

City of London Virtual School



Pride

Pace

Passion

Professionalism

Relevant

Reliable

Responsible

Radical

School Development Plan

2022-2023 January Update

"The City of London is a place where children and young people feel safe, have good mental health and well-being, fulfil their potential and are ready for adulthood whilst growing up with a sense of belonging." CYPP 2022 -2025

Introduction

This School Development Plan sets out the planned developments of the City of London Virtual School over the next twelve months. The plan promotes high expectations of attendance, attainment and achievement for all pupils and students from 0-25 years. The plan builds on the outstanding work of the previous headteacher, who retired in July 2022 and contains his ideas for the development of the Virtual School, as well as the ideas of the newly appointed headteacher. The plan identifies success criteria, where possible, that are both specific and measurable in terms of success. The plan reflects the school's priorities for development and how they are to be monitored and evaluated. The plan is updated termly and reported on at Senior Management Team meetings throughout the year.

Related Documentation and Supporting Evidence

Evidence to support the content and judgements within the School Development Plan can be found in a variety of documents held by the City of London.

- Ofsted Self-Evaluation Documentation
- Children and Young People's Plan
- Meeting reports and minutes
- Case notes and studies
- Personal Education Plans
- Asset Information System

Virtual School Key Functions are to:

- Monitor and promote the educational progress and achievement of looked-after Children and Care Leavers
- Ensure that Personal Education Plans are current, relevant and effective
- Promote and advise on the use of the Pupil Premium Plus Grant
- Support schools and Designated Teachers to develop effective strategies and support for looked-after children and previously looked-after children
- Provide advice and guidance for social workers, parents and carers on issues relating to the education, employment and training of looked-after children, previously looked-after children and Care Leavers
- Commission or fund additional resources to support education of looked-after children and Care Leavers
- Provide information, advice and guidance to looked-after children and care leavers about education, employment and training

Additional Functions from September 2021 – March 2023

- Identify, monitor and promote the educational progress and achievement of all children with a social worker or who have had a social worker in the past
- Enhance partnerships between education settings and social care, promoting high expectations of all children with a social worker or who have had a social worker
- Provide information, advice, education and guidance for schools, social workers, parents and carers on possible barriers to learning and issues relating to education, employment and training of all children with a social worker or who have had a social worker
- Commission or fund additional resources to support the education of all children with a social worker or who have had a social worker

Priorities and RAG Rating System

These are the priorities which will form the basis of the school improvement this academic year. Each section has its own action plan. Each priority is RAG (Red, Amber, Green) rated to indicate progress being made towards the success criteria. This rating is updated every academic term.

- Red indicates that work has been identified and has begun
- Amber indicates that some work has been completed and that some of the success criteria have been met
- Green indicates that all the success criteria has been met

Priorities for Improvement		RAG Rating		
		R	A	G
Priority 1	To meet the statutory duties of a Virtual School			
1.1	Identify, monitor, and promote the educational progress and attainment of children in the school			
1.2	Ensure Personal Education Plans are current, relevant, and effective, overseeing the use of pupil premium plus grant funding is linked to PEP targets			
1.3	Provide advice and guidance to all working with the children and young people on education, employment, and training			
1.4	Establish clear line of reporting and accountability to elected members, DfE and external partners			
Priority 2	To ensure a successful transition between the outgoing and incoming Headteacher			
2.1	To meet with and collate information on all key services and professionals working with the school's children and young people			
2.2	To ensure data systems and key information are transferred and updated efficiently and effectively			
2.3	To build strong relationships between the school and its children and young people			
Priority 3	To monitor and raise the attendance of all children and young people in the care of the City of London			
3.1	To effectively collect and monitor attendance of all Children in Care			
3.2	To promote the importance of raising the attendance of all children and young people			
3.3	To introduce additional attendance monitoring of identified groups of children within the school			
Priority 4	To embed the extended duties of the Virtual School to include all children with or who have had a social worker			
4.1	Enhance partnerships between education settings and social care			
4.2	Identify cohort's needs and address barriers to education			
4.3	Advise and support key professionals			
Priority 5	To develop partnerships and run successful enrichment projects for groups of children and young people			
5.1	Increase opportunity and participation in sports and Arts activities			
5.2	Increase knowledge and experience of Parenting and Life Skills			
5.3	Widening experience and developing resilience			
5.4	Celebrate the successes and achievements of all the children and young people in the school			

Action Plan for Priority 1

To meet the statutory duties of a Virtual School

Targets

- 1.1 Identify, monitor, and promote the educational progress and attainment of children in the school
- 1.2 Ensure Personal Education Plans are current, relevant, and effective, overseeing the use of pupil premium plus grant funding is linked to PEP targets
- 1.3 Provide advice and guidance to all working with the children and young people on education, employment, and training
- 1.4 Establish clear line of reporting and accountability to elected members, DfE and external partners

Supporting Evidence

Asset Information System
 Monthly data sheets
 Reports
 Mosaic entries

Ref	Target	Actions	Success Criteria	Who	Cost	When
1.1	Identify, monitor, and promote the educational progress and attainment of children in the school	<ul style="list-style-type: none"> • Update all data systems • Complete education information on mosaic • Attend meetings and keep in regular contact with social care staff to promote educational access and achievement • Work with School Improvement Partner to ensure outside scrutiny, support and challenge 	<ul style="list-style-type: none"> • Data systems accurate and updated regularly • All CIC have up to date education information on mosaic • Evidence of social care staff seeking advice and support • Attainment progress of most children and young people good or outstanding • Positive School Improvement report 	Debby Ismail Data support	In house support given	Ongoing throughout year
1.2	Ensure Personal Education Plans are current, relevant, and effective, overseeing the use of pupil premium plus grant funding is linked to PEP targets	<ul style="list-style-type: none"> • Update Asset system to ensure accurate records • Set dates for PEPs with social workers and educational establishments • Write and provide information to support social workers with PEPs • Purchase and distribute resources, including tuition for children and young people linked to PEP targets • Quality assure all PEPs 	<ul style="list-style-type: none"> • All children up to age 18 have termly PEPs recorded on the Asset system • All PEPs are quality assured as good or outstanding • Social workers receive training and advice on what makes an effective PEP • Pupil Premium grant funding linked to PEP targets 	Debby Social Care colleagues	Pupil Premium grant funding based on pupil numbers £6,000 tuition/learning support Resources PEP Date system ASSET £5,000 Laptop investment £2,500	Ongoing throughout year

1.3	Provide advice and guidance to all working with the children and young people on education, employment, and training	<ul style="list-style-type: none"> • Update all Virtual School policies and procedures, agree with SMT and circulate to all professionals working with children and young people with a social worker • Make contact with all social workers offering support and advice • Update education section on mosaic for all children • Attend Headteacher forums and make visits to the family of City of London schools • Work with Virtual Schools across the UK, but especially Pan London for advice and support 	<ul style="list-style-type: none"> • Policies and procedures updated • Policies and procedures passed by SMT • Policies and procedures circulated • Attend Social Worker away day • Email all social workers regularly, offering and providing support and advice • Attend four forums • Visit six of the family of schools • Pan London Virtual Heads advising on best school and college provision in their area, providing contacts and support 	Debby Teresa Kirstie Ismail	£250 travel to City of London schools	Ongoing throughout year
1.4	Establish clear line of reporting and accountability to elected members, DfE and external partners	<ul style="list-style-type: none"> • Table the Annual report to the Children's Safeguarding Board for 2021/2022 in Spring Term 2022 • Table Annual report for 2022/2023 in Autumn Term 2023 • Publish the Annual Report on the CofL website • Ensure there is an effective line of performance management between the Virtual School Head and their Senior Manager • Ensure that the work of the Virtual School, including PEPs, are quality assured • Set up a Virtual School Advisory Board 	<ul style="list-style-type: none"> • Update last year's Annual report written by the previous Headteacher and take to members in the Spring Term • Discuss moving the report to the Autumn Term following the academic year reported on • Publish Annual Report on CofL website • Complete three and six month probation successfully and start appraisal cycle • QA work of Virtual School by independent SIP • Decide on criteria and set up Virtual School Advisory Board 	Debby Chris Tony	Cost of Virtual School SIP	<p>Annual Report 2021/2022 Feb/March 2022</p> <p>Probation December and March</p> <p>VSAB set up with T&Cs by July 2022</p>

Ongoing evaluation and impact

<p>Autumn</p> <ul style="list-style-type: none"> • Collated all data sets and cross-referenced information • Met with data team to increase access to changing information 	<p>Spring</p> <ul style="list-style-type: none"> • Ismail Ibrahim appointed to act as Interim Deputy Head from January 2023-March 2023 	<p>Summer</p> <ul style="list-style-type: none"> •
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- Met with and email regularly all social workers to promote education and ensure educational access and progress
- Met with school improvement partner to discuss school developments
- PEP completion, attending 100% of meetings and supporting social workers in the writing of the documents
- Attended social worker away day to build relationships
- Order additional tuition sessions and resources identified at PEP meetings
- Attended headteacher forum, partnership meeting, family of schools meetings and pan London Virtual heads meeting
- Met with health colleagues to discuss support for CIC and Care Leavers
- Regular contact with Virtual Heads across London advising on most suitable colleges for Care Leavers and 16-18 year olds
- Annual report for 2021/2022 updated
- October DfE return submitted, further return due in December
- Training planned for December delivery to social care colleagues on education systems, developments and the importance of high attendance and engagement

Action Plan for Priority 2

To ensure a successful transition between the outgoing and incoming Headteacher

Targets 2.1 To meet with and collate information on all key services and professionals working with the school's children and young people 2.2 To ensure data systems and key information are transferred and updated efficiently and effectively 2.3 To build strong relationships between the school and its children and young people				Supporting Evidence Pledge to Children and Young People Asset Information System Welfare Call Mosaic Education Information Diary of visits and meetings Questionnaires		
Ref	Target	Actions	Success Criteria	Who	Cost	When
2.1	To meet with and collate information on all key services and professionals working with the school's children and young people	<ul style="list-style-type: none"> Attend all induction meetings with key staff Diary meetings throughout the year with key professionals Seek and find colleagues to support the Virtual School with data and information Complete online courses for City of London 	<ul style="list-style-type: none"> Induction meetings completed Diary entries made for meetings six weeks in advance Network of support for Virtual School in place Online induction courses for City of London completed 	Debby		October 2022
2.2	To ensure data systems and key information are transferred and updated efficiently and effectively	<ul style="list-style-type: none"> Attend training on data systems Update Welfare Call lists for attendance collection Update Asset system Transfer information between Welfare call, asset and Mosaic 	<ul style="list-style-type: none"> Training attended on Asset, Mosaic and Welfare Call All data systems accurate and regularly updated Support in place for Virtual School to assist with data inputting to ensure accuracy 	Debby Ismail Andrew D Guy Mosaic Asset Team Welfare Call Team	Additional ASSET attendance collection to be confirmed	October 2022
2.3	To build strong relationships between the school and its children and young people	<ul style="list-style-type: none"> Create photograph introduction and contact cards and distribute to children and young people Attend children and young people's meeting at half term to update the pledge Gather information about interests and cohort needs to provide relevant projects and experiences Make contact with children and young people's advocates 	<ul style="list-style-type: none"> Cards designed, produced and given to children and young people, social workers and advocates Attendance at meeting to update pledge Questionnaires with information on special interests and needs Projects being developed Contact made with all Advocates and contact details recorded on systems 	Debby Pat Ismail	£200 cards and postage £6,000 (application with Education strategy Team) well-being and Resilience Project	December 2022

Ongoing evaluation and impact

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<ul style="list-style-type: none"> All induction meetings attended and online courses completed in fire safety, data protection, ACT preventing terrorism and video presentations by The Town Clerk Training attended on data systems used Continued to update systems and transfer information Met with commissioning to rationalise Virtual School systems used to increase effectiveness and avoid repetition Photo cards distributed to staff and young people Attended CICC to meet young people, collect interest for projects and help to update the pledge 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

Action Plan for Priority 3

To monitor and raise the attendance of all children and young people in the care of the City of London

<u>Targets</u>				<u>Supporting Evidence</u>		
3.1 To effectively collect and monitor attendance of all Children in Care 3.2 To promote the importance of raising the attendance of all children and young people 3.3 To introduce additional attendance monitoring of identified groups of children within the school				Attendance Strategy Welfare Call Attendance Collection Asset Information System Mosaic Education Information		
Ref	Target	Actions	Success Criteria	Who	Cost	When
3.1	To effectively collect and monitor attendance of all Children in Care	<ul style="list-style-type: none"> Make contact with colleagues, at Welfare Call to decide collection system and distribution To update children and young people lists and information for attendance collection To receive weekly data and enter it into Asset Information System To contact social workers, if, and when attendance falls 	<ul style="list-style-type: none"> Welfare Call meeting taken place and collection system agreed Lists updated and information accurate Weekly data entered into Asset system Social workers contacted if, and when required to support to increase attendance Children who are NEET are monitored and quickly return to education 	Debby Ismail Andrew D (Data) Sacha (contract renewal)	Welfare Call/ASSET costs being negotiated cost neutral	September 2022

		<ul style="list-style-type: none"> To ensure children and young people who become NEET, return to education at the earliest possible opportunity 	<ul style="list-style-type: none"> Attendance discussed in all PEP meetings for CIC 			
3.2	To promote the importance of raising the attendance of all children and young people	<ul style="list-style-type: none"> Work with colleagues in education to develop an attendance strategy for all children including specific groups Help to develop a coherent strategy that meets the statutory guidance on attendance for all children including specific groups Collate attendance data for all children with a social worker Work with City schools to help promote high attendance Provide rewards and incentives to children and young people to encourage high attendance 	<ul style="list-style-type: none"> Strategy developed and agreed Attendance collation agreed for all children, including specific groups Meetings attended with schools to discuss and promote high attendance Autumn Term attendance collated for all children with a social worker Incentives in place to reward children and young people for high attendance 	Debby Teresa Kirstie Ismail	£1,500	December 2022
3.3	To introduce additional attendance monitoring of identified groups of children within the school	<ul style="list-style-type: none"> Look into possibility of moving all attendance collection to one system, with support to keep data accurate and current Increase attendance monitoring for all children with a social worker 	<ul style="list-style-type: none"> Attendance collection and collation system agreed and set up Updating of all attendance data and reporting agreed Regular attendance monitoring for all children with a social worker 	Debby Ismail Teresa Kirstie		April 2023

Ongoing evaluation and impact

<p><u>Autumn</u></p> <ul style="list-style-type: none"> Worked with Welfare Call to collect attendance Working with commissioning to ensure contracts are in place to continue collection Worked with social workers and Prospects staff to improve attendance and reduce NEET population Attended all Vulnerable Children meetings to discuss individual cases Working with education staff to develop attendance strategy 	<p><u>Spring</u></p> <ul style="list-style-type: none"> 	<p><u>Summer</u></p> <ul style="list-style-type: none">
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- Promoted attendance incentives during PEP meetings
- Visited residential provision to QA education provided

Action Plan for Priority 4

To embed the extended duties of the Virtual School to include all children with or who have had a social worker previous grant spend £13,282 by previous VH

Targets

- 4.1 Enhance partnerships between education settings and social care
- 4.2 Identify cohort's needs and address barriers to education
- 4.3 Advise and support key professionals

Supporting Evidence

Asset Information System
Welfare Call
Mosaic Education Information
Training log and Education Information Updates
Questionnaires

Ref	Target	Actions	Success Criteria	Who	Cost	When
4.1	Enhance partnerships between education settings and social care	<ul style="list-style-type: none"> • Act as conduit between education and social care colleagues, attending meetings, training, away days • Clean data systems used to provide accurate and timely information • Collect, collate and share contacts from every school in the City Family of Schools • Visit a selection of schools • To take on a short term extended duties manager to support the Virtual headteacher specifically with this cohort and school attendance 	<ul style="list-style-type: none"> • Excellent communication systems • Named contacts at every school in the City Family of Schools • Successful project at The Aldgate School • 'Getting to know your world' training sessions for education and social care staff • Report to DfE on spending of grant for extended activities • Extended Duties Manager in place effectively supporting the Virtual Head specifically with school attendance and the extended duties 	Debby Teresa Rachel Ismail	£250 transport costs £12,000 Spring Term costs £500 costs for training, speakers, refreshments, handouts	December 2022
4.2	Identify cohort's needs and address barriers to education	<ul style="list-style-type: none"> • Collate data across social care and education systems to identify cohort of children with a social worker • Contribute to information sharing using the Vulnerable List held by Education • Collate data on The Aldgate School on children who have had a social worker 	<ul style="list-style-type: none"> • Accurate cohort information • Questionnaires and discussions with young people • Barriers to education help sheet for all schools • Vulnerable list regularly updated • Successful project started at The Aldgate School 	Debby Teresa Kirstie Ismail	The Climb Project £12,000 £2,500 additional resources to prevent	November 2022

		<ul style="list-style-type: none"> Identify 'Aiming High' curriculum project for The Aldgate School to support children who have or who have had a social worker to increase engagement and raise attainment 	<ul style="list-style-type: none"> Report to DfE on spending of grant for extended activities 		barriers to education	
4.3	Advise and support key professionals	<ul style="list-style-type: none"> Provide monthly reports with SMT groups showing trends, changes, challenges and successes Respond in a timely way to questions and requests 	<ul style="list-style-type: none"> Attendance at meetings Monthly reports Case study support Report to DfE on spending of grant for extended activities 	Debby		Ongoing throughout the year

Ongoing evaluation and impact

<p><u>Autumn</u></p> <ul style="list-style-type: none"> Attended social care away day and met regularly with social care and education colleagues Met with Education strategy staff to promote partnership projects Visited The Aldgate School twice, collecting data on children with or who have had a social worker Set up aiming high project called 'The Climb' for Aldgate pupils working with Open Spaces and the education strategy team Monthly dashboard set up to report to CSMT and PSMT Casework to ensure education is promoted at all stages of care planning 	<p><u>Spring</u></p> <ul style="list-style-type: none"> 	<p><u>Summer</u></p> <ul style="list-style-type: none">
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Action Plan for Priority 5

To develop partnerships and run successful enrichment projects for groups of children and young people

<p><u>Targets</u></p> <p>5.1 Increase opportunity and participation in sports and Arts activities</p> <p>5.2 Increase knowledge and experience of Parenting and Life Skills</p> <p>5.3 Widening experience and developing resilience</p> <p>5.4 Celebrate the successes and achievements of all the children and young people in the school</p>	<p><u>Supporting Evidence</u></p> <p>Project Case Studies</p> <p>Photographs</p> <p>Asset Information System</p> <p>Mosaic Education Information</p>
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Ref	Target	Actions	Success Criteria	Who	Cost	When
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5.1	Increase opportunity and participation in sports and Arts activities	<ul style="list-style-type: none"> • Make contact with sports and arts organisations that provide activities for identified groups of children and young people • Arrange sessions to suit cohort offering a range of times and activities • Arrange visits to theatre/Art Gallery/museum/bowling • Contact City of London Schools to arrange joint project to suit groups within cohort 	<ul style="list-style-type: none"> • Successful sports and arts projects • Visits offered and well attended • Joint art and design project with City of London schools • Theatre trip using London Palladium support for vulnerable families • Work with Whiteread at The Tate on 'Identity' project 	Debby Chantelle	£7,000	March 2023
5.2	Increase knowledge and experience of Parenting and Life Skills	<ul style="list-style-type: none"> • Select and provide parenting courses online and face to face for new parents • Work with Early Help to promote parentcraft offers • Select company to offer healthy living and cookery skills such as 'Apple of my Eye' • Work with Barbara to provide 'financial management' advice and sessions for care leavers • Explore possibilities of driving tuition to support apprentices, college places and work opportunities • Support for university placements 	<ul style="list-style-type: none"> • Online parenting courses offered – Triple P • Adult Education course for young parents • Cookery and healthy lifestyle sessions offered • Financial Management advice and sessions offered and well received 	Debby Rachel Barbara	£3,000	November 2022
5.3	Widening experience and developing resilience	<ul style="list-style-type: none"> • Plan day and residential trips outside of London to suit cohort – explore offer from Christ's Hospital School • Activity holiday 'PGL' to develop resilience and provide physical and mental challenges, make memories and build relationships • Plan visit to university to see what is on offer 	<ul style="list-style-type: none"> • Young people, involved in planning and enjoy and report positively on trips offered • Residential holiday planned and delivered successfully • Visit to Kings University 	Debby Chantelle	£1,500	June 2023
5.4	Celebrate the successes and achievements of all the children and young people in the school	<ul style="list-style-type: none"> • Attendance incentives and rewards for all identified cohorts of children • Celebration event booked and planned with certificates and prizes recognising achievements throughout 2022/2023 	<ul style="list-style-type: none"> • Incentives and rewards lead to increased attendance of identified cohorts • Celebration event well attended • Evaluation of event positive with points for growth next year 	Debby Chantelle Teresa	£5,000 Driving tuition £4,000 additional tuition to support	July 2023

Ongoing evaluation and impact

Autumn

- Contact made with various sports and arts organisations and projects being planned for Spring term
- Specific young people put in contact with organisations to support them, independent schools, tuition companies, Chance to Shine, apprenticeships
- Met with CICC and Chantelle, planning joint events including Christmas party, residential and performing arts project with The Freemans School
- Increased links with a number of universities and planned away day to Kings University for all interested 16-25 year olds, in February
- Offered online parenting courses to Care Leavers who are young parents
- Met with Master of the Guild of Educators to plan celebration session for Afghan project and to offer Corporate Parenting information to all in the guild
- Planning Summer celebration for children and young people to be held at City of London Boys School
- Plan for fair access to driving tuition for Care Leavers

Spring

- Funding confirmed by Education Strategy unit for £28,000 to fund a variety of projects with children and young people.
- Working with The Freeman’s School we will provide a residential project teaching English speaking through the medium of Drama and Performing Arts. A three-day residential for 10 Children in Care in The City of London to improve their oracy skills, confidence and future educational and chances.

Summer

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