

Seven Sisters ward - low supply of places. Few vacancies exist for all age ranges. A newly registered childcare provider has opened within this ward.

South Tottenham ward – large population of Orthodox Jewish families. Culturally appropriate provision is required.

Stroud Green ward - very few childcare providers, predominately Childminders.

Noel Park ward - requires existing childcare providers to offer places for under 2's to meet potential demand for the expansion of childcare.

West Green ward - attracts children from neighboring ward Hermitage & Gardens. There is a need for under 2 places.

Woodside ward - a good mix of childcare providers. Very few vacancies exist for children under 2.

Crouch End ward - potential demand for under 2's. Very few vacancies exist for children under 2.

Hornsey ward - potential demand for under 2's. Very few vacancies exist for children under 2.

Fortis Green ward - potential demand for under 2's. Very few vacancies exist for children under 2.

Cost of childcare

*The average cost of childcare for 25 hours a week in Haringey is above the national average in outer London**

The average weekly price of childcare for a child before the funded entitlements have been taken into account. <i>*National Childcare Cost data source:</i> Childcare Survey 2024 Coram Family 2024 childcare Survey		Haringey			Outer London*		
		Under 2	2-year-old	3- and 4-year-old	Under 2	2-year-old	3- and 4-year-old
	Private, Voluntary and Independent Nursery	£280	£232	£240	£181.28	£174.36	£203.25
	Childminder	£210	£201	£196	£170.13	£166.78	£161.20

Out of school provision

Average cost of childcare for school aged children in Haringey is above the outer London average*

<div>The average cost of an after-school club in Haringey during term time for 15 hours per week</div> <div><i>*National Childcare Cost data source: Childcare Survey 2024 Coram Family 2024 childcare Survey</i></div>		Haringey	Outer London*
	After school club	£90	75.22
	Childminder	£132	£91.31

Quality early years childcare in Haringey

- All childcare providers must register with Ofsted and follow the Early Years statutory guidance for delivering early education.
- Ofsted will inspect providers and give them an overall grade for the quality of their provision. Childminders can also register with an Ofsted registered Childminding Agency.
- Schools and maintained nursery schools are on the schools' register.

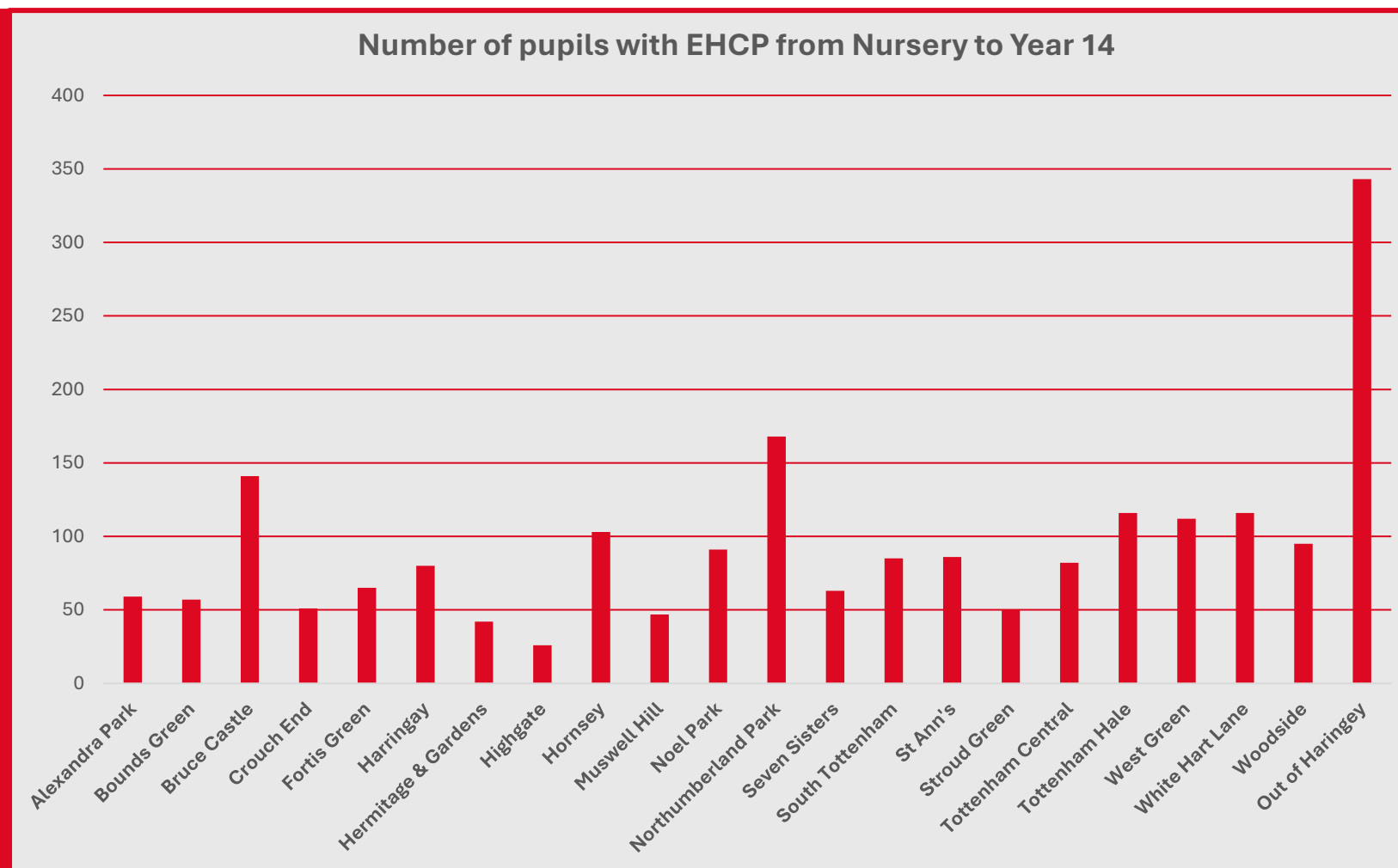
- The Quality Advisory Team provide information, advice, support and training to the early years and childcare sector.
- Childcare providers can purchase training packages to suit their needs. Child protection and SEND remain key priorities.
- In Haringey 96% of providers are judged Good or Outstanding at their last inspection as of December 2024.

- In 2023/24, 74% of 5-year-olds in Haringey were reaching a 'good level of development' (GLD) at the end of reception, above the London and England average (67%).
- The proportion of 5-year-olds reaching a GLD by the end of Reception year has improved by 4% compared to the previous year.

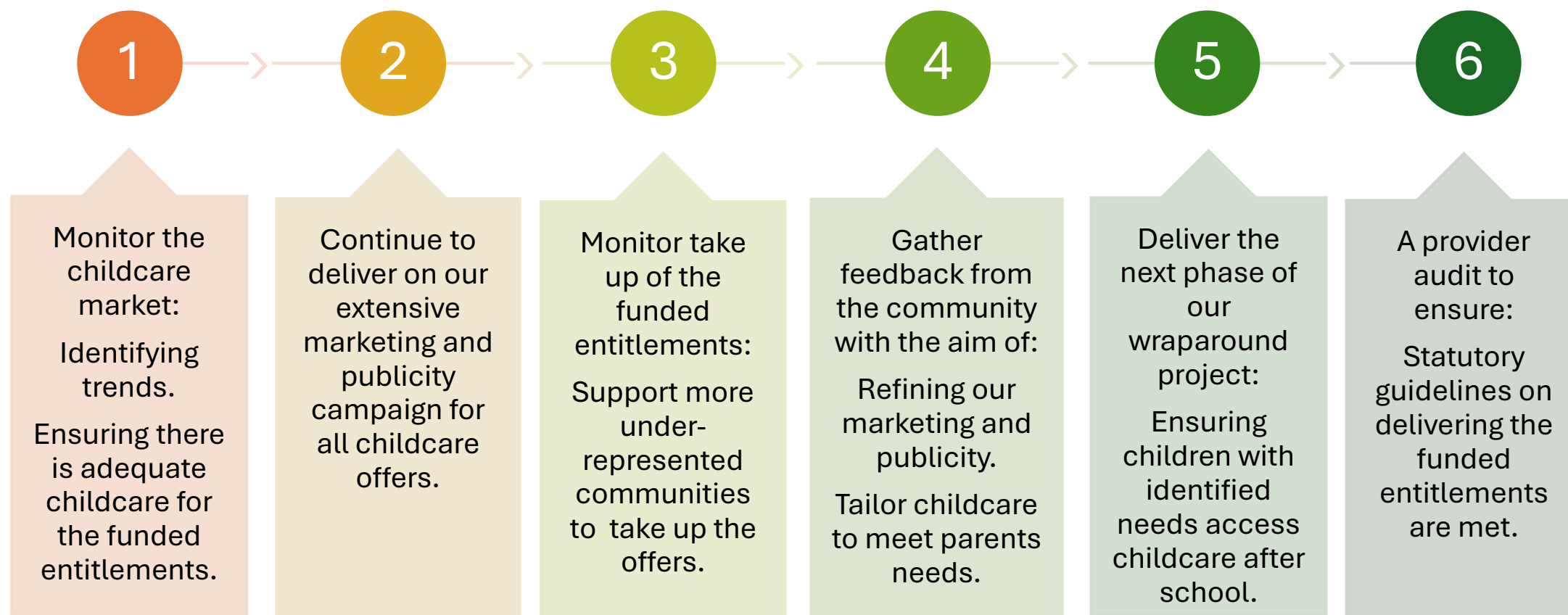
Special educational needs and disabilities

Children with special educational needs and a disability are entitled to support. The number of children with an Education and Health Care Plan (EHCP) range from nursery children to Year 14.

- **55% of plans have been issued for Reception to Year 6**



Our next steps



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Update on the take up of 30 hours funded childcare for working families, introduced September 2025

Following the Government manifesto changes, the introduction of 30 hours funded childcare allows eligible working families to access 30 hours for children aged from 9 months to primary school age.

The implementation of the 30 hours funded childcare for working families represents a significant opportunity to enhance the support available for parents re-entering the workforce or balancing work commitments.

This update evaluates the take up of the programme starting September 2025 (Autumn Term 2025).

Eligibility criteria:

Both parents must be working (or one parent in a lone-parent family).

Minimum income thresholds apply, (an average of 16 hours per week at the National Minimum or Living Wage), alongside maximum income limits (each parent can earn up to £100,000) to qualify.

Marketing and publicity

In January 2025 prior to the roll out of the funded entitlements we undertook a campaign to raise awareness of the offer, this included the following:

- Updated web pages with offer and details of how to apply through external HMRC website, including pop-ups on community websites
- Up to date information on childcare directory and published on Haringey website, enabling parents to seek for childcare providers
- Distribution of flyers to partners and stake holders
- Banners for parks and providers
- Advertised through digital boards across Haringey
- Customer Services – field our calls. We provide regular updates for their scripts to ensure current and correct information relayed to families
- Support for parents who have difficulty finding childcare through our childcare brokerage advice and support
- Business support and signposting to support providers deliver the funded entitlement
- Hosted online events to prepare providers for the rollout

Type of providers delivering 30 hours funded childcare and participation and take up of places in Autumn Term 2025:

9 to 23 months	Provider type	Number of children
	Private nurseries	702
	School nurseries	16
	Maintained nursery school	31
	Childrens centres	57
	Childminders	155
	Playgroup	4
	Total	965

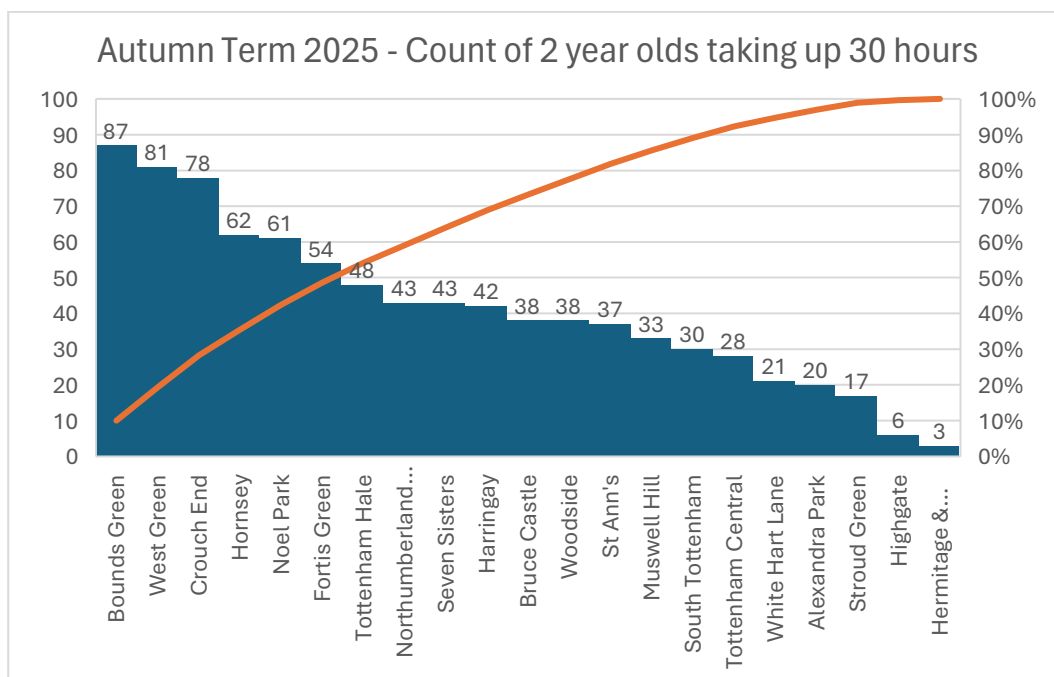
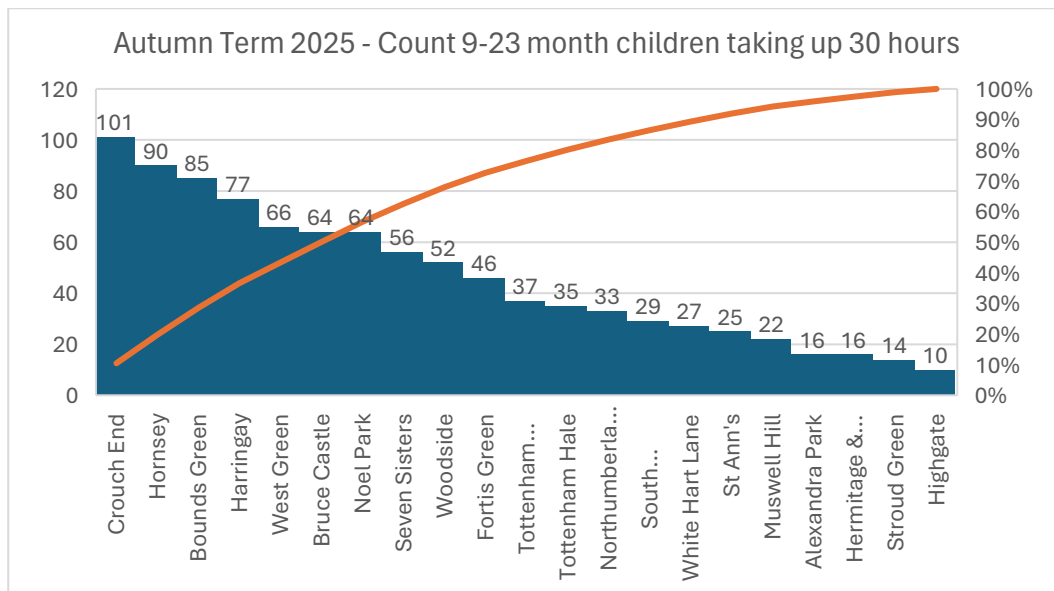
2 to 3 years	Provider type	Number of children
	Private nurseries	600
	School nurseries	61
	Maintained nursery school	53
	Childrens centres	46
	Childminders	78
	Playgroup	32
	Total	870

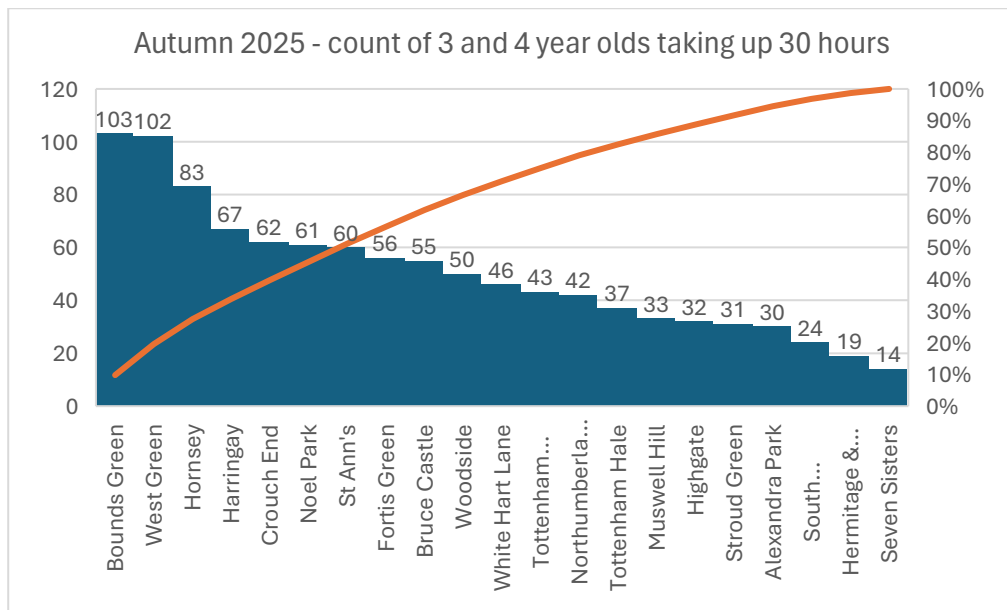
3 and 4 year old funded entitlements for working families have been in existence since September 2017. Below is the take up for Autumn Term 2025:

3 to 4 years	Provider type	Number of children
	Private nurseries	441
	School nurseries	425
	Maintained nursery school	82
	Childrens centres	44
	Childminders	20
	Playgroup	38
	Total	1,050

Availability of places – where take up is highest and lowest for 30 hour funded entitlements across age ranges

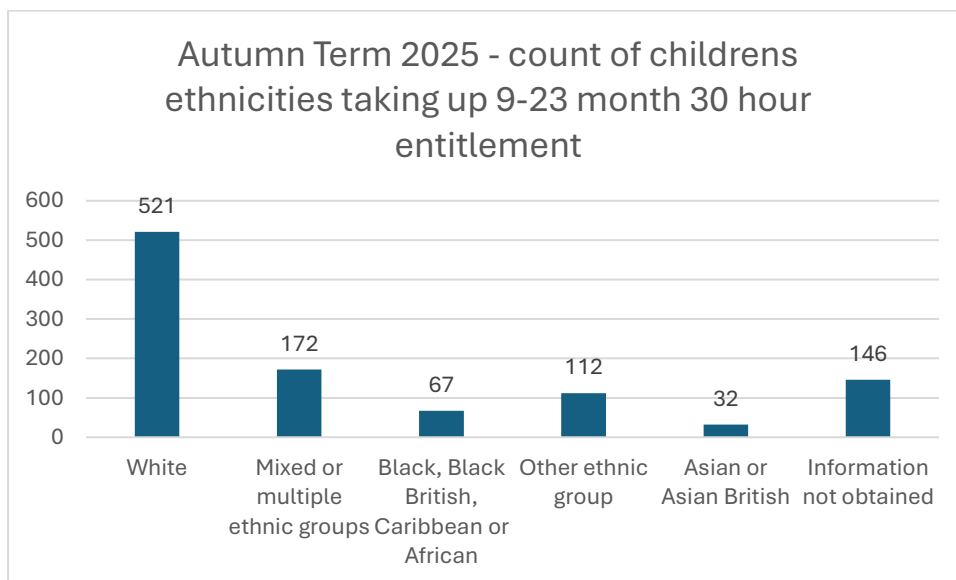
Participation rates for the funded entitlement vary significantly across wards. Providers have embraced the offer and there has been a positive response in delivering childcare. We have seen more childminders offering the funded entitlements, focussing on the younger age range. Some localities have high take up rates due to demographics where there are more working families. The below charts show the count of children taking up the funded entitlements across wards.

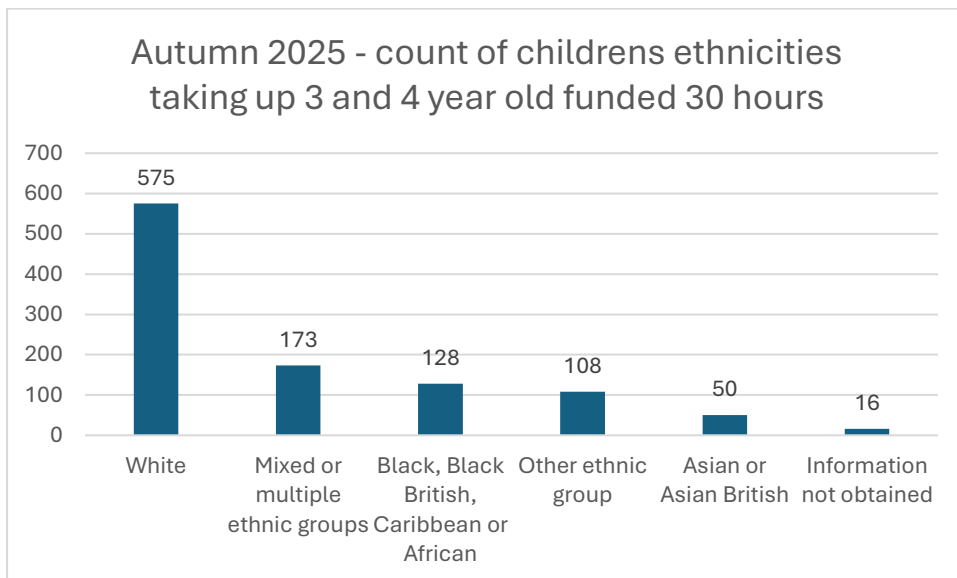
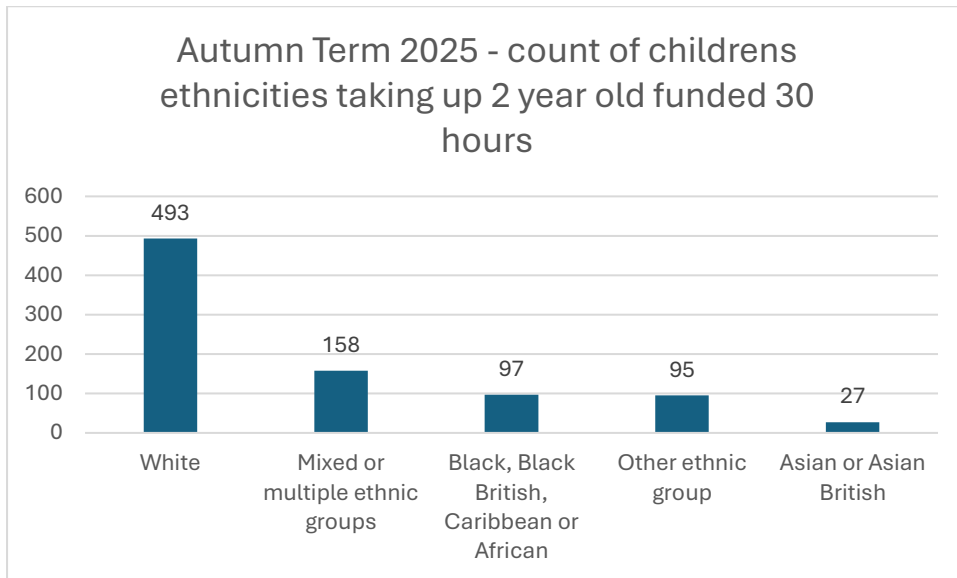




Count of Childrens ethnicities taking up 30 hours across different age groups

Disparities exist in the uptake of 30 hour entitlement amongst various ethnic groups. The team are working towards addressing specific gaps with targeted actions to ensure equitable access to childcare services across Haringey. The below charts show ethnicities of children taking up the funded entitlements across the different age ranges.





To meet our statutory duty, we collect data on places offered and vacancy information from providers on a termly basis. This provides us with a good insight into sufficiency of childcare in Haringey. Being able to follow the trends in sufficiency helps us to locate areas of high demand and investigate the need to create more early years places to ensure parents can access their funded entitlement.

We monitor and evaluate the uptake of the entitlements on a termly basis to track trends and report on progress made.

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Report for: Children's Scrutiny 15 January 2026

Title: Virtual School (VS) annual report 2024-25

Report authorised by: Ann Graham, Corporate Director of Children's Services

Lead Officer: Eghele Eyituoyo, Headteacher Virtual School

Ward(s) affected: N/A

**Report for Key/
Non Key Decision:** For Information and Noting

1. Describe the issue under consideration

1.1 The Virtual School Team is a multi-disciplinary team working to raise the educational attainment and attendance of children and young people in care. It works in partnership with colleagues across the authority, and also with the third sector. It tracks educational progress, while supporting and monitoring work with children and young people in care. It works to help young people achieve their full potential, and offers support and advice to those who care and work with them.

1.2 The report provides a summary of the activity of the team in 2024-25 as well as an outline of attendance, suspensions, exclusions and attainment, for our children in care.

1.3 To note that Ofsted validated data will not be available until late January'26.

1.4 The report outlines the development plan for 2025-26.

2. Cabinet Member Introduction

N/A

3. Recommendations

3.1 That Members note contents of this report.

4. Reasons for decision

4.1 This report is for information only

5. Alternative options considered

N/A

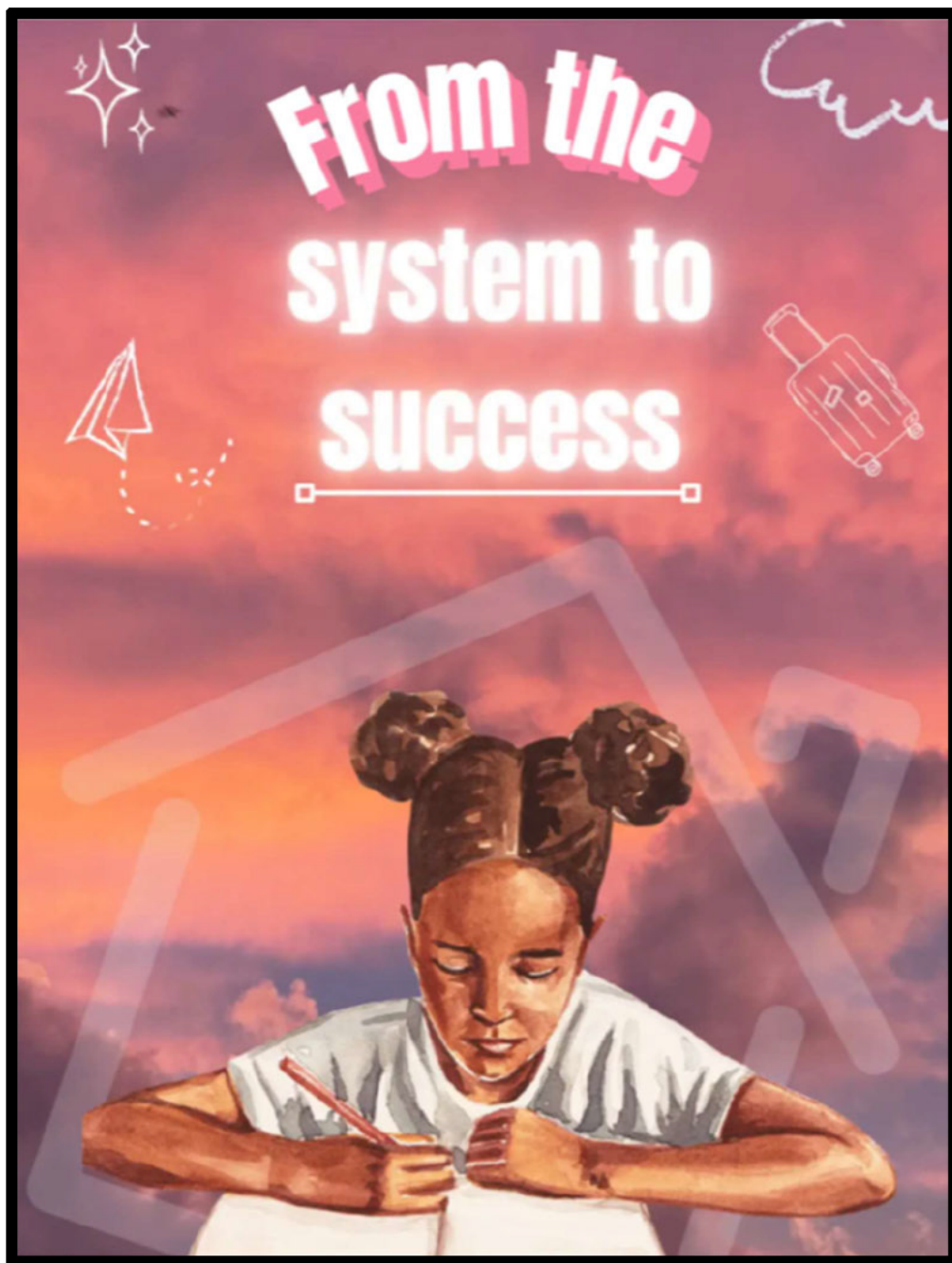
6. Background information

N/A

7. **Contribution to the Corporate Delivery Plan 2022-2024 High level Strategic outcomes**
N/A
8. **Carbon and Climate Change**
N/A
9. **Statutory Officers comments (Director of Finance (procurement), Head of Legal and Governance, Equalities)**
N/A
10. **Use of Appendices**
Appendix 1 – Virtual School annual 2024-25
11. **Background papers**
N/A

Haringey Virtual School Annual Report 2024 -2025

'Our children deserve a secure future which is based on a strong education'.



A child in our care has kindly given us permission to reprint the artwork from her upcoming book.

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2. Staffing and structure of the Virtual School	4
3. Our children who we look after: contextual data	5
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Introduction mission statements and vision

The mission statement for the Haringey Virtual School is in line with the Haringey Council's organisational values Caring, Collaborative, Community-Focused, Courageous and Creative.

Our children deserve a secure future which is based on a strong education. The Virtual School's mission is to break-down and challenge stereotypes that plague our children. We want schools and provisions to understand the resilience, strength and power our children possess and help them to use it to realise their potential. We understand there is not a universal experience of being a care experienced child and we champion the voice of our children so they can be heard, understood and supported. We are a child-centred service, and we have our children at the heart of our decisions and choices. We are the Haringey Virtual School.

We **care** about the lives and futures of our children advocating for them to have a strong education which will provide them with a secure future.

We **collaborate** with different departments, directorates, schools, colleges and other agencies to drive forward change, raise the expectations and challenge stereotypes of children.

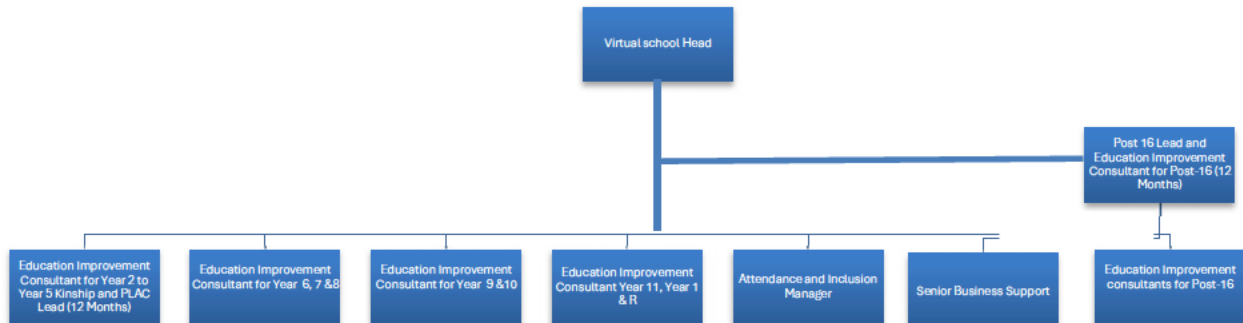
We are focused on children and know they will make powerful contributions to the **community** in the future.

We are **courageous** in the decisions we make for our children using **creativity** to develop capacity and sufficiency as we know it is always the value not necessarily the cost that can secure the best outcomes for children.

The vision for the Virtual School

- To deliver an outstanding service to help our children obtain outstanding outcomes.
- We are educational experts and internal and external services recognise and respect our expertise and seek our guidance in line with the social care national framework.
- We champion the extra-curricular experiences of our children through joint provision with national and local services.
- We understand the ePEP is an important document, but it is the actions and impact following the meetings which is most valuable in terms of judging the quality of the ePEPs.
- We aim to take an evidence-informed approach to the delivery of our service and advice.

Staffing and structure of the Virtual School



The Virtual School has one person on the leadership team, Post-16 Lead. The Head of the Virtual School has line management of seven staff members. The Post-16 Lead has responsibility for the Pan London Post-16 network, training of staff working with post-16 and Post 16 NEETs. They also line manage one staff member, the Education Improvement Consultant for Post-16.

A key stage model existed in which Education Improvement Consultants (EIC) were responsible for specific key stages. This structure was changed in 2024 to move towards EICs staying with their child until Year 11. The previous Year 9 and 10 cohort have stayed with the same EIC. The EIC in charge of Year 8 and 9 will stay with the cohort until the end of year 11.

- Head of Virtual School Full time (F/T)
- Post 16 Lead (12 Months) & EIC for Post-16 (Permanent) (F/T)
- Senior Business Officer (Permanent) (F/T)
- Inclusion and Attendance Manager (Permanent) (F/T)
- Education Advisor for Early years (One day a week) (Line managed by Early Years)
- EIC for Year 2,3,4 & 5 – PLAC and Kinship Lead (12 months) (Permanent) (F/T)
- EIC for Years 6,7 & 8 (Agency) (F/T)
- EIC for Years 9 & 10 (Permanent) (F/T)
- EIC for Year Reception, Year 1 & 11 (Permanent) (F/T)
- EICs for post-16 (Agency) (F/T)
- Two Educational Psychologists (Traded service cost at £46,000 per year) (Two days a week)

Education Improvement Consultants are responsible for monitoring children's progress, attendance, and behaviour, working with the network to ensure they have a quality ePEP, where they will challenge and support the network to ensure that the effective support is put

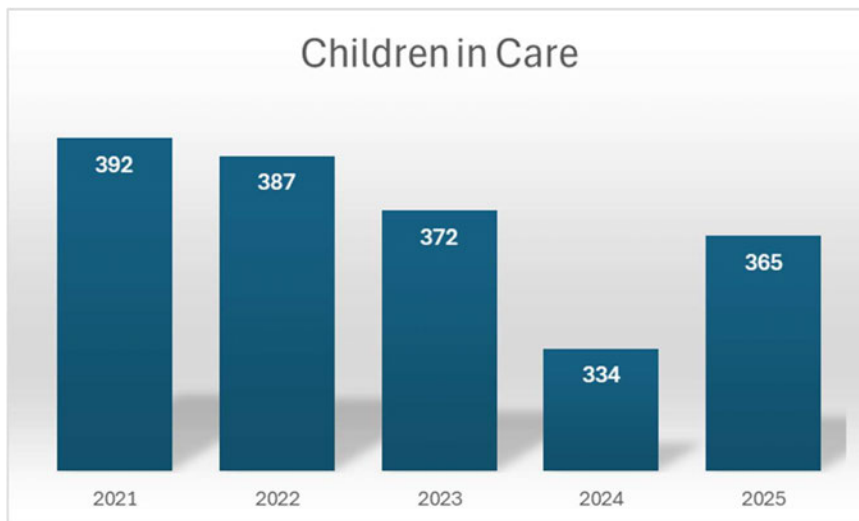
in place and that aspiration is high. With support from the Attendance and Inclusion Manager, they jointly challenge exclusions and suspensions, offering alternatives and supportive strategies, including staff training. The EIC will provide direct intervention work with the Educational Psychologist to ensure the need is understood and recommendations made, including statutory assessments. School places are overseen, and recommendations are made for those making normal transfers and those who need to move in year. Staff signpost children to opportunities, which includes organising and leading on several visits and projects. Additionally, the EIC role has been expanded to provide termly tracking of the English and Maths progression of their cohort. Following a whole staff consultation the Education Improvement Consultants job description has changed to better reflect the expectations and needs of the service.

The Attendance and Inclusion manager will take a larger responsibility of monitoring the attendance of statutory and non-statutory cohort and will be providing termly reports for Virtual School Management Committee. They will also lead attendance forums and will provide attendance training for foster carers, social workers and foster carers.

The changes that have been implemented will lead to greater transparency around the roles and responsibilities of the EIC. We are also focused on raising the profile of attendance to increase expectations across our entire cohort.

Our children who we look after: contextual data

There has been an 17% decrease in CiC in Haringey since 2021 and there has been a continual decline. Additionally, there has been a significant decline in the rate per 10,000 children aged under 18 it has fallen from 71 (2021) to 61 (2025).



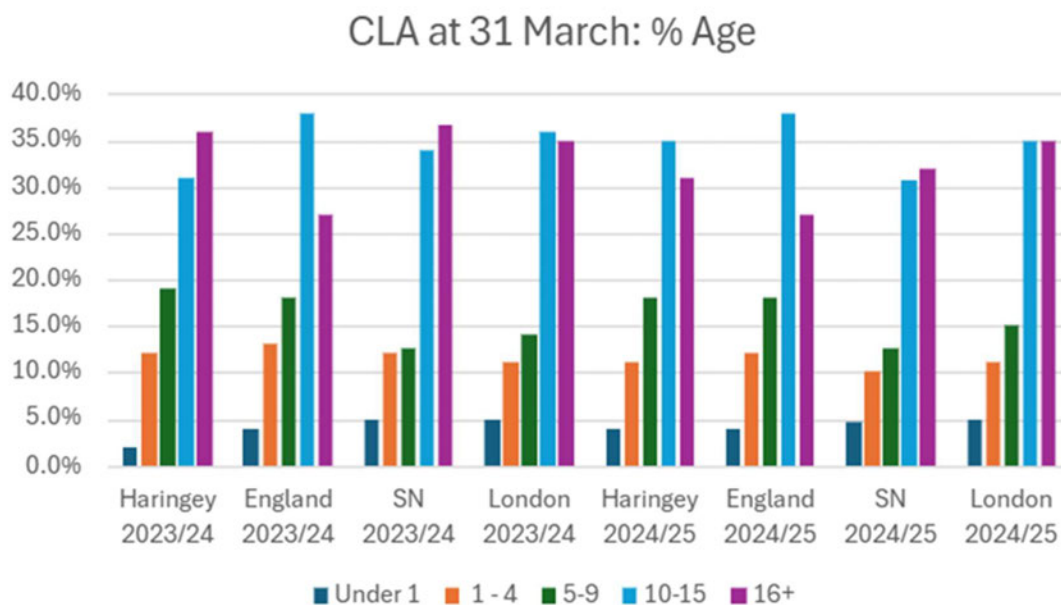
The number of children in care has increased by approximately 8%, following a previous downward trend. This rise aligns with a national increase in the number of children entering care. It remains difficult to predict whether the numbers will continue to rise or begin to decline. However, the government has committed to transforming early intervention through the development of multidisciplinary Family Help services, with the aim of reducing the number of children entering care. The current team could potentially manage a further increase of up to 10%. Should the numbers exceed this threshold, it would be necessary to consider options for increasing staff capacity.

Age distribution

In Haringey, the proportion of children under the age of one was particularly low in 2023/24 at 2%, but this figure doubled to 4% in 2024/25, aligning more closely with national and London averages. During the same period, the proportion of children aged 16 and over decreased from 36% to 31%, while those aged 10–15 increased from 31% to 35% indicating a movement away from older cohorts towards younger age groups.

At the national level, England's figures remained largely stable, with children aged 10–15 consistently representing the largest group at 38%, and those aged 16 and over accounting for 27%, reflecting a younger overall profile compared with Haringey. Statistical neighbours exhibited a similar trajectory to Haringey, with a relatively high proportion of children aged 16 and over in 2023/24 (36.6%) declining to 32% 2024/25, alongside a reduction in the proportion of 10–15-year-olds.

London, by contrast, demonstrated a more balanced and stable distribution, with children aged 10–15 and those aged 16 and over each comprising approximately 35–36% across both years, and only a modest increase in the proportion of children aged 5–9. Taken together, these figures suggest that while England and London have maintained consistent age profiles among children in care, Haringey and its statistical neighbours are undergoing a discernible shift, characterised by a slowing reduction in older children and a growing representation of younger cohorts.

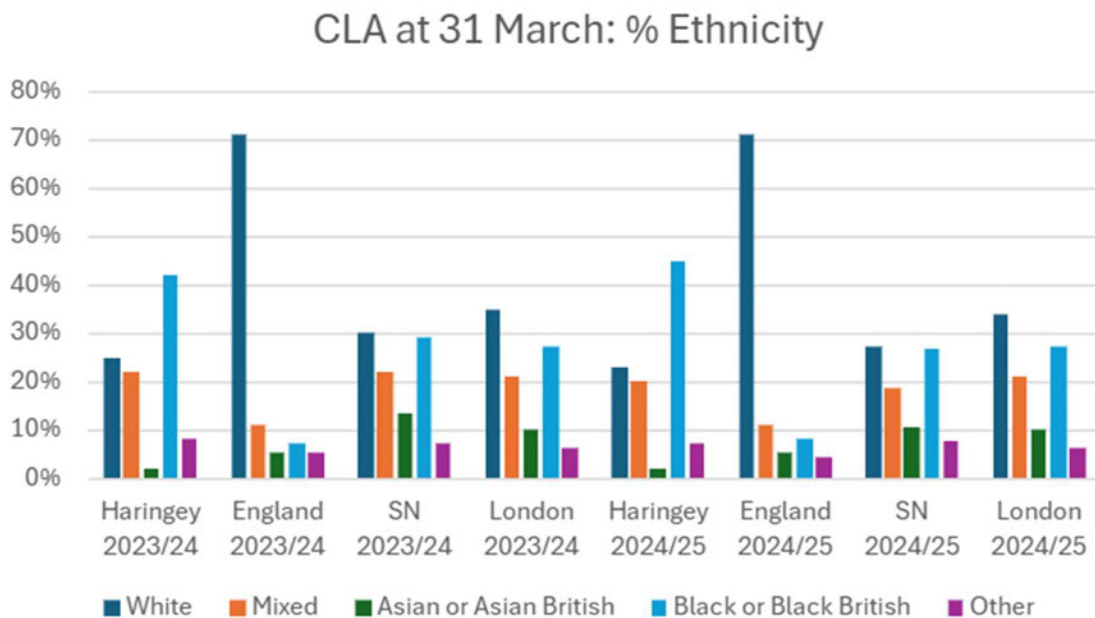


Ethnicity

The data on the ethnicity of children in care shows clear differences between Haringey, England overall, London, and Haringey's statistical neighbours, as well as changes between 2023/24 and 2024/25. In Haringey, children recorded as Black or Black British formed the largest group, increasing from 42% in 2023/24 to 45% in 2024/25. This proportion is higher than the figures for England (7–8%), London (27%), and statistical neighbours (around 27%). White children accounted for 25% in 2023/24 and 23% in 2024/25, compared with 71% nationally and 34–35% in London. Children of Mixed ethnicity represented 22% in

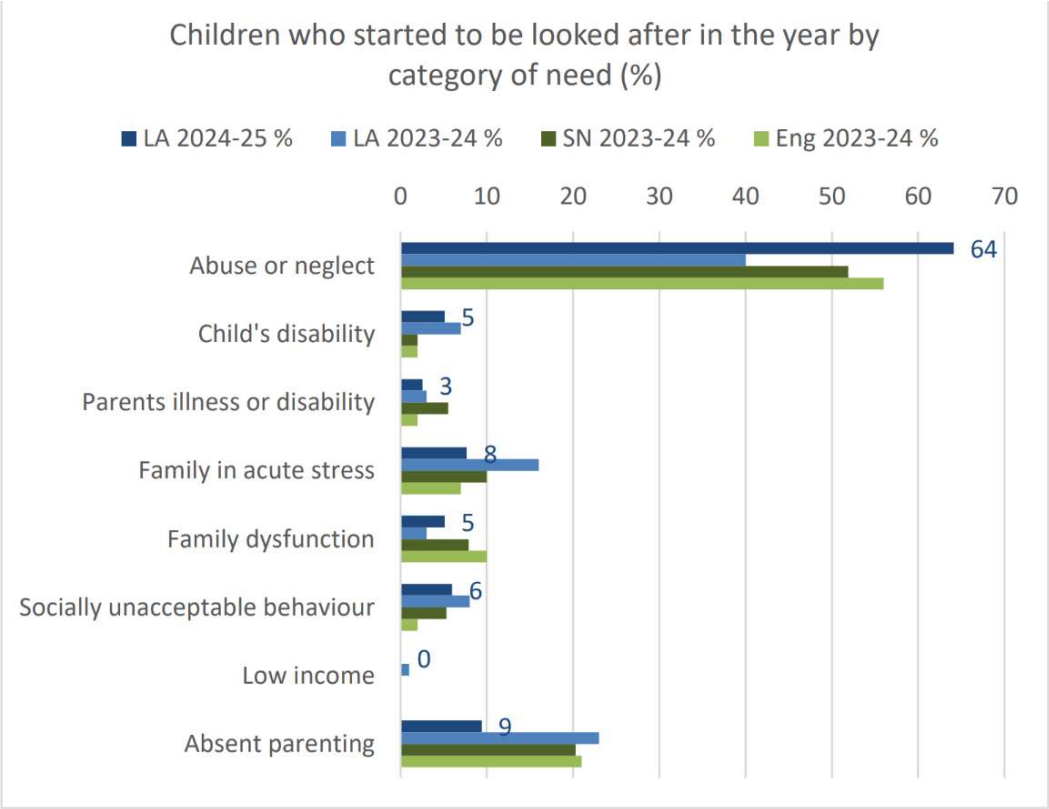
2023/24 and 20% in 2024/25, compared with 11% nationally and 21% in London. For Asian or Asian British children, Haringey's proportion remained at 3%, compared with 5% nationally, 10% in London, and 10–13% among statistical neighbours. The Other ethnic group category accounted for 7–8% in Haringey, compared with 4–5% nationally and 6% in London.

Overall, the data indicates that Haringey's children in care population has a different ethnic profile compared with national and London averages, with relatively higher proportions of Black and Mixed ethnicity children and lower proportions of White and Asian children.

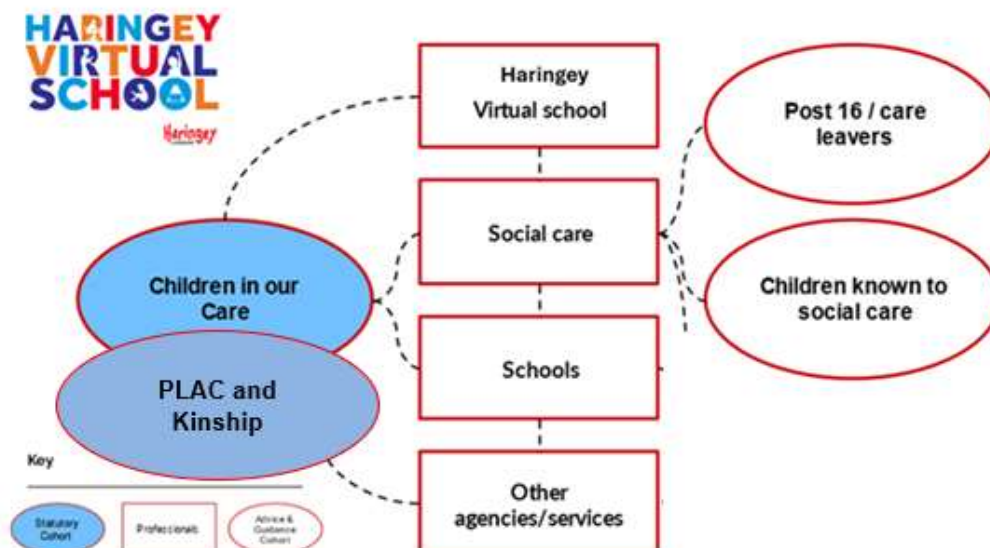


Category of need or reasons for coming into care

There has been a spike in Abuse and Neglect from 39% to 64%. This now surpasses both SNs and England, while significantly below last year. Families in acute stress decreased by another 8%, on 8% this year, now in line with England but under SNs'. Family dysfunction is slightly higher this year (5%), but still lower than both benchmarks. Absent Parenting down from 23% to 9%. SNs and England are both around 20%. The number of children whose need is Socially unacceptable behaviour has reduced to 6% from 8%, well above England, but similar to SNs.



Our extended duties



Post-16

We have a Post-16 Lead and a Post-16 Education Improvement Consultant who monitor the education of our post-16 cohort up to the age of 18. The Post-16 Lead is responsible for driving the strategic aims of reducing NEET (Not in Education, Employment or Training) figures and ensuring effective transitions from Year 11 into Post-16 education. Together, the post-16 team manage a caseload of approximately 90 children. These roles are partially funded by the Post-16 Pupil Premium Grant (PPG), which amounted to £78,148 for the 2024–2025 financial year. Additional funding is drawn from the general Pupil Premium Plus Grant (PPPG) to support the roles. The total cost to the service for these positions is approximately £150,000 per year. The team continues to monitor education using Post-16 Personal Education Plan (PEP). At age 18, young people have the option to opt out of receiving support. Currently, only 5% of the post-16 cohort have requested continued support beyond 18, typically those with an Education, Health and Care Plan (EHCP) or those completing A-levels who wish to maintain educational continuity.

Feedback from Social worker on Post-16 Team

I just wanted to put into words my recognition of Dianne's fantastic support and practice. She has an infinite enthusiasm for supporting our young people. Her advocacy is second to none, and she has championed our young people in more ways than one. We've had a particularly difficult time in the last month trying to support the enrolment of one of our young people (NK) who has an EHCP and who also underwent an operation on GCSE results day. She has followed this up daily with the relevant parties in education and SEND. I would love for her to be acknowledged for the true brilliance that she evokes every single day.

Higher Education

Four young people from the Year 13 cohort will progress to university which is a 100% increase on last year number of two people. Whilst numbers are small, we are encouraged by the increase in the take up.

Year 1

	University	Course
Young person 1	UCL	Sociology BSc
Young person 2	UCL East	Business and Health BSc
Young person 3	Greenwich University	Social Work BA
Young person 4	Exeter University	BSc Finance: Investment Banking

Year 2 (Last year cohort)

	University	Course
Young person 1	University of Sussex	Creative Writing BA (Hons)
Young person 2	Northumbria University	Psychology BSc (Hons)

We have worked with young people at UCL to support their access to the UNITE Foundation Scholarship, which provides fully funded accommodation and covers utility bills for the duration of their university course. In addition, students currently attending university will continue to receive support from the Virtual School through regular check-ins. Students will be invited to participate in holiday activities with younger children, for which they will be paid helping to build their CVs and develop transferable skills. The team will support students in securing summer internships aligned with their course of study.

This year, three additional care leavers have started university. Two of them began their studies at the ages of 19 and 20. The third care leaver ceased to be monitored by the Virtual School in June and is therefore not included in our statistical data.

Care Leavers not in Education, Employment and training (NEET)

At the end of the academic year 24/25 the Virtual School was monitoring 87 Children in Post-16. The percentage of children who were NEET was 15% (13) which is a three percent decrease on the 23/24 figure.

The post-16 team have been working directly with the children to support them back into Employment, Education and Training (EET). We did plan to work with an organisation to support and mentor our NEET children. They were to work with ten NEET children. However, the spending reviews meant this work could not be pursued. The post-16 team have taken the responsibility of directing children into EET, by making referrals and meeting the children.

The following case study is based on a child who had severe absence from Year 9 and did not sit their GCSEs exams. Following their GCSEs they had been NEET. However, the work by the post-16 team supported the young person back into EET.

Case study

Child V is transgender female, 17 years of age. They have been a Child Looked After since November 2022. During this time, she has experienced significant instability, with nine placement moves, a high number of missing-from-placement episodes and very low school attendance, resulting in no formal qualifications.

In September 2024 Child V was enrolled at a college, however this was disrupted by another placement move of the area. Unfortunately, her attendance was low, and she was involved in several behavioural incidents, culminating in an exclusion following threats made to another student.

The Virtual School EIC attended the college disciplinary meeting to advocate for Child V. Although the college upheld the exclusion, they agreed to allow her to continue submitting work to complete her course. Haringey VS funded 12 weeks of English & Maths tutoring to support her with this work, providing structure and one-to-one educational input. The EIC maintained regular contact with Child V through visits, phone calls, and WhatsApp messages, and attended both of her PEP meetings in person. The VS EIC also advised Child V of employment & training opportunities she might be interested in and supported her in making applications to ensure she had a range of options available.

Recognising Child V's desire to return to college in September, the EIC supported her through the application process, attending two open days and helping her explore course options. Child V chose a childcare course, and the EIC facilitated meetings with the course team to discuss her educational history and support needs. The EIC also liaised with Haringey VS Educational Psychologist and the college to ensure staff were informed and prepared to support her. To ensure a smooth start, the EIC attended enrolment with Child V, arranged for her to be assessed when she starts college for additional support in English and Maths. The VS EIC organised the purchase and delivery of necessary stationery to her placement.

What Difference This Made:

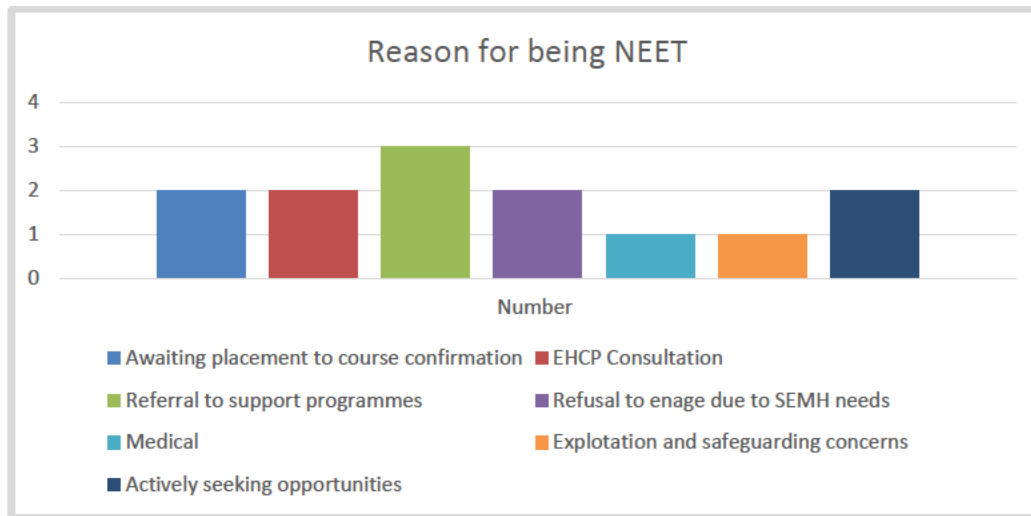
Child V is now enrolled on a childcare course and attending regularly. College staff are in contact with her Virtual School EIC and Social Worker, ensuring a joined-up approach to her support. Her number of missing episodes has significantly decreased, and she has remained in her current placement. The tutoring and consistent engagement have helped her re-establish a routine and build confidence in her educational journey.

Implications for Practice:

This case highlights the importance of persistent advocacy, personalised support, and multi-agency collaboration in re-engaging vulnerable young people in education. The proactive involvement of the Virtual School, including attending disciplinary meetings, open days, and enrolment, was key to building trust and ensuring Child V felt supported. The case also reinforces the value of flexible educational pathways and the need for colleges to be informed and prepared to meet the needs of care-experienced young people.

The Post-16 Team have been working closely with Haringey Works as part of the Haringey Trailblazer steering group, which will launch in October 2025. The aim of the programme is to support children and young people between the age of 17 -25 into Employment, Education and Training (EET). It includes 1:1 support, group sessions, pre-employment training, CV help and interview practice and connecting with potential employers and a paid three-month placement with Haringey Council.

Additionally, The VSH is the lead for the Transformations workstream for Education and Employment Benefits which is a task and finish group. The group is responsible for developing robust systems and processes that will ensure young people within the scope of the transitions programme have access to education and employment opportunities. It is helping the Virtual School to create strong internal and external partnerships to reduce the number of NEETs.

NEET data 2024-2025

A higher proportion of the NEET cohort are in Year 13 (eight pupils), compared to five in Year 12. Notably, four of the Year 12 children who are NEET did not sit their GCSEs in Year 11, highlighting a significant barrier to progression into post-16 education or training. This underscores the importance of ensuring children in care are supported to complete their Key Stage 4 qualifications, as the absence of GCSEs can severely limit access to further education pathways and vocational opportunities.

The data highlights a range of complex and individualised reasons why children in care are currently NEET (Not in Education, Employment, or Training). Several are awaiting placement confirmations or consultations, including those with health needs or under EHCP and Youth Justice Service review. Others are actively seeking opportunities such as apprenticeships or college enrolment. A number have been referred to targeted support programme - Full Potential Haringey. Some children have declined sixth form placements due to social, emotional, and mental health (SEMH) challenges, while one case involves safeguarding concerns related to exploitation and missing episodes. Overall, the data reflects the need for flexible, trauma-informed, and multi-agency approaches to re-engage these children in education or training.

Children known to social care and previously looked after children

CIN (2023 – 2024)	CP (2023 -2024)	CIN (2024 -2025) *	CP (2024-2025) *
1044	192	1118	219

*Data taken from CIN Management report 04/08/2025

***Educational outcomes for CIN and CP**

Key stage 4 verified data available November 2025

Key Stage 2 Expected standard*

	2024-2023 total number	2024 - 2025 total number	RWM		Reading		Writing		Maths		GPS	
			23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
<i>CIN all matched students Haringey</i>	80	60	53%	34%	64%	50%	63%	41%	58%	42.20%	60%	45%
<i>Statistical neighbours CIN</i>	570	X	41%	X	57%	X	52%	X	51%	X	54%	X
<i>London CIN</i>	1,920	1,590	40%	37%	54%	47%	49%	43%	50%	45%	51%	51%
<i>Haringey all pupils</i>	2,714	2,709	67.80%	69%	79%	80%	77.60%	77%	77.10%	80.2	76.70%	78%

The latest data reveals a decline in educational outcomes for Children in Need (CIN) in Haringey between the 2023–2024 and 2024–2025 academic years. Across all key performance indicators—Reading, Writing, and Maths (RWM), Reading, Writing, Mathematics, and Grammar, Punctuation and Spelling (GPS)—CIN students in Haringey have experienced significant drops in attainment. Most notably, RWM outcomes fell from 53% to 34%, with Writing showing the steepest decline from 63% to 41%. This downward trend is concerning when contrasted with the performance of all pupils in Haringey, whose outcomes have remained stable or improved slightly over the same period.

The attainment gap between CIN and their peers has widened considerably, with the RWM gap increasing from 14.8 to 35 percentage points. When compared to statistical neighbours and the London CIN average, Haringey's CIN students had previously outperformed their counterparts in 2023–2024, but by 2024–2025, their performance had dropped to levels at or below the London average in most subjects.

Phonics

	Cohort	No Score	Mark					APS	Outcome				
			0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
NCER National (CIN pupils)	11,670	15.0%	21.0%	7.0%	6.0%	26.0%	25.0%	26.5	0.0%	1.0%	14.0%	34.0%	51.0%
DfE Region - London (CIN pupils)	1,230	19.0%	18.0%	6.0%	4.0%	22.0%	30.0%	27.8	0.0%	1.0%	19.0%	28.0%	52.0%
LA - Haringey (all pupils)	2,617	3.9%	6.6%	2.9%	3.6%	26.4%	56.6%	34.0	0.0%	0.4%	3.5%	13.1%	83.0%
LA - Haringey (CIN pupils)	60	27.0%	-	-	-	22.0%	35.0%	31.8	0.0%	0.0%	27.0%	16.0%	56.0%

The 2025 Phonics Benchmark data for Children in Need (CIN) reveals a slight decline in performance compared to 2024, both nationally and locally. Nationally, the average point score (APS) dropped from 27.4 to 26.5, and the proportion of CIN pupils working at or above the expected standard decreased from 53% to 51%. In the London region, similar trends were observed, with a reduction in APS and 3% drop-in pupils meeting the expected standard. Most notably, Haringey's CIN cohort experienced a decline: the percentage of pupils working at or above the standard fell from 68% in 2024 to 56% in 2025, while those working towards the standard rose from 15% to 27%. Additionally, the proportion of Haringey CIN pupils scoring in the lowest band (0–15) increased markedly from 15% to 27%, indicating a growing attainment gap. In contrast, the performance of all pupils in Haringey remained stable, with consistent APS and high attainment levels, suggesting that the decline is particularly concentrated among CIN pupils. The Virtual School in its strategic capacity will consider the plans primary schools have to minimise the attainment gap using Haringey Education Partnership. It will aim to identify the schools which may need support and will ensure they are aware of the training and support provided by Haringey council and services.

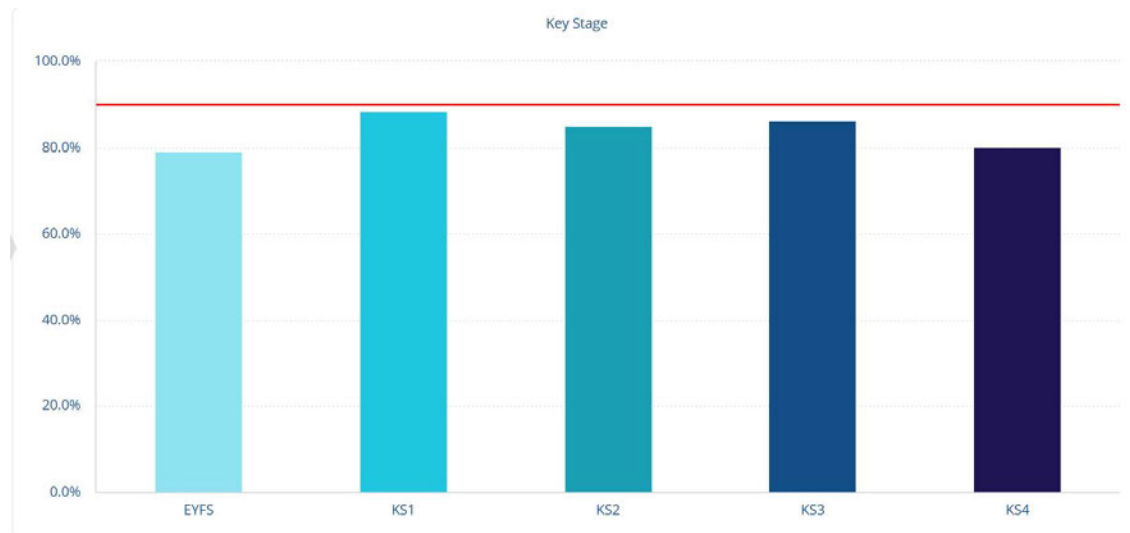
Attendance data for CP & PLAC

CP Attendance, suspensions and exclusions

At the start of the academic term, we started to track the attendance of children on child protection plans. At the start of the academic year, we were tracking 99 children. The attendance for our CP cohort is much lower than other groups.

The strategic oversight has been working with Education Welfare Service to understand the offer to schools and develop training to social workers to help them understand the processes if there is poor attendance. The work is ongoing and there is a need to support schools in Haringey to record their CP and CIN students to ensure the DfE VYED data accurately captures the cohort. There are established processes in place to monitor attendance on a weekly basis. To support this work, we will provide schools and social care teams with a guidance document developed in collaboration with the Education Welfare Service (EWS). Haringey Virtual School is represented on the EWS Attendance Board, which enables us to contribute to borough-wide strategies. Through this partnership, we will explore how best to support schools in improving attendance, particularly for vulnerable pupils across Haringey.

Attendance rates across the key stages show the highest levels in Key Stage 1 (KS1) at 88.6%, followed closely by KS3 (86.2%) and KS2 (85.1%), indicating strong engagement during these phases. Early Years Foundation Stage (EYFS) has the lowest attendance at 79.2%, with KS4 slightly higher at 80.2%. These figures suggest that while attendance is generally strong in the primary and lower secondary stages, there may be underlying challenges affecting attendance in EYFS and KS4.



EYFS	KS1	KS2	KS3	KS4
79.2%	88.6%	85.1%	86.2%	80.2%

Seven children were suspended and there were ten suspensions over 36 sessions. There was no recorded permanent exclusion for our recorded CP cohort.

PLAC attendance*

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2024-2025	90.7%	9.3%	3.4%
Spring 2024-2025	89.9%	10.1%	4.1%
Summer 2024-2025	90.1%	9.9%	3.6%
Overall 2024-2025	90.3%	9.7%	3.7%

*Data taken from DfE VYED recorded 214 PLAC

The attendance for the PLAC cohort is steady, however it is below the expected or target of 95% attendance. The PLAC data encompasses all children who are PLAC to other boroughs. In 2024 we started work with North London Adopt to provide education support to adoptive parents. The work will continue through 2025. The Virtual School has provided advice and guidance to adoptive parents to support transition and support at school.

Feedback from adoptive parent:

But my reason for writing today is to thank you for recommending Tutors Green. They have been excellent. Education Programme Coordinator, K has been very responsive and found a good selection of tutors for E. N and K worked together to develop an appropriate timetable for E. E is producing some good work and is generally far happier at school.

Kinship

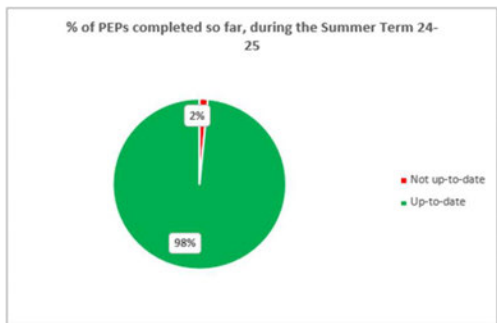
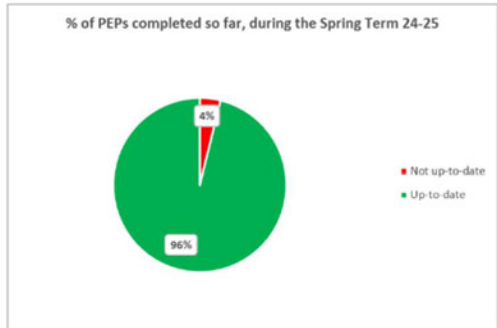
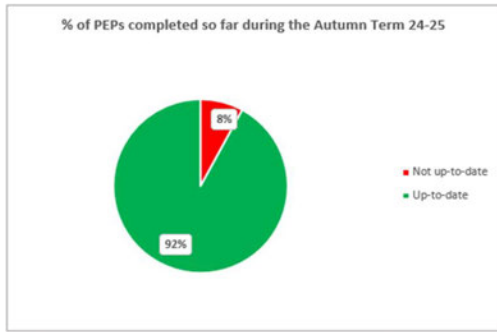
There is currently no standalone attendance data available for our Kinship cohort. However, during the 2024–2025 academic year, we have developed a meaningful partnership with the Haringey Kinship Network. As part of this collaboration, we have attended the weekly meetups to provide educational guidance and support to carers. This partnership has strengthened our engagement with the Kinship community and will continue under the leadership of the Kinship and PLAC lead.

Personal Education Plans (PEPs)

There has been a marked improvement in both the completion and quality of Personal Education Plans (PEPs). The number for incomplete ePEPs 2023 -2024 was 14% (Autumn) 13% (Spring) and 5% (Summer). However, there has been a marked increase 2024-2025 (figures below).

The number of incomplete PEPs is influenced by the fluctuating number of children entering care throughout the year. Please see the table below for data on statutory school-age and post-16 children entering care during the year. The changes in numbers during the autumn and spring terms likely had a significant impact on completion rates due to the proximity of deadline dates. However, during the summer term, fewer children entered care, and the deadline period was longer, which contributed to improved completion.

We are actively working to improve practice to ensure that all children have a PEP within ten days of entering care. While there is currently a lag between a child entering care and being added to Welfare Call, we are embedding procedures to ensure that initial PEPs are completed within ten days, with a record of the meeting or discussion added to Liquidlogic.



New SSA & Post 16s in Care from Sept-25 - July-25

Year Group	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Total SSA	w/EHCP
Yr13	3			1	2		1	1				8	
Yr12	1	2	2	1	2	1	7		2		2	20	1
Yr11				1	2	2		1	1	2	1	10	
Yr10			2									2	1
Yr9			4				4	1				9	2
Yr8		1					1		1		3	6	1
Yr7						1	1				1	3	
Yr6						1					1	2	
Yr5						1						1	
Yr4						1	1					2	2
Yr3				1	1							2	2
Yr2								1			1	2	1
Yr1		2				1	1	1				5	
REC						1		1				2	
EYs						3	2					5	
Total pm.	4	5	8	4	7	12	18	6	4	2	9	79	10

Changes have been made to the statutory school-age ePEP form to place greater emphasis on the voice of the child, career aspirations, and quality assurance. The updated form will be

implemented from September 2025. As part of our ongoing commitment to a more purposeful and child-focused approach, we also plan to revise the sixth form ePEP in 2026. A sample of ePEPs will be quality assured each term to support staff training, professional development, and continuous improvement in both the completion and overall quality of ePEPs.

Tracking and Attainment for Phonics, KS2 and KS4*

The Virtual school started to track the attainment of our CiC cohort throughout the year for English and Maths. We have attainment tracking meetings at the start of new academic term for Autumn, Spring and Summer, to focus on children who are underachieving and consider the interventions and support that can be offered throughout the term.

Tracking data 2023 -2024

English Tracking

	Year Group	Number of CiC	On Target	Not on Target	No mark
Autumn 2024	Yrs1–6	70	34	34	2
	Yrs7–11	99	40	39	20
	Total	169	74	73	22
Spring 2025	Yrs1–6	76	36	36	4
	Yrs7–11	109	44	37	28
	Total	185	80	73	32
Summer 2025	Yrs1–6	71	27	36	8
	Yrs7–11	113	33	58	22
	Total	184	60	94	30

Across the 2024–2025 academic year, English attainment data for Children in Care (CiC) reveals a downward trend in performance, particularly in the summer term. In Autumn 2024, 74 out of 169 children were on target, representing a relatively balanced start to the year. This figure rose slightly to 80 out of 185 in Spring 2025, suggesting some progress.

However, by Summer 2025, the number of children on target dropped significantly to 60 out of 184, indicating a decline in sustained attainment. The drop is most pronounced in the secondary cohort (Years 7–11), where the number of children on target fell from 40 in Autumn to just 33 in Summer, despite an increase in the overall cohort size.

This suggests that older children in care may face greater challenges in maintaining progress, potentially due to curriculum pressures, placement instability, or reduced engagement. In contrast, the primary cohort (Years 1–6) showed more stability, with on-target figures of 34 in Autumn and 36 in Spring, though this also declined to 27 in Summer.

**We no longer report on Key Stage 1 outcomes due to the increasing variation in schools opting out of KS1 assessments, which has impacted the consistency and reliability of the data.*

Maths Tracking

	Year Group	Number of CiC	On Target	Not on Target	No mark
Autumn 2024	Yrs1–6	70	35	34	1
	Yrs7–11	99	42	28	29
	Total	169	77	62	30
Spring 2025	Yrs1–6	76	38	35	3
	Yrs7–11	109	37	44	28
	Total	185	75	79	31
Summer 2025	Yrs1–6	71	26	37	8
	Yrs7–11	113	33	58	22
	Total	184	59	95	30

Maths attainment for Children in Care shows a decline in performance over the academic year, with a widening gap between those on target and those not on target. In Autumn 2024, 77 children were on target compared to 62 not on target. By Spring 2025, the number on target remained relatively stable at 75, but those not on target increased to 79. This trend declined in Summer 2025, where only 59 children were on target while 95 were not, indicating a drop in attainment.

The decline is particularly evident in Years 7–11, where the number of children on target fell from 42 in Autumn to 33 in Summer, while those not on target more than doubled from 28 to 58. In Years 1–6, the drop was also notable, with on-target figures falling from 35 to 26. These patterns suggest that children in care face increasing challenges in maintaining progress in Maths as the year progresses, especially in secondary education.

Tracking data through the academic year allows us to provide support and to ensure we are focusing on children who are underachieving. Also being able to track the patterns of underachievement we can implement package of support and intervention. For example, to support our Year 11 exam preparation, we organised group online tuition support for English and Maths. Also, tuition was provided by an EIC to a primary age child over the summer holidays to address the gaps in his learning.

Feedback from foster carer

Thank you for your kind words and all the support you've given J over the summer. He has really enjoyed working with you and benefitted so much from your tuition. I will certainly pass on your best wishes to him as he begins his new school year.

Phonics (4-year-olds)

	Cohort	No	Mark						APS	Outcome				
			0-15	16-23	24-31	32-36	37-40	Q		A	D	WT	WA	
NCER National (CLA)	2,820	9.0%	19.0%	7.0%	7.0%	29.0%	28.0%	<div><div></div></div> 27.8	0.0%	0.0%	9.0%	<div><div></div></div> 33.0%	<div><div></div></div> 57.0%	
DfE Region - London (CLA)	220	9.0%	17.0%	9.0%	4.0%	26.0%	35.0%	<div><div></div></div> 28.9	-	-	9.0%	<div><div></div></div> 30.0%	<div><div></div></div> 61.0%	
Local Authority - Haringey (all schools)	2,617	3.9%	6.6%	2.9%	3.6%	26.4%	56.6%	<div><div></div></div> 34.2	0.0%	0.4%	3.5%	<div><div></div></div> 13.1%	<div><div></div></div> 83.0%	
Virtual School - Haringey	8	12.5%	12.5%	12.5%	0.0%	25.0%	37.5%	<div><div></div></div> 29.3	0.0%	0.0%	12.5%	<div><div></div></div> 25.0%	<div><div></div></div> 62.5%	

The data highlights encouraging progress among Children Looked After (CLA), particularly within the London region and Haringey's Virtual School. CLA pupils in London outperform the national CLA average, with 61% achieving the expected standard and a higher APS of 28.9. Haringey's Virtual School, despite its small cohort, shows promising outcomes with an APS of 29.3—above the national CLA average—and a quarter of pupils scoring in the 32–36-mark band.

Key Stage Two (11-year-olds) Expected standards

2025	Haringey (CiC)	London (CiC)	National (CiC)	2024 (Verified)	Haringey (CiC)	London (CiC)	National (CiC)	Change from 2024	Haringey (CiC)	London (CiC)	National (CiC)
11	300	3,770		15	350	3,800					
RWM	36.4%	36%	34%	RWM	53.3%	43%	34%	RWM	-16.9%	-7%	0%
Reading	63.6%	54%	51%	Reading	60%	59%	53%	Reading	3.6%	-5%	-2%
Writing	45.5%	47%	51%	Writing	66.7%	53%	46%	Writing	-21.2%	-6%	5%
Maths	54.5%	48%	46%	Maths	53.3%	53%	47%	Maths	1.2%	-5%	-1%
GPS	45.5%	47%	47%	GPS	66.7%	56%	47%	GPS	-21.2%	-9%	0%

The 2025 KS2 outcomes for Children in Care (CiC) in Haringey show encouraging signs of progress in key areas, particularly in reading and maths. Reading performance rose to 63.6%, placing Haringey above both London and national averages, while maths remained stable at 54.5%, continuing to outperform national figures. While writing and GPS outcomes were lower than the previous year, they remain broadly in line with regional and national benchmarks, highlighting areas for renewed focus and development. The combined Reading, Writing and Maths (RWM) measure was 36.4%, which, although lower than in 2024, still matches the national average. It is important to note that the 2025 cohort was smaller and at least three children were working at pre-key stage levels.

Key Stage 4 (16-Year-olds) (Statistical data will be verified in November 2025)

At the end of July 2025 there were 31 children in Year 11.

- 20 Children sat their GCSE exams
- 3 Children were following an ESOL curriculum
- 4 Children did not sit their GCSE exams
- 4 Children came into care after exams (June/July)

GCSE exam predictions for English and Maths

The accuracy of mock exam predictions was relatively low across core subjects:

- English Language: Predictions matched results for only 3 out of 20 children (15%).
- English Literature: Predictions were accurate for 4 out of 20 children (20%).

Mathematics: Only 1 out of 20 children had a result that matched their mock prediction (5%)

Based on the mock predictions the outcomes for year 11 would be:

30% achieving 4+ English Language

25% achieving 4+ Maths

20% achieving 4+ in English Language and Maths

However, a significant number of children performed better in their final exams compared to their mock results:

9 students (45%) achieved a higher final grade in English Language.

6 students (30%) improved in English Literature.

8 students (40%) scored higher in Mathematics.

There was careful planning of interventions following the mock result, we offered tuition to year 11s who were working below their expected target between February half-term until the start of exams. We identified the children who were underachieving they were invited to attend an early Year 11 aspirations day. Additionally, in the PEP meeting schools were encouraged to provide a plan of exam support and to use the PPPG for tuition.

GCSE results non -statistical data

	Grade 1-9	Grade 4-9 (2025)	Grade 4-9 (2024)
English Literature	100%	40%	X
English Language	100%	45%	34%
Maths	87.50%	30%	26%

20% obtained five GCSEs including English and Maths at grade 4 and above. An improvement on 2023/2024 non- statistical data which was 15%.

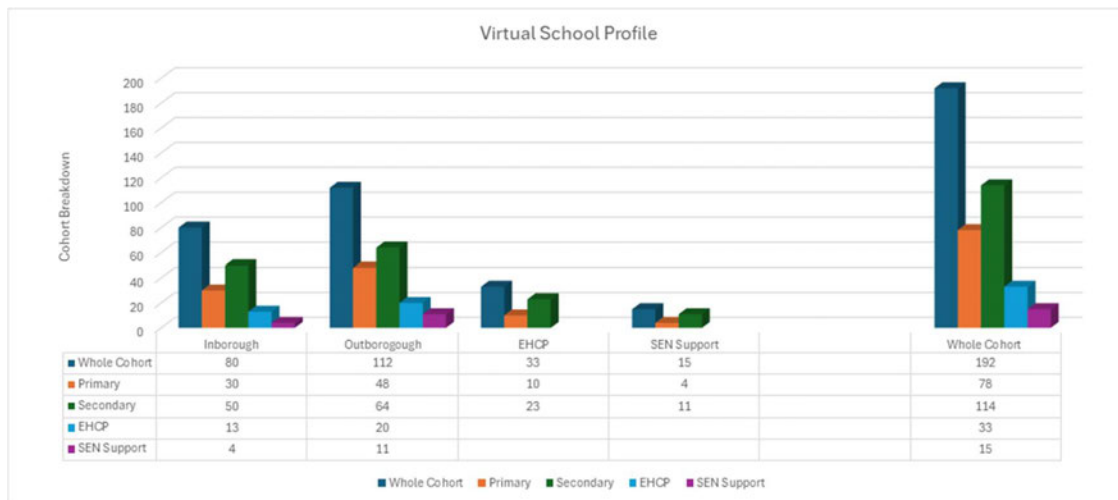
In 2025, the proportion of children achieving a standard pass (Grade 4–9) showed improvement across all core subjects compared to 2024. English Language saw the most notable increase, rising from 34% in 2024 to 45% in 2025, indicating a positive shift in attainment. Maths also experienced a modest improvement, with Grade 4–9 outcomes increasing from 26% to 30%. These trends suggest targeted interventions and post-mock support may be contributing to improved outcomes, particularly in English Language.

Attendance

Haringey Virtual School monitor statutory school-aged children [5-16] via Welfare Call. The snapshot captured on the 04 August 2025 from 01 September 2024 to the 31 July 2025 identified that there were 192 children monitored by Welfare Call.

The table below shows the breakdown of the children being monitored by the end of the Summer Term [192]

Total School aged CLA	192	Total Primary aged	78	Total Secondary aged	114
Total School aged CLA in borough	80	Total Primary Aged in borough	30	Total Secondary Aged in borough	50
Total School aged CLA Out borough	112	Total Primary Aged Out borough	48	Total Secondary Aged Out borough	64
Total School aged CLA with an EHCP	33	Total Primary aged with an EHCP	10	Total Secondary aged with an EHCP	23
Total School aged CLA with SEN Support	15	Total Primary aged with SEN Support	4	Total Secondary aged with SEN Support	11



NB: All Children with No Recorded School are logged as in borough [by WC].

Attendance by stage

Whole School Cohort Attendance average for the term 85% (2024 - 87%)

In borough	73.48%
Out borough	86.04%
EHCP	81.21%
SEN Support	87.72%

Primary School Cohort Attendance average for the term 89% (2024 - 94%)

In borough	84.47%
Out borough	91.85%
EHCP	85.33%
SEN Support	97.17%

Secondary School Cohort Attendance average for the term 75% (2024- 82%)

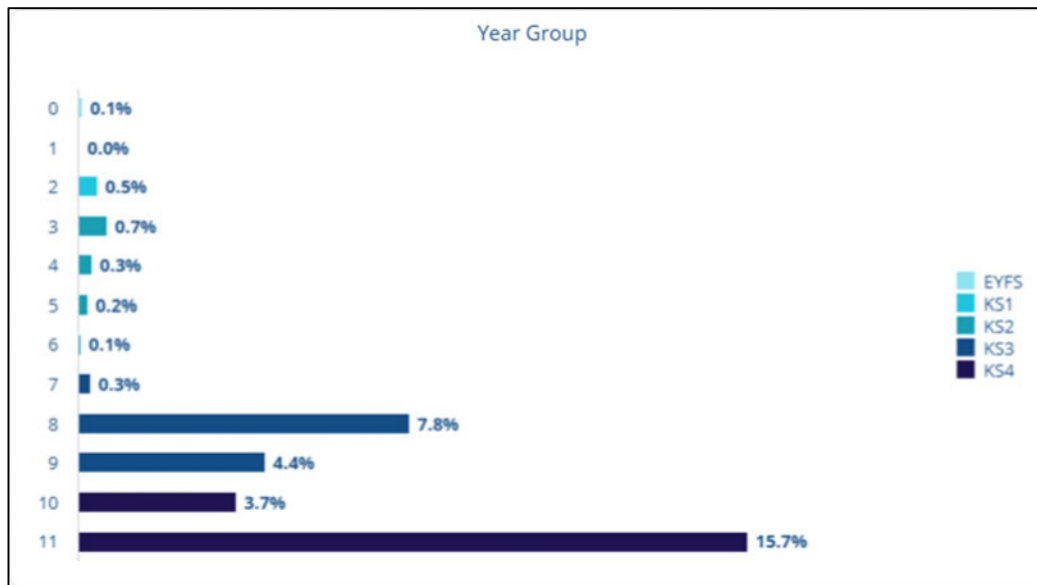
In borough	67.46%
Out borough	81.69%
EHCP	79.42%
SEN Support	84.28%

The attendance data presents a mixed but insightful picture across the Whole School, Primary, and Secondary cohorts, with several areas of strength and some clear opportunities for improvement. Whole School attendance stands at 85%, slightly below last year's 87%, yet still reflects a generally stable pattern. Notably, SEN Support children continue to show strong engagement with an attendance rate of 87.72%, and out borough children also perform above the school average at 86.04%.

In the primary phase, overall attendance remains high at 89%, with SEN Support children achieving an exceptional 97.17% and out borough students reaching 91.85%. EHCP children in primary also show promising attendance at 85.33%. In contrast, the secondary cohort shows a more significant decline, with overall attendance at 75% compared to 82% in 2024. However, within this group, SEN Support and out borough children still performed relatively better at 84.28% and 81.69%.

Whole School Cohort Absences – Authorised & Unauthorised Academic Year 2024/25

Whole School Cohort Absences for the Academic Year were 14.58%. Authorised 10.80% and Unauthorised 3.78% (2024 – Authorised 9.56 and Unauthorised 3.22%)
Primary School Cohort Absences for the Academic Year were 8.4%. Authorised 8.1% and Unauthorised 0.32% (2024 – Authorised 5.77% and 0.34 Unauthorised)
Secondary School Cohort Absences for the Academic Year were 21.04%. Authorised 13.98% and Unauthorised 7.07%. (2024 – Authorised 12.54 and 5.49 Unauthorised)

Unauthorized absence by year group

The absence figures for the academic year show a mix of positive patterns and areas requiring attention. Whole School absences totalled 14.58%, with authorised absences at 10.80% and unauthorised at 3.78%, both slightly higher than in 2024.

The primary school cohort continues to perform well, with the lowest overall absence rate of 8.4%. Although authorised absences increased to 8.1% from 5.77%, unauthorised absences decreased slightly to 0.32%.

In contrast, the secondary school cohort shows a total of absences rising to 21.04%, up from 18.03% in 2024. Both authorised (13.98%) and unauthorised (7.07%) absences have increased. We had three Year 11s who came into care in 2025, who had either persistent or severe absence, as they came in during the exam year it was challenging to reengage them in school, and we focused on post-16 engagement. Two are engaged in education at Post 16. Unfortunately, one continues to have missing episodes and is not in education employment or training. For our cohort who were in care for 12 months or more - two-year 11s refused to attend school, tuition was put in place for them, but their attendance record was severely affected by their non-attendance to school. School refusal was the most common reason for absence with this being the reason for 27 children. It is probable for most of our children that Emotionally Based School Avoidance (EBSA) may be an increasing reason why they are not attending school. We continue to utilise our Educational Psychologists to ensure schools feel supported to enable children with EBSA to return to school.

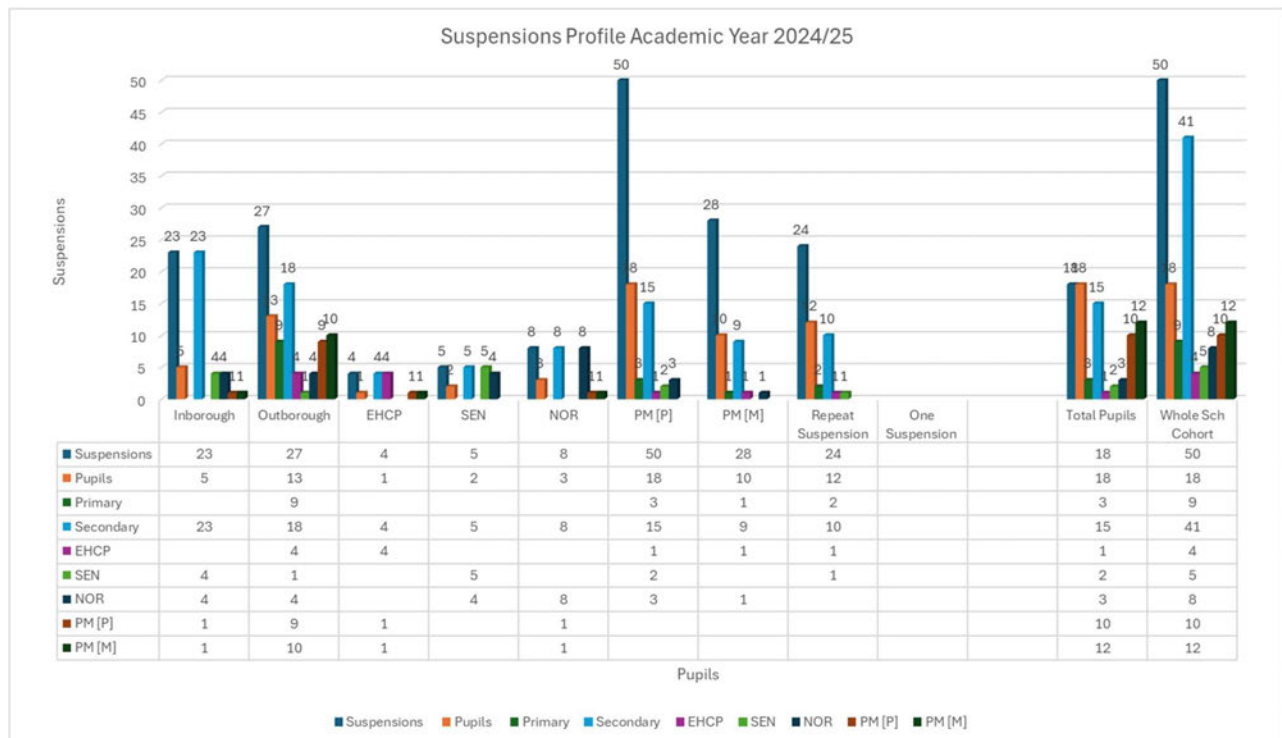
Suspensions and exclusions

There were no permanent exclusions recorded during the academic year, as two potential cases were successfully prevented through timely and strategic intervention. In one case, a Year 10 child was supported to transfer to a different school after the original school was asked to rescind the exclusion. She is now thriving in her new setting. In another case, a Year 11 child facing exclusion was provided with tuition support to prepare for her exams. Arrangements were made for her to sit her exams in a private setting at another school, and later, when appropriate, on the original school site. She has since progressed to Year 12, is studying a Health and Social Care BTEC, and has expressed a desire to become a midwife. These outcomes reflect the impact of proactive advocacy and personalised support in preventing exclusion and promoting positive educational progression.

Suspensions

Suspensions have increased with the most common reason being disruptive behaviour. We have worked with schools to avoid escalation, and we will continue to ensure the schools are trauma informed and use relational practice/framework.

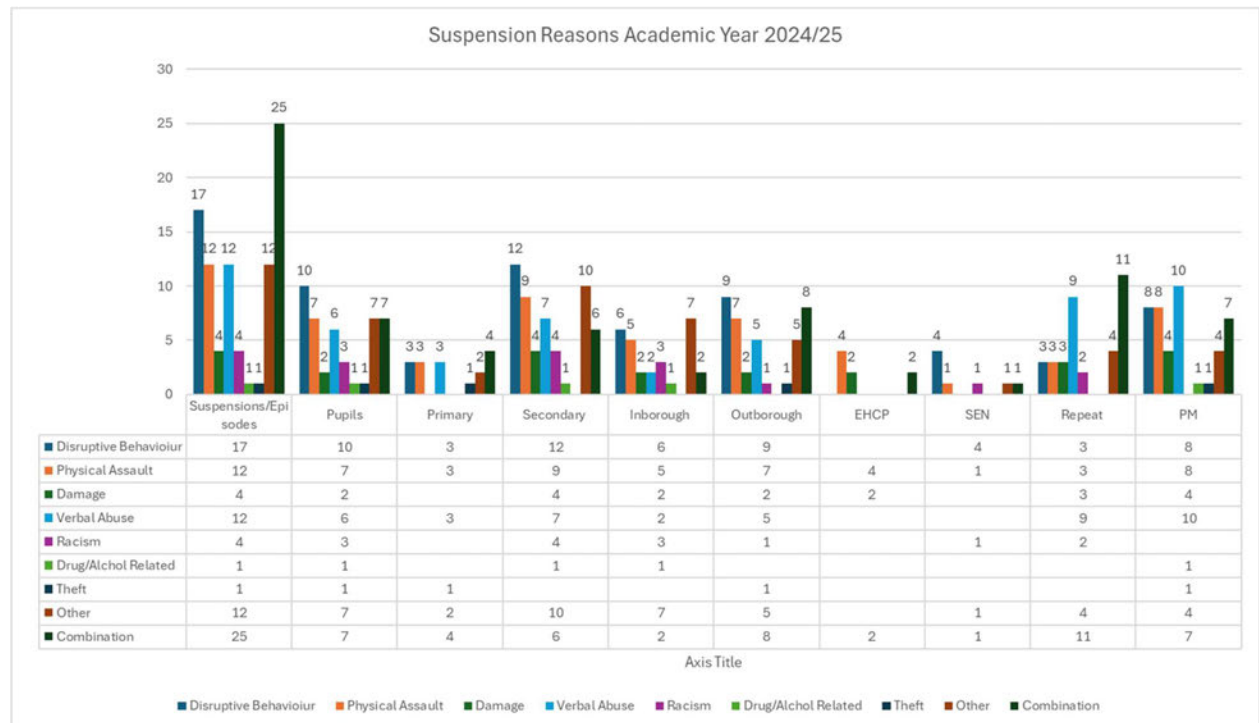
Whole School Suspensions for the ACY	50.
Total children Suspended for the ACY	18
Total children issued more than one suspension for the ACY	12.



The suspension data includes if a child had a placement move which is indicated by PM (P) which counts the number of children who had a placement move. PM (M) indicates the number of moves. Additionally, we have checked if at any time the child did not have a school place or was not on roll, which is represented as NOR.

A total of 50 suspensions were recorded, with 18 children affected. Out borough children accounted for the highest number of suspensions (27), involving 13 children, while in borough children had 23 suspensions involving 5 children. The secondary phase saw significantly more suspensions (39) compared to primary (11), indicating a higher incidence of secondary schools using suspensions. Children with EHCPs and those receiving SEN support were also represented in the suspension data. Notably, 12 children were suspended more than once, highlighting a large group of children who were being suspended multiply times. There were nine children who had a placement move, and there were ten placement moves which means one child was moved more than once. Eight children had a one time not been on roll during the academic year.

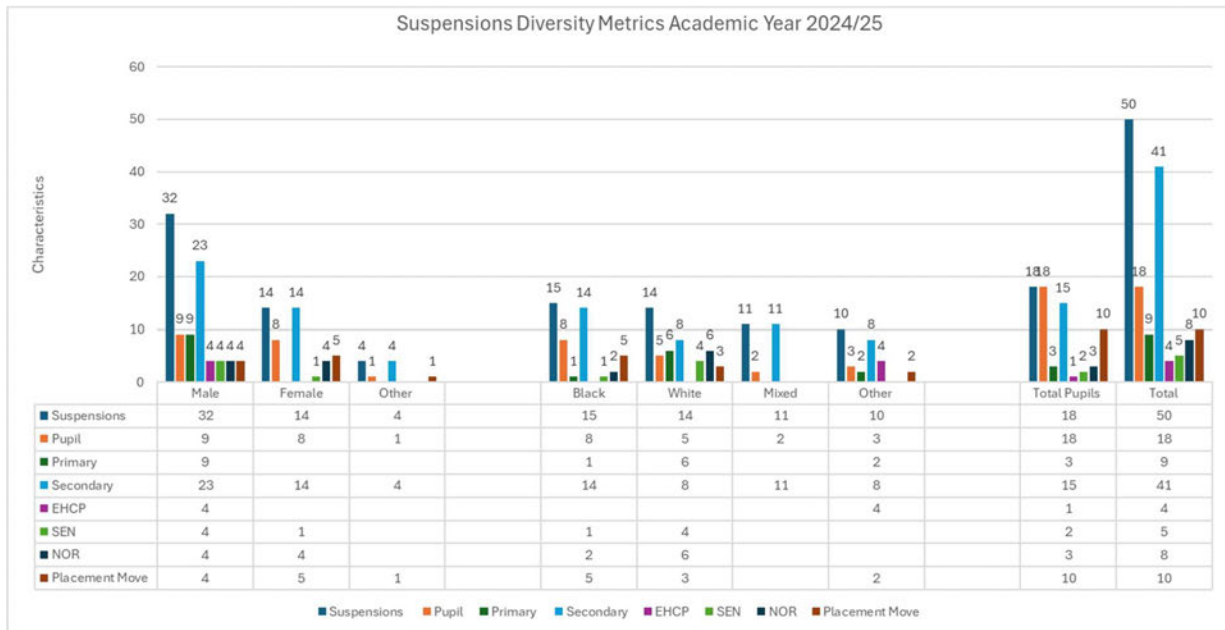
Reason for suspension



The most common reason for suspension was Disruptive Behaviour, accounting for 17 episodes and involving 10 children, predominantly in the Secondary phase and among Out borough placements. Combination reasons—where multiple behaviours contributed to a suspension—were also significant, with 25 recorded episodes.

Other notable reasons include Verbal Abuse and Physical Assault, each with 12 episodes. Racism, Damage, and Drug/Alcohol-related incidents were less frequent but still present. Suspensions were more prevalent in Secondary than Primary, and more common among out borough than in borough children. Pupils with EHCPs and those receiving SEN support were represented across multiple categories.

Gender & Ethnicity

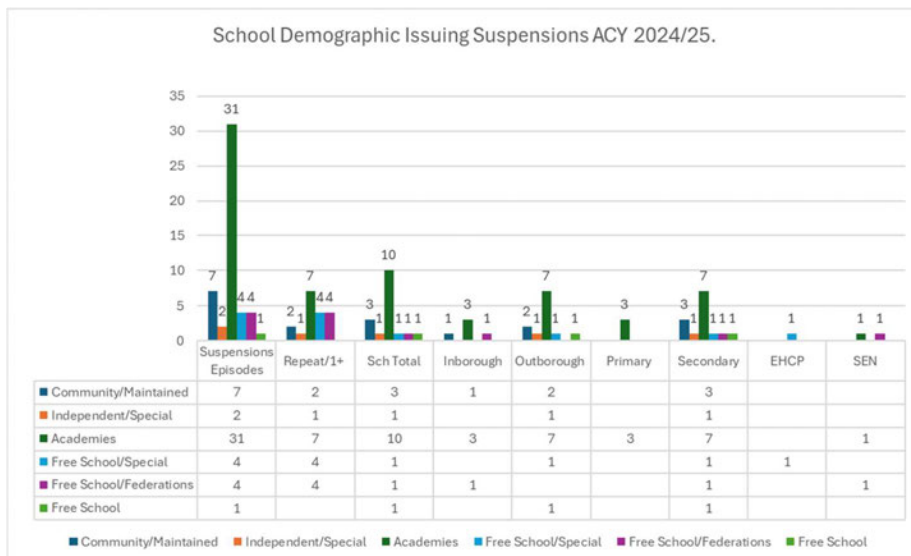


The ethnicities encompassed within the **Black** category are: *Any Other Black Background*, *Black Caribbean*, and *Black African*. The **White** category includes *White British* and *White Any Other Background*. The **Mixed** category refers to: *Any Other Mixed Background*, and the **Other** category includes: *Any Other Ethnic Group*.

A total of 46 suspensions were recorded, involving 17 children, with the majority occurring in the Secondary phase. Male children accounted for 32 suspensions and 9 children, while female children were involved in 14 suspensions, affecting 8 pupils.

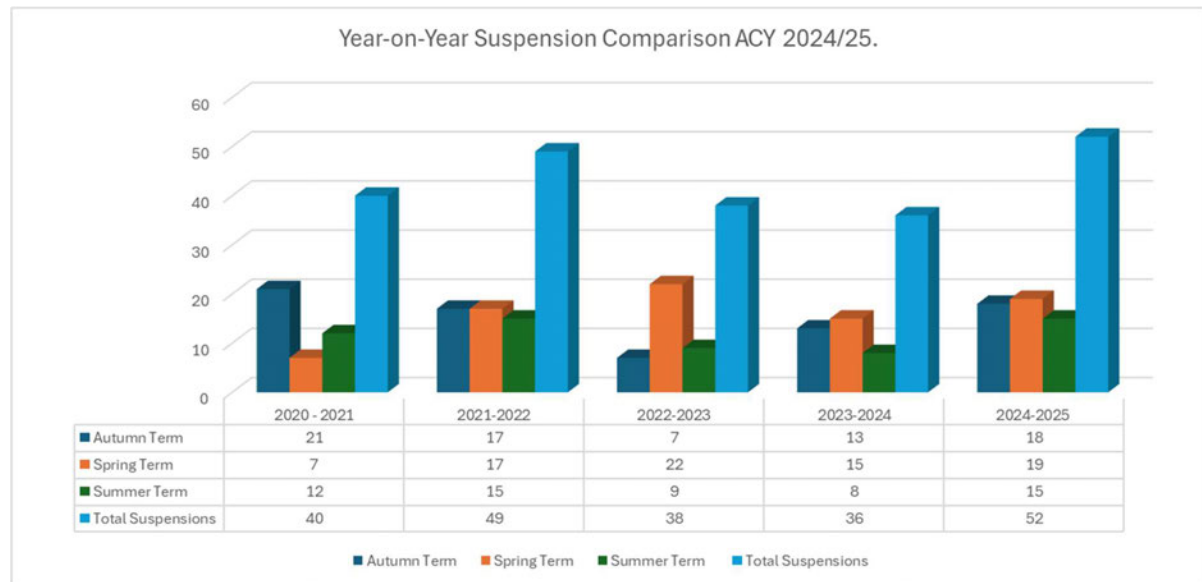
The data shows that suspensions are most prevalent among pupils from Black ethnic backgrounds, followed closely by White and Mixed ethnic groups. While the Black ethnic groups had the highest number of suspensions, the White ethnic group had fewer pupils involved, suggesting a higher rate of repeat suspensions.

School type



Suspensions are predominantly issued by Academies, which show the highest number of suspension episodes and repeat suspensions, as well as broad representation across different categories including in borough, out borough, primary, Secondary, EHCP, and SEN. Other school types—such as Community/Maintained, Independent/Special, and Free Schools—contribute fewer suspensions. However, this may be influenced by the fact that a large proportion of our children attend academies, making them a more likely setting for suspensions to occur and naturally resulting in higher figures. This context is important when interpreting the data, as it suggests that the concentration of suspensions in academies may reflect pupil distribution rather than solely the suspensions trends of school types.

Suspension trends



Suspensions in 2024/25 have risen significantly, surpassing the previous peak in 2021/22, which had been the highest to date. This marks a concerning shift in local trends. Nationally, there was a 21% increase in suspensions between 2022/23 and 2023/24, and for Haringey Virtual School, the increase is even more pronounced—a 38% rise compared to the previous year. While this may reflect broader national patterns, it also signals a need for deeper reflection on local practice.

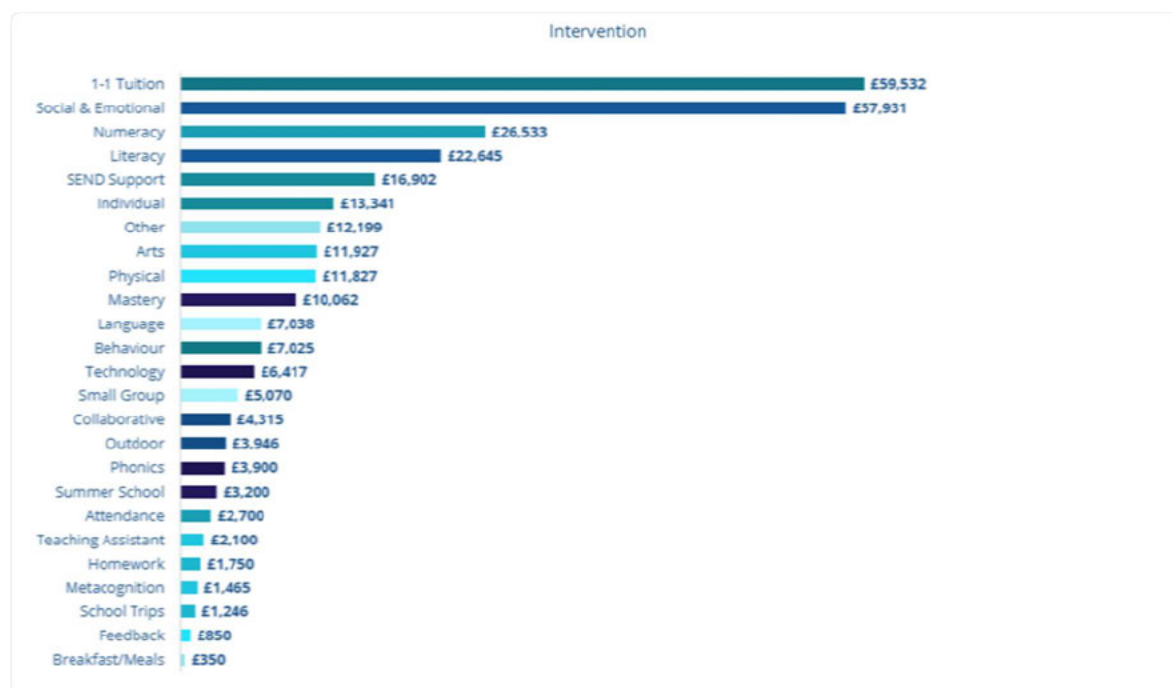
Importantly, 66% of children suspended in 2024/25 experienced repeat suspensions, suggesting that current approaches may not be effectively addressing underlying behavioural needs. This highlights the urgency of encouraging schools to adopt relational and restorative approaches that focus on understanding and supporting children, rather than relying on repeated disciplinary measures. Without such shifts, there is a risk of perpetuating a cycle of exclusion that disproportionately affects vulnerable learners.

Pupil Premium Grant distribution and impact

Children in local authority care for one day or more attracted £2,570 Pupil Premium funding in 2024/2025. This funding does not go directly to the schools but is managed by the Virtual School in the local authority that looks after the child. The Conditions of Grant require the Virtual School Headteacher to distribute funding. Funding should support children in meeting their targets in the PEP.

The Virtual School top slices the PPG funding and provides the schools up to £700 per term. The school will need to ensure the proposed spending of the PPG is linked to SMART targets, which are reviewed by the VS and approved. The total money paid to schools from the Pupil Premium budget was £306,176. School funding was mostly used for academic interventions e.g. one-to-one tuition and Social and emotional support, such as small groups.

PP+ Academic Year 2024/25					
TERM	Total CLA	Total PP+ Claims	Claims %	Total Projected	Total Spend
Summer 2023	205	147	71.7%	£143,500.00	£112,359.00
Autumn 2023	183	140	76.5%	£128,100.00	£95,088.00
Spring 2024	180	143	79.4%	£126,000.00	£98,729.00
				£397,600.00	£306,176.00



The expenditure data reveals a strategic emphasis on targeted academic support, which accounts for most funding (£158,941), followed by wider strategies (£114,101) and high-quality teaching (£21,229). The highest individual spend is on 1-1 Tuition (£59,532) and Social & Emotional Learning (£57,931), highlighting a dual focus on academic catch-up and pupil wellbeing. Substantial investment in Numeracy (£26,533), Literacy (£22,645), and SEND Support (£16,902) further reflects a commitment to closing attainment gaps and supporting vulnerable learners. Overall, the data indicates a well-rounded approach, with strong prioritisation of personalised support and emotional resilience, though opportunities exist to strengthen pedagogical practices.

There was additional cost in the year which was paid towards tuition which was not part of PPPG paid to schools. In Summer 2024 we paid £11,656.98 for four students to access tuition. There was a high-cost arrangement, which was a legacy agreement. We paid £6,521.48 in one term for a child who had been placed out of borough without a school place. The Virtual School has removed high cost extended tuition; by ensuring we are part of the plan to move and use DfE direction options to ensure a child is placed in an education provision.

We also use £422,397 for staffing which covers the cost of five EICs, the traded Educational Psychologists cost and partial cost of the Senior Business Officer.

Enrichment & Springboard



Education Achievement Awards 2024

A brilliant night held in November 2024 to celebrate the achievements of the children. Over 100 children were nominated.

Year 11 Aspiration days February and April 2025

February was targeted to children who were underachieving in English and Maths. We partnered with Waltham Forest Virtual School. It was a fun filled day, and we had a business owner fly in from Lisbon to give an encouraging talk to the children. The hotel manager spoke to the children about her career journey, and the best part was hearing from a care experienced adult speaking about their journey to obtaining two degrees!



Easter Egg Hunt 2025

Easter Egg hunt for our primary school children took place during the Easter holidays and included an Easter egg hunt around the stadium and included art and craft activities, games and face painting. It was well attended as 22 children and 22 foster carers enjoyed the day.

Feedback from foster carer

The Easter egg hunt was such a joyful and inclusive event. The children were genuinely excited and fully engaged—the basket-making, arts and crafts, and face painting were all fantastic additions that really enhanced the experience. It was heartwarming to see the children running around, laughing, and working together to find the eggs.

To top it all off, the children were absolutely thrilled to get a glimpse inside the stadium. Their faces lit up with excitement, and it added an extra layer of magic to an already unforgettable day. Spurs Foundation and the Virtual School truly went the extra mile to make the day special. From the thoughtful organisation to the warm, individual interactions with each child, it was clear that a lot of care and effort went into making sure everyone felt valued and included.

A huge thank you to everyone involved—it really made a difference to the children.

Haringey Virtual School KS3 STEM Day 2025

This event was organised and led by the KS4 team held on Saturday 17th May. It was held in conjunction with LAET it included building Rube Goldberg machines, Engineering challenges and catapults and maths puzzles.



Chrysalis accelerator programme Highgate school & University Trip (Chrysalis) – Goldsmiths University 2025

Three children attended the project (one child last year). The project aims to build a culture of high aspiration and self-confidence and narrow the educational attainment gap between children in care and their peers. It also endeavours to raise their awareness of higher education and prepare them for the world of work. Pupils cover topics such as robotics, creative writing, art, architecture, mindfulness, conservation, and the development of life, as well as soft skills like first aid, orientation, and the development of confidence.

Shining Stars Awards July 2025

Two Sixth form children were nominated for a Shining star award for their outstanding achievement, excellent attendance and attitude to learning. It was a wonderful night held at the Livery Hall, Guildhall in the City. The Deputy Mayor of London and the Town Clerk of City of London gave out the prestigious awards on the night.





Pan London Virtual School Athletics day August 2025 Year 5 -7

It was an afternoon of athletics with the aim to inspire and motivate children. Children were guided through various athletic activities such as running, jumping and throwing. It was held at Queen Elizabeth Olympic Park with special guests Fatima Whitbread and Fire from Gladiators (Montell Douglas)

Spring Forward mentoring

Three year 13 students were referred to the Spring Forward mentoring programme which included ten one hour 1:1 online session with an independent schoolteacher which covered university courses where to study, the university application process and what it involves and how to write and improve your personal statement. Post UCAS – it covered preparing for university life, available funding and support and independent living.

Working with Springboard – Independent school place for Year 7 child with full bursary

Our year 6 child was awarded a 100% Bursary Award for the duration of her schooling at an independent school from Year 7 until the end of Sixth Form. The approximate amount of the bursary was £350,000. The application process was started by the allocated EIC, with the support of the social worker and foster carer. It was a joint effort to support the application process, and we were excited when she received a full bursary.

Vision for the Virtual school – Development plans 2025 – 2026

Haringey Virtual school Development plan 2025 -2026



Foundation

Our Mission

To champion the educational success of children in care by challenging stereotypes, amplifying their voices, and ensuring every child receives the support they need to thrive.

Our Core Values

1. Child-Centered Practice – Every decision is made with the child's best interest at heart.
2. Equity and Inclusion – We advocate for fair access to education and support.
3. Collaboration – We work in partnership and take a multi-agency approach.
4. Evidence-Informed Practice – Our work is grounded in research and data.
5. High Aspirations – We believe in the potential of every child
6. Trauma-Informed Approach – We promote understanding and inclusion through relational practice.

Advantages

What we do best

1. Strong inter-agency collaboration
2. Data-driven decision-making
3. Moving the team to move with the child not the stage.
4. Trauma-informed and relational practice expertise
5. Borough-wide training and guidance infrastructure
6. Commitment to continuous improvement

Corporate Delivery Plan

'Fitting into the bigger story'

Improve educational outcomes for children in care, with a focus on better attendance and better support through well written Personal Education Plans (PEP).

- Implement an approach where the Education Improvement Consultant will at the start of the new academic year remain with their child - September 2024
- Monitor attendance and educational outcomes for children in care – annually September 2024 to 2026

Strategic Objectives and Service Delivery Goals

A: Facilitate and promote high standards of attendance

A1: Attendance under 95% is targeted in a meaningful and proactive and impactful way. A1: Bi-weekly attendance meetings focused on attendance under 95% to target and challenge attendance. (Sept 25) Offer termly training to SWs/ FCs and DTs focused on attendance. (Sept 25) Focused training to schools who need to improve the attendance for our vulnerable cohort (Dec 2025)

A2: Responsive tracking of attendance for CiC and CWSW. A2: Welfare call services extended to CP using Wonde and recording suspensions and exclusions (in place). Termly reports on CWSW and CiC attendance presented at VSMC* (Sept 25)

Formulation of CWSW panel to provide guidance and advice for social workers to support children with extended non-attendance (Dec 2025) DIE attendance YVED to be used to monitor the attendance of CWSW (CIN & CP) and to monitor the attendance of schools (Jan 2026).

A3: Preventative strategies to improve attendance implemented at transition stages. Implementation of inclusion and attendance manager who will lead on data and training (in place). Monthly meeting with EWS to ensure close working (in place). Transition plan to be included for Year 6/ Year 11 children in care and a transition plan to be provided for in-year transfers (Jan 2025). All Year 11 to have a September guarantee (May 2026).

B: Create a culture of high educational aspirations focused on improving outcomes at KS4 in English and Maths

B4: Targeted support and tracking of children at risk of underachieving Termly progress review meetings to target children not on target who will be monitored during the term (in place). Tracking of all children – through reception to Year 11 of English and Maths (in place). Feb half term Aspiration Day targeted at Year 11s who are not on target to obtain 4 or more in English and Maths (Dec 2025). Offer of tuition for Year 11s not on target to obtain 4 or more in English and Maths after Feb half term until May (in place).

B5: Creation of conditions for success- Monthly meeting with senior team in social care to examine placements of Year 10 and 11 (Nov 2025). A partnership between social care, SEND and the

HVS to develop procedures of minimizing disruption to education when there is a placement move (Jan 2026). Working with schools (focus – Secondary schools) to develop relational practice using ARC and 'When Adults Change' programme (Sept 2025).

B6: Targeted early intervention Enrichment activities for Primary children to have a STEM focus – provide three sessions a year (Sept 2025) Provision of Maths and Literacy software to support KS1 & KS2 learning (Jan 2025). Training provided to foster carers to support homework and reading with children (Jan 2026). ePEP format changed to include carer section from Year 8 (Sept 2025)

C: Improve post-16 outcomes and increase the EET retention across the cohort

C7: Support services to reduce NEETs at Post -16 Explore with colleges/online providers to create a preparation programme for children who have been out of education but want to start post-16 (Jan 2026). Post -16 Monthly meetings to review NEET children and provide tailored opportunities for Children to social workers/PAs (Sept 2025). At risk of NEET to be identified in Autumn Term Year 11/ Year 12 – tailored intervention to be considered (in place). Support post 16 children with EHCPs to explore supported internship (Sept 2025).

C8: Development of a PAN London VS Post-16 group to support our children at post-16 Post-16 Lead role who will continue to lead and develop the PAN London VS group (recruited in place). The PAN London VS group will create a 'good practice guide' that will be distributed to all 16-19 provisions in London (draft stage – Sept 25)

To continue work to engage CEOs/Headteacher of colleges and standalone sixth forms to provide trauma informed training and to ensure financial support is provided to our children (Jan 2026)

C9: To provide opportunities to obtain qualifications to progress to EET pathways Consult with colleges/ online providers to provide an on-rolling Maths and English provision for children for GCSEs and Functional skills (Jan 2026) Restructure the PPP payment at the end of Year 11 to purchase laptops to ensure children have access online opportunities (in place). Fortify partnership with provisions funded by UKSPF to ensure the referral process is accessible to our children (in place). Commission NEET service to focus on children with significant barriers to entering EET (in place awaiting payment)

D: Clarify and establish the HVS extended duties offer

D10: Continuity of advice and guidance provided to CIN/CP for schools and social workers

Development of advice and guidance and training lead roles within the team (in progress). CIN/CP panel for social workers to discuss their children and be provided with guidance. Leading training for DTs to support them to understand their wider remit in school (in place). Working with EWS to identify children who are CIN/CP being home educated to support the monitoring of the home provision (Sept 2025).

D11: Pathway of support for Kinship carers and adoptive parents - Continuing our partnership with Kinship and offering support training to our Kinship carers (Nov 2025). Supporting the development of Kinship support forum for Haringey and offering a VS drop-in to discuss education (in place). Joined working with the North London Adoption and corresponding Virtual schools to offer half-termly

evening training sessions.

D12: Support the inclusive strategy and practice within LA schools Working with four identified secondary school to develop the best attachment and trauma practice through Attachment Research Community (ARC) and 'When adults change' (in progress). Supporting schools to develop an audit tool to evaluate their attachment and trauma practice (Jan 2026). Build on the attachment and trauma provision available in the borough to embed audit and impact measures (in progress).

Key Performance Indicators

How we measure success

Measure

Improved attendance across the cohort 5% increase for whole cohort.
Available data for CIN/CP cohort – termly attendance
All Year 11/Year 6 and in-year transfers to have a transition plan on LL.
Termly tracking for all cohort
Document detailing conditions for success outlining processes
Reduced NEET by 5%
Service Strategy document for CIN/CP cohort

Vision

What our service will look like

Roles and responsibilities in the team will be clearly defined as EICs move through with their children, which develops a **child-centered service** as EICs build **relationships** and understand the child's needs and work in partnership with educational provision to meet the needs of the child. Children will feedback into service provision and provide advice and comments to **improve** service delivery. **High expectations** for children are embedded in the culture of the virtual school and wider services to ensure our children are expected to have **strong outcomes**.

Implementation

How we make strategy a habit

Obtain at least twice-yearly feedback from children and care leavers on service provision.
Appoint Attendance and Inclusion manager (appointed), Post-16 Lead (appointed), Lead for PLAC and Kinship (in progress) and a fixed term Assistant Head (lead on the HVS extended duties) (in progress).
Senior Business officer, Attendance and Inclusion manager and EICs to reflect Key objectives in 'My conversation' KPO.
New job description for EICs which reflects the mission, core values and vision of the Haringey Virtual school.
Development plan to be standing item in the VSMC
Fortnightly Practice improvement meeting with VS team to focus on practice aligned with development plan.
Staff development aligned with strategic objectives

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Children and Young People’s Scrutiny Panel

Work Plan 2024 - 26

1. Scrutiny review projects; These are dealt with through a combination of specific evidence gathering meetings, that will be arranged as and when required, and other activities, such as visits. Should there not be sufficient capacity to cover all these issues through in-depth pieces of work, they could instead be addressed through a “one-off” item at a scheduled meeting of the Panel. These issues will be subject to further detailed development and scoping.		
Project	Comments	Priority
Under 1’s Provision	To review the provision of services for under 1’s in Haringey and to make recommendations for how these could be improved.	

1. “One-off” Items; These will be dealt with at scheduled meetings of the Panel. The following are suggestions for when particular items may be scheduled.	
Date	Potential Items
2023/24	
29 July 2024	<ul style="list-style-type: none"> • Terms of Reference • Appointment of Non-Voting Co-opted Member • Haringey Youth Justice Plan 2024-27 • Performance Update • Haringey local area SEND CQC/OFSTED Inspection Outcome
9 September 2024	<ul style="list-style-type: none"> • Cabinet Member Questions – Cabinet Member for Children, Education and Families • Haringey local area SEND CQC/OFSTED Inspection Outcome • Update on the key issues relating to Housing & Children
19 November 2024 (Budget)	<ul style="list-style-type: none"> • Budget Scrutiny

	<ul style="list-style-type: none"> • Haringey Safeguarding Children Partnership Annual Report 2023-2024
13 January 2025	<ul style="list-style-type: none"> • Cabinet Member Questions – Cabinet Member for Children, Education and Families • Exam and Test Results • Evaluation of Haringey’s Early Help Strategy
13 February 2025	<ul style="list-style-type: none"> • Further Update around Children’s Mental Health outcomes and developments underway for improvement. • Children’s Social Care; Annual Performance 2023/24 • Update on Youth Justice Service Inspection (Verbal)

2025/26	
14 July 2025	<ul style="list-style-type: none"> • Terms of Reference • Appointment of Non-Voting Co-opted Member • Cabinet Member Questions – Cabinet Member for Children, Education and Families

	<ul style="list-style-type: none"> • Performance Update – Looked after Children • Private Fostering Update
9 September 2025	<ul style="list-style-type: none"> • Q1 Budget & Performance Monitoring report (Finance). • Youth Justice Annual Plan - Progress report • Haringey Youth Strategy – Action Plan • Children’s Social Care; Annual Performance 2024/25
18 November 2025 (Budget)	<ul style="list-style-type: none"> • Budget Scrutiny • Haringey Safeguarding Children Partnership Annual Report 2024-2025
15 January 2025	<ul style="list-style-type: none"> • Haringey Educational Attainment & Schools Financial Update 2024-25 • Childcare Sufficiency Annual Report November 2023-December 2024 • Virtual School (VS) annual report 2024-25
26 February 2026	<ul style="list-style-type: none"> • An update on the implementation of the Council’s Autism Strategy. • SEND Strategy for 2026-29. • Healthy Weight Strategy 2022-25. • Cabinet Member Questions – Cabinet Member for Children, Education and Families.