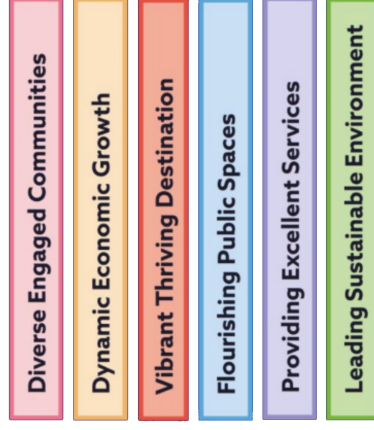
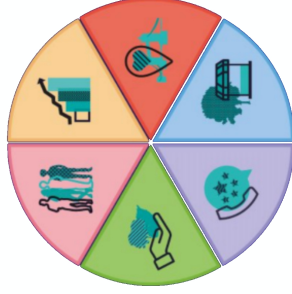


City of London Virtual School School Development Plan

2024-2025 June 2025



'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					
Targets		Supporting Evidence			
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		Asset Information System Dashboards Reports – Achieving Excellence Board (AEB) and Safeguarding Sub-Committee Annual Report, Ofsted 2024 report Mosaic Personal Education Plans Minutes of Meetings including VSAP			
Ref	Target	Actions	Success Criteria	Who	Cost
1.1	Review the effectiveness and impact of the Virtual School Advisory (VSAP)	- 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	- VSAP meeting minutes record the discussion and views of partners - Report from Tony, following meetings with a selection of partners - Partners report positive impacts of shared partnership working - Decision made to continue Virtual School Advisory Partnership	Tony Debby Chris Ariel	Time SIP costs
1.2	Increase links with health services, to reduce the risk of poor health impacting on educational opportunities	- 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	- 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 reported at PEP meetings - 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
1.3	Manage and support four new apprentices, in association with	- Complete new starter procedures - Support with induction process	- Induction process completed - Training programme set up and started	Debby Ismail Sharon	Time
					September 2024 – August 2025

	Partnership for Young London	- Set up apprentices with City training and college apprenticeship courses - Provide opportunities to complete projects within the training - Manage workstream throughout the year - Provide monthly supervision and ongoing support	- Workstream of managed to prevent under and overloading - Good reports from college tutors - 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	- 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	- Music project funded - Well-being project funded - Sports project funded to increase access to a variety of activities - Students report positively on projects and lessons - 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	- 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 consider patterns - Work with Early Help to ensure there is equality of access to advice, services and SEND support for all groups of pupils	- 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 vulnerable groups, to prevent escalation to CIN and CP - Action plan to address any inequalities identified	Debby Ismael Keisha Kirstie SEND team	Time	March 2025
Ongoing evaluation and impact						
Autumn		A review of the Virtual School Advisory Partnership took place in November, led by the School Improvement Partner, Tony Gallagher. He interviewed six partners and collated views about the group's		Spring		Summer Regular contact made with SEND colleagues to discuss cases and support provided where needed,

impact and effectiveness, The review report was presented at the December meeting and decision made to continue with the partnership and increase membership to include additional health and City of London partners. These partners will be approached in the Spring Term. There will also be some associate members to be invited for specific items including commissioned services, members and Virtual School Heads from other LAs. • Impact of VSAP to date includes new support for young people with job and university applications, four apprentices being appointed, increased Guildhall based and online ESOL courses for UASC, SEND developments including EHCPs and specialist education support, targeted sessions held at London careers festival, increased knowledge of national kinship agenda, reading project funding providing books to all cohorts, outstanding Ofsted report. • Links have been made with City and Hackney Health Trust and a placement secured for a Virtual School apprentice to complete training within their setting, working on encouraging more access to health services for young people. This has increased knowledge of services available and allowed school staff to signpost young people effectively to health services, so time is not spent away from education and work. • Links have been made with the youth service, Society Links, and six-week placements have been arranged for two apprentices to broaden their experience of working with the young people who access the Portsoken Community Centre. This will increase staff knowledge of services available, so that they can be advertised to young people and will allow apprentices to experience and support the delivery of the national youth service curriculum. • Headteacher has attended numerous health meetings and with the Head of Children's Social Care raised health issues including dentistry, to increase access to treatment and improved confidence leading to increased access to education and work. A previously unknown funding pot is now available to access by CSC. • Induction programme for apprentices has taken place and all are enrolled on college courses and working on a range of projects to support the Virtual School, Partnership for Young London and their own personal learning and development. Literacy and Numeracy assessments are complete and further study arranged for those that	commissioning, Open Spaces and the apprenticeship team. • Health funding of £5,000 allocated to support young people with orthodontist work to increase confidence. • Virtual School staff confident to signpost young people to health support, including named people. • Apprentice completed health spot placement. • Apprentice completed school office placement. • Decrease in sickness absence in all but one young person with a social worker. • Overall attendance of CIC high except one student, who's status changed mid-term. • Overall attendance of children with child in need and child protection plans high except two students, who are now being supported with additional, specialist tuition. • On going meetings and regular discussions with staff in the SEND team ensuring support is consistent and timely. • SEND team represented at every meeting of Virtual School Advisory partnership • Success at a variety of specialist courses including security, stadium support and driving – two driving tests passed. • BSL courses secured both online and in person. • Assessment funded for young person. • Play therapy for two children delivered with excellent impact, increased attendance and attitude to learning. • Trauma informed learning course continued at The Aldgate School for all staff – feedback good. • Training delivered to social care colleagues on ASSET and barriers to learning. Education and joint training deferred to summer term.	including school searches and attendance. • College tutors report excellent work by apprentices and all on target to pass academic work, some support given to young person for whom English is not their first language. • Music project bid re-submitted to neighbourhood fund. • Assessment provided for young person 18+ with special educational needs that were not immediately apparent on arrival in the UK. Now enrolled on college course that can meet his needs. • Ongoing work to restructure the Virtual School to meet service needs continues to take place – all documentation has been passed to HR and Ambition 25 to work towards a resolution – in the meantime an overtime system is in place to ensure service delivery is suitable and meets statutory duties. • Interim Deputy Head's contract extended until December 2025. • Trauma informed course continues at The Aldgate School with an evaluation of effectiveness and changes put in place due by July 2025. • Two further schools have come forward for training from September 2025.
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require an uplift to Level 2. Good reports have been received from college tutors and apprentices report being well supported and fulfilled. Apprentices have increased capacity within the Virtual School allowing increased contact with care leavers, sorting education challenges more quickly e.g. course changes, educational equipment required, application completion for work and college, this has stabilised and started to reduce numbers of long-term NEET. • Music bid has been developed, written and submitted – there is a delay on a decision until April due to financial timescales of the delivery company. Headteacher will meet prospective provider to ensure momentum is maintained and new bid submitted. • Identification of SEND of all CIN, CP and CIC, recorded on dashboard. Increased contact with SEND and EH teams to ensure joined up, effective working, especially in complex cases. Some Early Help case support to avoid drift and delay and prevent exclusion. • Joint education/social care/Virtual School training planned for January and April 2025 to cover the new Education Strategy, SEND, new education and social care duties and effective, supportive team working. • HAF funding secured to deliver a Christmas holiday well-being project with EH team targeting primary aged children aged 4-11 in receipt of free school meals alongside those on EH, CIN, CP and CIC registers. 32 children attended – 28+ each day. Parents and children reported that their children benefitted from the sessions, really enjoyed them and have requested more sessions in the next school holidays.	• Training provided online to designated teachers on PEPs, pupil premium and potential barriers to learning. • Headteacher and Deputy attended NAVSH conference including all workshops and DfE and Ofsted briefings. • Families in the City - the Virtual School is sitting on the development board to ensure Virtual School cohorts of young people are promoted and considered within any further developments. • Universal Youth and Play Steering Group – the Virtual School is represented on this group to look at contracted services and how they meet the future needs of children and young people in The City of London • The headteacher has been sitting on the mentoring project steering group to help shape a Pan London mentoring service for care experienced young people and young people with SEND. • HAF funded Easter holiday project for children and young people aged 4-18 years. Virtual School and Early Help Team delivering alongside contracted provider of KABs. Cookery, art and drama lessons for young people 11-18.
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Action Plan for Priority 2

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

<u>Targets</u>	<u>Supporting Evidence</u>
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 Ofsted Report 2024						
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	- 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 - Increase Virtual School footprint on mosaic systems to increase information sharing to support SMART targets in pathway plans	- 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 - Activity tracked between teams to reduce NEET by 50%	Debby Rachel Social Workers Joshua	Business Admin by apprentices Additional Virtual School time to share information between systems	November 2024 audit July 2025 NEET reduction
2.2	To provide immediate access to online ESOL learning for new UASC arrivals and those who are or become NEET	- 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	- 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	- 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 - 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	- 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 - Attendance by at least four City care experienced young people on TEDI pre-university programme	Debby Ismail Matilda Barbara Melody King's Uni TEDI Joshua Yahya Support from Prospects	£4,000 Apprenticeship days and TEDI project Business Admin by Apprentices £3,000 Driving Tuition	July 2025

	• Provide driving tuition for young people to enable them to access more work and training opportunities	Adviser Matilda	
Ongoing evaluation and impact			
Autumn	• An increased focus on NEET, prevention and early identification has meant that young people are NEET for shorter periods of time and helped young people back into employment and education more quickly. • New NEET form to collate activity with young people who are NEET to show efforts and actions of officers being completed by social workers. • Increased mosaic footprint of Virtual School and its activities. • All spreadsheets updated with qualifications and destinations. • Caring Life passwords received to improve storage of educational information, certificates and photographs. • All young people provided with laptops and online tuition within five days of arrival into care – 80% within three days. • 100% of Personal Education Plans completed within statutory timescale. • Increased online tuition used to re-engage long term NEET and encourage back into learning, three long term NEET now learning online. • TEDI university day held on Wednesday 30th October, with all apprentices and an additional four care experienced young people, taking part. • Two young people funded and supported to complete the Security Industry Authority (SIA) license providing them with employment opportunities in the security industry. • Six young people funded and supported to complete the Highfield Level 2 in Spectator Safety providing them with employment opportunities at events at the London Stadium. • Twelve care experienced young people places have been booked for careers festival on Tuesday 4th February 2025.	Spring • New arrivals received support within hours of arrival, resources, online learning, assessments, PEPs, followed by smooth transitions on national transfer scheme to welcoming local authorities. • All PEPs completed within timeframes. • Increased focus on NEET by social care and education colleagues, has led to earlier alerts to the Virtual School when young people move outside of education, employment and training, leading to more timely interventions. • Additional work with Shaw Trust has provided UCAS support, visits to job centres and access to courses and employment for three young people. • Positive feedback from young people regarding online and face to face tuition provided by the school. • Four young people attended TEDI open day events along with all apprentices. • Careers Festival offered specific sessions for care experienced young people on a variety of careers and apprenticeship opportunities. • Additional youth worker apprentice position secured, and interviews held. • John Lewis partnership work led to three young people coming forward for work experience and interview possibilities.	
		Summer • NEET has increased due to a change in college mid-year admissions and some health issues of individual students. Support has been given to all to re-engage with education, work and training. • Additional tuition offered at all PEP meetings and to all children sitting exams in all cohorts. • PEPs taking place in time with clear SMART, costed targets and actions, no time is lost in setting up educational packages that meet the needs of the young people. • New arrivals set up with education online within three days – new laptops ordered, and additional tuition company called Remedy Tutors quality assured and being used to complement existing provision delivered by TLC Live. • Introduced BSL tuition online and face to face for student with hearing impairment. • Fifth apprentice due to start in July 2025 to increase youth work support. This will increase capacity to make contact with young people more regularly. • Pathway plans selected and audited with report to Children's Social Care Manager noting good practice in pathway plans and any areas to make educational outcomes even better. • School, college and university searches for individual families and young people took	

More work to be undertaken with data team and social workers to ensure recording of NEET is accurate and timely.	Bespoke courses secured for young people, railway engineering, motor mechanics, beauty.	place, allowing wider choice of schools and courses.
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Action Plan for Priority 3					
To embed all extended duties and include new cohort of children in kinship care					
<u>Targets</u>		<u>Supporting Evidence</u>			
		Attendance Strategy Asset Information System Mosaic Education Information Website Family Information Service Minutes of Meetings including VSAP			
Ref	Target	Actions	Success Criteria	Who	Cost
3.1	To increase staff awareness of potential barriers to learning for CWSW in social care teams, schools and colleges To monitor the progress of CWSW and provide information, advice and support to parents, carers and professionals To provide information, advice and support to parents and carers of previously looked after children and those in kinship care	- 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	- Training attended by social work, school and college staff - Leaflets described as helpful and informative by services - Contacts made to Virtual School from advertising services and support - All Virtual School policies updated and shared	Debby Ismail Joshua	£2,000 training March 2025
3.2	To monitor the progress of CWSW from social workers, parents, carers and schools To advertise advice and support to parents, carers and professionals	- Collect progress information of CWSW from social workers, parents, carers and schools - Advertise advice and support to parents, carers and professionals	- Data base complete of all CWSW of progress in specific subjects - Virtual School approached for advice and support from schools, colleges, parents, carers, young people and professionals	Debby Ismail	£4,000 ASSET system March 2025
3.3	To provide information, advice and support to parents and carers	Identify all CWSW Ever 6 and those in Kinship Care and provide information to parents and carers about education support and advice	- Cohort information updated - Leaflets sent to all cohorts	Debby Ismail	£2,000 November 2024

of previously looked after children and those in kinship care	• Advertise support for Post Looked After Children to parents and carers • Respond to requests for support and advice	• Resources provided including additional tuition, if required		
Ongoing evaluation and impact				
Autumn • Training set up with KCA to be delivered to all staff at The Aldgate School over this academic year to increase knowledge and understanding of trauma informed learning and neuro diversity. First sessions were well received, and more are planned for the Spring term with a full review of impact in July 2025. • All policies updated and approved by School Improvement Partner and Ofsted. • Prior Western approached the Virtual School for advice and support regarding a child in need of support – this has led to Early Help Services being involved and therapeutic support being provided. The Aldgate School have approached the Virtual School for support regarding trauma informed learning and support for Post LAC adoption cases. Post LAC funding has been transferred to the school and is providing additional tuition, resources and activities for children who have secured permanency through adoption. • Training sessions booked for the year. Thursday 16th January 2025 Social care and education shared training 2pm-3.30pm Wednesday 5th February 2025 Designated Teacher for CIC training 4pm-5pm online Thursday 24th April 2025 Social care and education shared training 2pm-3.30pm	Spring • Policies updated and risk assessments prepared for activity days. • Virtual School approached for advice 15 plus times per week by various partners, including young people. • Additional tuition provided to all cohorts for those between courses, those requiring extra support and for those preparing for formal examinations. • Progress and exam information updated on ASSET system providing evidence of ongoing progress and success. • NEET recorded on mosaic and updated following monthly meetings has led to more timely, accurate data. • Virtual School QA visit in March to a residential special school with recommendations suggested for improvements. • Restructure of Virtual School continues with contract extended for interim Deputy Head.	Summer • Advice and support sought from colleagues in health, social care and education, schools, colleges and universities. Also, from young people directly and families. • Kinship Carers offered additional tuition to support with exam success. • Resources provided to all cohorts through the Virtual School shop on the fifth floor of The Guildhall, PEP system or through supportive partners and/or Virtual School budgets. Support ranges from specialised course fees to laptops, books, school trips and vouchers.		

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		
4.2 To provide opportunities for all CWSW to have access to high quality physical education and sport				Mosaic Education Information		
4.3 To provide activities targeted at specific groups including preventative activities for children in receipt of Early Help				Newsletters		
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	- Work with Lyceum 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	- Lyceum 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	- 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	- 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 - Crickets 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 vulnerable groups including preventative activities for children in receipt of Early Help	- 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	Projects take place and are attended by over 50% of specific group cohorts	Debby Ismail Keisha Apprentices	£9,000 Holiday Activity Fund (HAF)	December 2024

Ongoing evaluation and impact

Autumn	Spring	Summer
• Lyceum Music bid was discussed, planned, written and submitted. A decision was delayed until April due to financial accounts being required by the company for a set amount of time. New bid submission planned for March/April 2025. • Art activities took place in Epping Forest on 11th October and a piece of work is now displayed on the fifth floor of The Guildhall. • A Christmas HAF funded Education Holiday Club was planned and delivered in partnership with the Early Help Team on 30th/31st December and 2/3 January for children attending The Aldgate School on FSM and primary children in receipt of EH, in Care or on CIN or CP plans. High attendance with children returning for sessions in high numbers and reporting that the club was 'fun' 'exciting' 'friendly' and 'lovely!' Parents expressed thanks to staff for a 'great' week. Some said how grateful they were for the support provided regarding childcare, others were pleased that their children were being offered fun activities and lunch and many asked if something similar could be provided at half term and Easter. • Football team has been formed and met on 21st November for the first training session. This was popular, with nine young people attending. More sessions planned in Spring term with a staff/student tournament at the end of the football season. • Link made with Access to Sport, who hold and provide information of all sporting clubs available across London, so that young people can be linked easily and access sports that interest them. • A school trip to The Lyceum Theatre was held on 19th December to see The Lion King. Seven staff and twenty-two young people attended and thoroughly enjoyed the performance. 'Amazing' 'unbelievable' 'fantastic' 'brilliant' were some of the words used to describe the performance by the young people. • All female care leavers were invited to a well-being nail session run by one of the care leavers as part of her course. As only a young female apprentice attended, other female staff joined the session to act as models for the care leavers' coursework. Following up with the non-attenders revealed that the time and date clashed with other activities and another date will be diarised in the Spring term.	• Freemans School and City of London Virtual School planning for Drama event to be held in the Summer Term. • Lyceum music bid ongoing – needs further follow up in May. • Care2Dance applying for neighbourhood funding with delivery to start in September 2025. • Sponsorship for football kit secured – funded by TLC Live. • Football kit designed, led by apprentice and co-produced with young people. • Football Tournament planned and booked in Shoreditch, for Thursday 3rd July. Participants invited including Town Clerk. • Summer cricket trip planned. • Easter holiday school drama, art and cookery activities for 11–18-year-olds. • Springtime in Epping Forest booked for 25th April, watercolour art and bluebells. • Enrichment project days booked and planned at City of London boys' school – this year pan London UASC invited. Dates 30th April and 11th June. • Headteacher attends Pan London working groups for Post Looked After Children (PLAC) and Kinship Care, Unaccompanied Asylum-Seeking Children (UASC) and Children with a social worker (CWSW). These feed into the DfE and help to define future service delivery across London.	• Art activities took place in Epping Forest allowing young people to be creative in an outdoor setting, all reported increased well-being and were pleased to be offered the opportunity. Art to be used by performance team. • Care2Dance funding bid successful – plans now being made for delivery. • Successful Easter holiday school with arts and cookery activities for secondary aged pupils and well-being and team provider brought in for primary aged children. • Success demonstrated in evaluation of holiday project – families and children asked for more projects, suggesting some new activities and all said how beneficial the sessions were to children and families. • Headteacher attended Trailblazer project meetings to increase work opportunities for care experienced young people – drama project being planned to increase oracy skills, interview technique and confidence when applying for work.

Action Plan for Priority 5

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

Supporting Evidence					
Project Case Studies Photographs Asset Information System Mosaic Education Information Newsletters Minutes of Meetings including VSAP					
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					
Ref	Target	Actions	Success Criteria	Who	Cost
5.1	To provide Forest School, outdoor and adventure and enrichment activities for Children in Care and Care Leavers Pan London	- 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	- 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
5.2	To provide educational resources and books to CWSW and those in receipt of Early Help services	- Order a selection of age-appropriate culturally diverse 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	- 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	- 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	- 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 to encourage interest and knowledge	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	• 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	• 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 increased number of LAs attending – more than 24 • 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
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Ongoing evaluation and impact

Autumn • Autumn in the Forest Day held in Epping on Friday 11th October – eight young people attended with the HT and DHT, a ranger from Open Spaces and an Epping Forest volunteer. The session focused on the collection of natural materials to create artwork inspired by Andy Goldsworthy. A natural mandala was created and photographed and is now on display on the fifth floor. The young people who attended reported an increased sense of well-being, an increased knowledge of artists who create with natural materials and three young people said they appreciated the opportunity to speak to education staff in the Virtual School about their college courses and future education plans. • Storytime are now providing monthly storybooks for all primary aged children in receipt of Early Help, in care or on child in need or child protection plans. • An additional class set of Storytime magazines have been sent to The Aldgate School monthly. These have been given out to individuals and classes that the SENDCo felt would benefit. He has been especially targeting CWSW from other LAs attending the school. He has reported that children love the magazines and look forward to new ones arriving. • A shop has been set up on the fifth floor with educational equipment and storybooks for social workers to take on visits to children and young people. This has increased access to stories, books and resources for CWSW.	Spring • Forest School day held on January 17th with 12 young people attending. Focus on nature, seasonal changes and the migration of birds, positive feedback from young people and teachers from other Virtual Schools. • School shop constantly updated with resources for young people so that social workers can deliver on visits. • Books and book vouchers distributed to young people to support school and college work. • Storytime magazine monthly subscription to be renewed in late April, following positive reports from school and young people. • Two children in Early Years provided with educational resources to meet needs, one with SEND. • One care experienced young parent linked with charity support. • Planning for Shining Stars event, lanyards, food, venue, entertainment, invitations out to all London's Virtual Schools, minister contacted, mayor's office, DfE officers, senior leaders from across The City Corporation – acceptance from all. Photographer still to be sourced.	Summer • Storytime project reviewed and evaluated – very positive response from individual children in receipt of Early Help and on social care plans and by the children from other LAs attending The Aldgate School. Project will now continue for the next financial year for primary aged children in all cohorts to increase reading material at home and encourage a love of reading. • Shining Stars Ceremony booked for Monday 14th July – 15 LAs have already signed up, a singer, saxophonist and photographer are booked, and the Virtual School apprentices are organising black and gold decorations for the tables. A buffet will be available on arrival from 5pm with the ceremony starting at 6pm. • The 32 London Virtual Heads will be hosted by The City for their Summer term meeting at The Guildhall. Colleagues from Ofsted and the DfE have been invited so that new national developments can be explored and reviewed. • Book tokens have been provided to young people to encourage reading and a book evening is being set up in Daunts in The City for 10th July, so that our young people can choose a
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• A Maths set has been delivered to a young person on a maths course, enabling him to continue with his college course. • Book tokens and All 4 One vouchers have been provided to young people to purchase school equipment and books and all have thanked the Virtual School for the resources. • A selection of language dictionaries has been purchased and passed to young people on arrival in the UK. • All examination and test results for 2023/2024 have been collected and collated and destinations for 2024/2025 have been recorded. • A Celebration Event was held on Monday 11th November in the Livery Hall. 28 children and young people were awarded trophies and £50 vouchers. Young people were asked for their views on the event, and all replied positively, saying that the venue was wonderful, the increased value of the vouchers was appreciated (£25 to £50) and that it was good to have so many staff attending that they could talk to in person. They also reported that the food and drink was delicious and much better than last year! Ian Thomas and Helen Fentiman presented the prizes and Ian offered to fund a professional photographer for the next Celebration events. • Shining Stars is booked for Pan London Virtual Schools for Monday 14th July 2025. 32 Virtual Schools have been invited. The Virtual Schools Summer Term Headteacher meeting will be held in The Guildhall during the day of 14th July in corporate rooms, to allow the sharing of good practice, the preparation of a joint response to the DfE of increased statutory duties and strategic planning for the next academic year.	• October celebration booked for City young people. • Ongoing collection of mid-year results and new storage collection system on ASSET to show progress over time. • Use of Caring Life and mosaic to store examination certificates so that young people can access them in the future. • Photograph permission forms agreed to be circulated to allow for images to be used for celebration of the work of young people and advertisement of activities.	book at the end of term, to read during the summer holidays. • Children in Early Years have been offered and some have received educational toys and resources. Families have welcomed this. • Magazines delivered, if requested, to Children in Care to increase reading for enjoyment – Supercars has been popular! • Ongoing collection of results, particularly of short courses. • Plans made for collection of end of term courses, GCSEs and A Levels involving social workers, key workers and Virtual School staff.
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