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25 May 2018

Mrs Claire Macdonald  
Headteacher  
Haringey Tuition Centre  
10 Bruce Grove  
Tottenham  
London  
N17 6RA

Dear Mrs Macdonald

### **Short inspection of Haringey Tuition Centre**

Following my visit to the school on 24 April 2018 with Ofsted Inspector Teresa Neary, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2014.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection.

The quality of education at Simmons House continues to be outstanding. You have continued to promote a culture of ambition since taking on the role of interim headteacher in September 2017.

The pupil referral unit covers three different services. The Tuition Service provides education for pupils who are medically unable to attend their mainstream school. Pupils are educated at the base, at home or at community venues. Simmons House is an adolescent in-patient facility. The Alternative Provision makes provision for predominantly Year 11 pupils who are at risk of exclusion or new to the country. These pupils have recently been added to the roll of Haringey Tuition Service.

You have taken on the role of interim headteacher and oversee the Haringey Tuition Service, including the work of the outreach team. Simmons House has a leader overseeing the education on-site. The Alternative Provision is overseen by a local authority commissioner. All report to the management board.

There have been several changes in leadership since the last inspection. You and the special educational needs coordinator have been in your present roles since September 2017 and together you provide effective leadership of the Tuition Service. You have overseen the expansion of the service and worked to ensure that the ethos is consistent and evident, both at the base and in the outreach provision.

You have worked closely with the local authority and the management board to extend the provision made for pupils who are unable to attend school for medical reasons.

Simmons House educational provision is well focused on the very specific needs of the pupils. It makes provision for 12 pupils in need of in-patient care. All systems and procedures are rigorous and robust. Pupils in this provision are very well supported to achieve positive outcomes.

The Alternative Provision is coordinated by staff from the local authority. They are committed to ensuring that pupils who are new to the country or at risk of permanent exclusion are provided with a high-quality education matched to their needs. They have effective and thorough processes in place for the quality assurance of all the alternative provision providers used.

You have plans for developing the provision, some of which we looked at as part of this inspection. These plans are quite short-term and would benefit from a more strategic focus.

### **Safeguarding is effective.**

A strong culture of safeguarding is evident across all three settings. Leaders and the management board have ensured that safeguarding systems and procedures are fit for purpose. They are clear about their responsibilities in relation to safeguarding. Regular training for staff ensures that the well-being and safety of the pupils are paramount. On each of the sites, pupils say that they feel safe. Leaders make sure that all the required checks take place when recruiting staff. The Alternative Provision commissioners regularly quality-assure the safeguarding activities of the providers.

Leaders are aware that pupils attending all three sites are particularly vulnerable. You and other leaders have ensured that staff are aware of the specific risks these groups are exposed to. Individual cases are discussed with staff on a daily basis. Some key information is not available on the website but it is available when requested.

### **Inspection findings**

- We agreed to look at the curriculum and examinations worked towards on all three sites. This is because leaders had identified the need to make sure that pupils are fully prepared for the next stage in their education.
- Leaders have put in place an effective curriculum which is fine-tuned to address pupils' individual needs and interests. Pupils are well supported to make choices and there is a clear focus on preparation for the next steps in education. The choice of examinations support this. Options for pupils to reintegrate into mainstream schooling are regularly considered.
- Pupils have a diverse range of needs. Some have been out of school for a period of time. Strategies for supporting them to access the curriculum are well thought

out and are closely tailored to individual pupils' needs. The pupils who spoke with inspectors said that they receive the help they need to learn on all sites.

- We next looked at the development of pupils' communication skills. This was an area identified for improvement at the last inspection.
- In our visits to lessons, we saw that pupils on all sites were able to articulate ideas well, which were elaborated and extended through skilful questioning. A range of opportunities are provided, both within lessons and in social times, to enable pupils to develop their communication skills in different contexts.
- We also looked at how all the sites recognise and record progress. This was an area the Tuition Service had identified for development.
- In all settings, pupils are assessed when they first start. Leaders monitor pupils' progress well. Leaders focus effectively on pupils' attendance and well-being, as well as their academic progress. The careful tracking allows for intervention at the earliest possible time.
- Staff share their knowledge of individual pupils in formal meetings to ensure that all staff are able to support pupils well. Simmons House has meticulous tracking systems for mental health and academic learning that are used effectively to support pupils' outcomes.
- Leaders acknowledge that a wide range of progress measures, including for well-being and mental health, should be used to support the measures of academic progress.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they develop a broad, targeted, strategic approach to future development
- they further develop, at the Haringey Tuition Service, the use of well-being and mental health measures to demonstrate progress, alongside attendance and achievement.

I am copying this letter to the chair of the management board, the regional schools commissioner and the director of children's services for Haringey. This letter will be published on the Ofsted website.

Yours sincerely

Penny Barratt  
**Ofsted Inspector**

## **Information about the inspection**

This inspection was undertaken by two Ofsted inspectors. We visited classrooms at the Tuition Centre, Simmons House and an alternative provision educating 20 young people. We talked to pupils on each of the sites and spoke to parents and carers at the Tuition Service. We looked at work in books and discussed this with pupils. We also engaged with pupils at lunchtime. I met with the chair of the management board, the local authority school improvement adviser and the local authority officers leading the Alternative Provision. The single central record of staff recruitment checks was reviewed.