



City of London Virtual School School Development Plan

2024-2025 September 2024



Diverse Engaged Communities

Dynamic Economic Growth

Vibrant Thriving Destination

Flourishing Public Spaces

Providing Excellent Services

Leading Sustainable Environment

'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 work of the previous year and brings forward any activities not completed in the previous academic year. 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 Corporation.

- 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 Children in Care 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 Children in Care, previously looked-after children and Care Leavers
- Commission or fund additional resources to support education of Children in Care and Care Leavers
- Provide information, advice and guidance to looked-after children and care leavers about education, employment and training

Additional Duties for Children with a Social Worker, funded until March 2025

- 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 six years
- 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, including kinship cares, 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 is unlikely to be met within the timescales.
- Amber indicates that some of the success criteria is likely to be met within timescales.
- Green indicates that all the success criteria is on track to be met within timescales.

Priorities for Improvement		RAG Rating		
		R	A	G
Priority 1	To work effectively with an increasing number of partners and services			
1.1	Review the effectiveness and impact of the Virtual School Advisory Partnership			
1.2	Increase links with health services, to reduce the risk of poor health impacting on educational opportunities			
1.3	Manage and support four new apprentices, in association with Partnership for Young London			
1.4	Access neighbourhood funding, through service provider bids, to increase provision for Children in receipt of Early Help Services, Children with a Social Worker, Children in Care and Care Leavers			
1.5	Increase early identification of children and young people with special educational needs, within the Virtual School cohort			
Priority 2	To reduce the number of care experienced young people who are not in education, employment or training (NEET)			
2.1	To ensure there are SMART education sections in pathway plans, for all NEET young people			
2.2	To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET			
2.3	To increase the number of care experienced young people on apprenticeship programmes and entering higher education			
Priority 3	To embed all extended duties and include new cohort of children in kinship care			
3.1	To increase staff awareness of potential barriers to learning for CWSW in social care teams, schools and colleges			
3.2	To monitor the progress of CWSW and provide information, advice and support to parents, carers and professionals			
3.3	To provide information, advice and support to parents and carers of previously looked after children and those in kinship care			
Priority 4	To increase access to the arts and sport			
4.1	To increase the cultural capital of CWSW by providing increased access to arts education, including music, dance, drama and art			
4.2	To provide opportunities for all CWSW to have access to high quality physical education and sport			
4.3	To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help			
Priority 5	To provide successful education and enrichment projects for identified groups of children and young people			
5.1	To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London			
5.2	To provide educational resources and books to CWSW and those in receipt of Early Help services			
5.3	To provide a reading project for CWSW and CWSW Ever 6 that increases engagement in reading and provides increased access to stories and books			
5.4	To value and celebrate the achievements of all Children and Young People supported by the Virtual School			

Action Plan for Priority 1

To work effectively with an increasing number of partners and services

<p>Targets</p> <p>1.1 Review the effectiveness and impact of the Virtual School Advisory Partnership</p> <p>1.2 Increase links with health services, to reduce the risk of poor health impacting on educational opportunities</p> <p>1.3 Manage and support four new apprentices, in association with Partnership for Young London</p> <p>1.4 Access neighbourhood funding, through service provider bids, to increase provision for Children in receipt of Early Help Services, Children with a Social Worker, Children in Care and Care Leavers</p> <p>1.5 Increase early identification of children and young people with special educational needs, within the Virtual School cohort</p>	<p>Supporting Evidence</p> <p>Asset Information System</p> <p>Dashboards</p> <p>Reports – Achieving Excellence Board (AEB) and Safeguarding Sub- Committee Annual Report</p> <p>Mosaic</p> <p>Personal Education Plans</p> <p>Minutes of Meetings including VSAP</p>
---	---

Ref	Target	Actions	Success Criteria	Who	Cost	When
1.1	Review the effectiveness and impact of the Virtual School Advisory Partnership (VSAP)	<ul style="list-style-type: none"> • Discussion to take place at the September VSAP meeting • Tony to meet volunteer partners to review impact and effectiveness in more detail • Tony to produce a report for CSMT • Decisions made regarding continuation past pilot year 	<ul style="list-style-type: none"> • VSAP meeting minutes record the discussion and views of partners • Report from Tony, following meetings with a selection of partners • Decision made to continue Virtual School Advisory Partnership 	Tony Debby Chris Ariel	Time SIP costs	December 2024
1.2	Increase links with health services, to reduce the risk of poor health impacting on educational opportunities	<ul style="list-style-type: none"> • Contact health for another rep on the Virtual School Advisory Partnership • Virtual Head attendance at health-related meetings • Virtual School Involvement in City and Hackney health project • Regular meeting schedule agreed with Looked After Children (LAC) nurse 	<ul style="list-style-type: none"> • Health input into Virtual School developments • Virtual School staff confident to signpost young people to health support • Decrease in sickness absence at school and college • Specific health related funds accessed by young people to support with health matters, particularly dentistry, to increase confidence at college and work 	Debby Ismail Rachel	Time Access health funds for specific project	March 2025
1.3	Manage and support four new apprentices, in association with Partnership for Young London	<ul style="list-style-type: none"> • Complete new starter procedures • Support with induction process • Set up apprentices with City training and college apprenticeship courses 	<ul style="list-style-type: none"> • Induction process completed • Training programme set up and started • Workstream managed to prevent under and overloading • Good reports from college tutors 	Debby Ismail Sharon	Time	September 2024 – August 2025

		<ul style="list-style-type: none"> • Provide opportunities to complete projects within the training • Manage workstream throughout the year • Provide monthly supervision and ongoing support 	<ul style="list-style-type: none"> • Apprentices report feeling fulfilled and supported 			
1.4	Access neighbourhood funding, through service provider bids, to increase provision for Children in receipt of Early Help Services, Children with a Social Worker, Children in Care and Care Leavers	<ul style="list-style-type: none"> • Meet with Neighbourhood Team to find out what can be funded and how to navigate the funding application process • Invite team to speak to all at CSMT and PSMT so that other teams can have the opportunity to access funding 	<ul style="list-style-type: none"> • Music project funded • Well-being project funded • Sports project funded to increase access to a variety of activities • Attendance by Neighbourhood Team at PSMT 	Debby Ariel	Time	January 2025
1.5	Increase early identification of children and young people with special educational needs, within the Virtual School cohort	<ul style="list-style-type: none"> • Agree regular meeting schedule with Head of Education to discuss upcoming cases • Meet with The Aldgate School SENDCo termly to discuss SEND cases on the Virtual School register • Check SEND of City of London CWSW or in Kinship Care and discuss with SEND team • Work with Early Help to ensure equality of access to advice, services and SEND team 	<ul style="list-style-type: none"> • Strong links with City SEND team ensuring minimal drift and delay • Regular meetings set up to discuss cases • SEND included in register of all CWSW/Kinship Care • Increased work with Early Help team to provide preventative support and early identification and intervention, to prevent escalation to CIN and CP • Action plan to address any inequalities identified 	Debby Ismail Keisha Kirstie SEND team	Time	March 2025

Ongoing evaluation and impact

Autumn

- A

Spring

- A

Summer

- A

Action Plan for Priority 2

To reduce the number of care experienced young people who are not in education, employment or training (NEET)

Targets				Supporting Evidence		
2.1 To ensure there are SMART education sections in pathway plans, for all NEET young people 2.2 To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET 2.3 To increase the number of care experienced young people on apprenticeship programmes and entering higher education				Pledge to Children and Young People Asset Information System Mosaic Education Information Personal Education Plans Pathway Plans Care Leaver Offer and Pledge Minutes of Meetings including VSAP		
Ref	Target	Actions	Success Criteria	Who	Cost	When
2.1	To ensure there are SMART education sections in pathway plans, for all NEET young people	<ul style="list-style-type: none"> Look through a cross section of pathway plans and collate information contained Provide training for social workers on education and the importance of all being in education, employment and training Provide creative, alternative learning solutions to re-engage young people who have been NEET for some time 	<ul style="list-style-type: none"> Audit of pathway plans completed and collation of current information within Additional educational information in pathway plans to prevent young people becoming or staying NEET Training session on education and prevention of young people becoming NEET Programmes in place to support young people as they transfer between education, training and work 	Debby Rachel Social Workers Joshua	Business Admin by apprentices	November 2024
2.2	To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET	<ul style="list-style-type: none"> Work with TLC Live to provide online learning for all new arrivals within the first five days of arrival Work with TLC Live to provide engaging sessions to re-engage long term NEET young people Provide assessments for new arrivals and re-engagers through Guildhall onsite college 	<ul style="list-style-type: none"> All young people provided with laptops and online tuition within five days of arrival Reengagement tuition available through TLC Live to help bring long term NEET young people back into the world of education, training and employment Assessments for new arrivals available within ten days of arrival. Positive feedback from young people and carers on tuition provided 	Ismail Rahil Yahya Emilia	£5,000 plus pupil premium funding for children and young people up to 18	September 2024
2.3	To increase the number of care experienced young people on apprenticeship programmes and entering higher education	<ul style="list-style-type: none"> Work with a variety of partners to ensure care experienced young people can access apprenticeship opportunities Collate a variety of apprenticeship options for young people and advertise these widely to increase awareness and participation 	<ul style="list-style-type: none"> Secure four partners working with The City Virtual School to provide apprenticeship opportunities for care experienced young people Run apprenticeship day, for at least twelve City young people, within the City of London careers festival, to increase awareness and increase participation 	Debby Ismail Matilda Barbara Melody King's Uni TEDI Joshua	£4,000 Apprenticeship days and TEDI project	July 2025

	<ul style="list-style-type: none"> Partner with TEDI London and King's University to provide pre-entry courses that allow young people to show their talent and potential to study at university Provide driving tuition for young people to enable them to access more work and training opportunities 	<ul style="list-style-type: none"> Attendance by at least four City young people on TEDI pre-university programme 	Yahya Support from Prospects Adviser Matilda	Business Admin by Apprentices £3,000 Driving Tuition
Ongoing evaluation and impact				
Autumn	Spring		Summer	
• A	• A		• A	

Action Plan for Priority 3

To embed all extended duties and include new cohort of children in kinship care

Targets				Supporting Evidence		
3.1 To increase staff awareness of potential barriers to learning for CWSW in social care teams, schools and colleges 3.2 To monitor the progress of CWSW and provide information, advice and support to parents, carers and professionals 3.3 To provide information, advice and support to parents and carers of previously looked after children and those in kinship care				Attendance Strategy Asset Information System Mosaic Education Information Website Family Information Service Minutes of Meetings including VSAP		
Ref	Target	Actions	Success Criteria	Who	Cost	When
3.1	To increase staff awareness of potential barriers to learning for Children with a Social Worker in social care teams, schools and colleges	<ul style="list-style-type: none"> Plan and deliver training to social care teams, school and college staff on barriers to learning and how these can start to be overcome Produce and distribute leaflets to raise awareness, providing information and signposts Produce and display pull up notice boards to increase awareness amongst City of London staff To bring over from last year – to continue to update school policies and share these with partners 	<ul style="list-style-type: none"> Training attended by social work, school and college staff Leaflets described as helpful and informative Contacts made to Virtual School from advertising All Virtual School policies updated and shared 	Debby Ismail Joshua	£2,000 training	March 2025
3.2	To monitor the progress of Children with a Social Worker and provide	<ul style="list-style-type: none"> Collect progress information of CWSW from social workers, parents, carers and schools Advertise advice and support to parents, carers and professionals 	<ul style="list-style-type: none"> Data base complete of all CWSW of progress in specific subjects 	Debby Ismail	£4,000 ASSET system	March 2025

	information, advice and support to parents, carers and professionals		<ul style="list-style-type: none"> Virtual School approached for advice and support from schools, colleges, parents, cares, young people and professionals 			
3.3	To provide information, advice and support to parents and carers of previously looked after children and those in kinship care	<ul style="list-style-type: none"> Identify all CWSW Ever 6 and those in Kinship Care and provide information to parents and carers about education support and advice Advertise support for Post Looked After Children to parents and carers Respond to requests for support and advice 	<ul style="list-style-type: none"> Cohort information updated Leaflets sent to all cohorts Resources provided including additional tuition, if required 	Debby Ismail	£2,000	November 2024
Ongoing evaluation and impact						
Autumn		Spring		Summer		
• A		• A		• A		

Action Plan for Priority 4

To increase access to the arts and sport

Targets				Supporting Evidence		
4.1 To increase the cultural capital of CWSW by providing increased access to arts education, including music, dance, drama and art				Asset Information System Mosaic Education Information Newsletters Minutes of Meetings including VSAP		
4.2 To provide opportunities for all CWSW to have access to high quality physical education and sport						
4.3 To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help						
Ref	Target	Actions	Success Criteria	Who	Cost	When
4.1	To increase the cultural capital of Children with a Social Worker by providing increased access to arts education, including music, dance, drama and art	<ul style="list-style-type: none"> Work with Lycaem Music at The Barbican to offer musical instruments and music tuition to all Virtual School cohorts and families in receipt of Early Help services Plan drama event with Freemans School and City of London Boys School to increase confidence and communication skills Plan dance event for cohorts within Virtual School Provide art enrichment events for children and young people 	<ul style="list-style-type: none"> Lycaem music funded by Neighbourhood Fund to deliver music tuition and provide instruments Drama event held in The City with high attendance, more than 20 young people from Pan London, reporting increase confidence and communication Dance event planned for children and young people in Virtual School cohort Art activities taking place in Epping in Forest School Days and at City of London Boys School 	Debby Ismail Ariel	£2,000	April 2025

4.2	To provide opportunities for all Children with a Social Worker to have access to increased physical education and sport	<ul style="list-style-type: none"> • Collate database of sporting interests • Collate current activity and plan according to interest • Work with agency to place young people in clubs and societies across London • Provide KABs activities to cohorts within the Virtual School • Set up regular football team practice for Virtual School and play against City staff in a summer tournament 	<ul style="list-style-type: none"> • Database complete showing interest and current activity • Agency secured and young people engaging in interested sporting activities • Football team meeting monthly with high attendance – at least five • Summer football tournament with young people playing against City staff • Cricket trip to Lords for all interested young people in the Virtual School and City of London enrichment project 	Debby Ismail Apprentices	£2,000	April 2025
4.3	To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help	<ul style="list-style-type: none"> • Bring over from last year's plan a well-being project targeted specifically for women and girls, decided upon by this small group, within the Virtual School cohort • Provide arts and sport-based project during the Christmas holidays for children with a social worker and those in receipt of Early Help services 	<ul style="list-style-type: none"> • Projects take place and are attended by over 50% of specific group cohorts 	Debby Ismail Keisha Apprentices	£9,000 Holiday Activity Fund (HAF)	
Ongoing evaluation and impact						
Autumn		Spring		Summer		
• A		• A		• A		

Action Plan for Priority 5

To provide successful education and enrichment projects for identified groups of children and young people

Targets

- 5.1 To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London
- 5.2 To provide educational resources and books to CWSW and those in receipt of Early Help services
- 5.3 To provide a reading project for CWSW and CWSW Ever 6 that increases engagement in reading and provides increased access to stories and books
- 5.4 To value and celebrate the achievements of all CWSW

Supporting Evidence

- Project Case Studies
- Photographs
- Asset Information System
- Mosaic Education Information
- Newsletters
- Minutes of Meetings including VSAP

Ref	Target	Actions	Success Criteria	Who	Cost	When
-----	--------	---------	------------------	-----	------	------

5.1	To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London	<ul style="list-style-type: none"> Plan an annual programme of forest school days in each of the four seasons Plan activities to include music, art and drama as well as campfires, walks, kite flying and nature-based activities 	<ul style="list-style-type: none"> Young people from City of London Virtual School and other London boroughs attending forest school activities Young people provide positive feedback on activities 	Debby Ismail Yahya Emilia	£1,200 Business Admin by apprentices	Four times 2024-2025
5.2	To provide educational resources and books to CWSW and those in receipt of Early Help services	<ul style="list-style-type: none"> Order a selection of age-appropriate books and resources Order stickers from the Virtual School for all books and resources Set up 'shop' in social work area Encourage social workers to take books and resources on their visits to children and young people Select and order educational toys for pre-schoolers in the Virtual School 	<ul style="list-style-type: none"> Selection of books and educational resources freely available to social workers to deliver to children and young people Social Workers actively taking resources out to children and young people on visits Children in Early Years provided with educational toys and resources 	Debby Ismail Yahya Emilia	£2,000	December 2025
5.3	To provide a reading project for CWSW, Early Help and CWSW Ever 6 that increases engagement in reading and provides increased access to stories and books at home	<ul style="list-style-type: none"> Book Storytime magazine to be delivered to all primary school aged CWSW and those on Early Help for one year Provide a selection of book tokens, books and magazines to children and young people in Virtual School cohorts 	<ul style="list-style-type: none"> Storytime magazine being delivered to all primary aged children in Virtual School cohort Book tokens sent to young people Magazine subscriptions set up for young people 	Debby Ismail Yahya Emilia	£3,000 Project funded by Education Strategy Team	July 2025
5.4	To value and celebrate the achievements of all CWSW	<ul style="list-style-type: none"> Identify all successes, exam results, course qualifications and special awards from previous year Plan and deliver a celebration event for all young people in the Virtual School Plan and deliver a Pan London event where two care experienced young people from each Local Authority (LA) are recognised for extraordinary achievement 	<ul style="list-style-type: none"> Identification of all results and successes recorded in database Celebration event attended by young people, carers and City officers Shining Stars event hosted by The City of London with over 24 LAs attending Excellent feedback from both celebration events 	Debby Ismail Yahya Emilia Ariel Joshua	£5,000 City Celebration £10,000 Shining Stars plus TLC Live to fund prizes and decorations	July 2025
Ongoing evaluation and impact						
Autumn • A		Spring • A		Summer • A		