

ANNUAL REPORT 2024-25

SHROPSHIRE VIRTUAL SCHOOL



Shropshire
Virtual School



Introduction

1.0

This is the Annual Report for Shropshire Virtual School 2024-25.

This has been a year of transformation, with a restructure of the school and new additionality to the Head Teacher's role as lead for the Education Access Service alongside that of the Virtual School. This has enabled closer collaboration with colleagues across inclusion and attendance in general, bringing benefits for the children supported by the Virtual School, as well as the team itself.

At Shropshire Virtual School, we pride ourselves on living by our co-produced Core Values with them running through the veins of our team. Our aim is to be giving the right support in the right place and at the right time, using voices from our young people and colleagues to develop and evolve.

By creating an education community for young people, we can promote excellent opportunities and champion their achievements - and as part of the Corporate Parent we always take the approach of considering whether something is 'good enough for our own child'.

This year **OFSTED** recognised how our Virtual School contributed to a judgement of '**Outstanding**' - and how we provide "high-quality support that promotes our children's educational attainment and progress." OFSTED noted how the practitioners in the team "go over and above", show "tenacity" to secure suitable provision and how this enables our children to make good progress from their starting points.



Context for our Virtual School

1.1 This has been a key academic year for the Virtual School with a **new structure** that promotes development of talent and new opportunities within the team. Increased responsibilities for Virtual Schools nationally, alongside the changing position for the Head Teacher within Learning & Skills, necessitated an evolving structure especially in the leadership layers. The appendix has a visual of our current team with roles.

Key points to note are:

- A **new role** of Senior Education Advice and Support Officer – to support EASOs with complex cases and project development
- With the change in the VS Head Teacher's role across other services, the two Asst Heads have become Deputy Heads support the leadership function.
- A **new role** of Lead Education Officer to grow a middle leadership layer and support operational leading of the school on a day-to-day basis.

1.2 The Virtual School has a **Governing Body** that meets termly, it is chaired by the Portfolio Holder for Children and Families. This was Kirstie Hurst-Knight until the elections, at which point Andy Hall took on this role. In addition to the Head Teacher, members include representatives from:

- Lead for Inclusion at a MAT and a Senior LA Education colleague
- Early Years Governor
- CLA Service Manager, a member of the Virtual School team & LA Participation Worker
- A carer (parent) Governor is being recruited to.



1.3 Shropshire Virtual School (SVS) continues to have robust **partnerships** with our regional West Midlands VS Heads and has increased links nationally, including with East Midlands colleagues. Of note:

our Deputy Heads chair some of the focus groups in the West Midlands (WM)

SVS has presented at the WM Regional VS Conference on our Inclusion work - and

presented with our young people at the WM Conference for Designated Teachers.

participation arts and sports events with the WM Children in Care Foundation

The SVS Head Teacher is a trustee) [Welcome to WMVS Children In Care Foundation | WMVS Children In Care Foundation \(wmvscicfoundation.org.uk\)](#)

Shropshire Virtual School plays an integral role in Corporate Parenting. The VS organised an event in July to promote this and consider the proposed changes around the role of the Corporate Parent in the Childrens Bill. This event hosted Jaz Ampaw-Farr and included one of the few book-signing events nationally to launch her new book 'Because of You, This is Me'. Attendees included a cross section of Corporate Parents from Members, Health, Schools, Social Care and LA colleagues – and they got to view Jaz's film which had just won best short film at Cannes. The session worked on understanding the needs of and promoting the achievements of care



experienced people - and discuss how we can move forwards together into the next phase of strategic development. There was positive feedback following the session (see Compliments) and the link to a short video is here :[https://shropshirecouncil.sharepoint.com/:v:/r/sites/VitSch/Shared Documents/General/Team member folders/Jo Kelly/Participation/Jazprentices and book launch/photos and video/25-07-09 Shropshire Virtual School BOOK TOUR - Promo.mp4?csf=1&web=1&e=r3xlVe](https://shropshirecouncil.sharepoint.com/:v:/r/sites/VitSch/Shared%20Documents/General/Team%20member%20folders/Jo%20Kelly/Participation/Jazprentices%20and%20book%20launch/photos%20and%20video/25-07-09%20Shropshire%20Virtual%20School%20BOOK%20TOUR%20-%20Promo.mp4?csf=1&web=1&e=r3xlVe)

Shropshire Profile

1.4 At the end of August 2025 Shropshire Virtual School was supporting 713 Children who are Looked After from year -2 to 13 (the year in which they turn 18)

Data overview: CLA Pupil data overview by Key Stage, August 2025

Month	EYFS	KS1	KS2	KS3	KS4	TOTAL No in STATUTORY SCHOOL YEARS	KS5	TOTAL of all CIC (yr-2 to 13)
August	98	87	153	143	99	513	133	713

There has been a **+3.3% change in the numbers** of looked after children from year -2 to 13 through this academic year. (Year -2 refers to two years before Reception).



■ yr -2 ■ yr -1 ■ yr R ■ yr 1 ■ yr 2 ■ yr 3 ■ yr 4 ■ yr 5
■ yr 6 ■ yr 7 ■ yr 8 ■ yr 9 ■ yr 10 ■ yr 11 ■ KS5



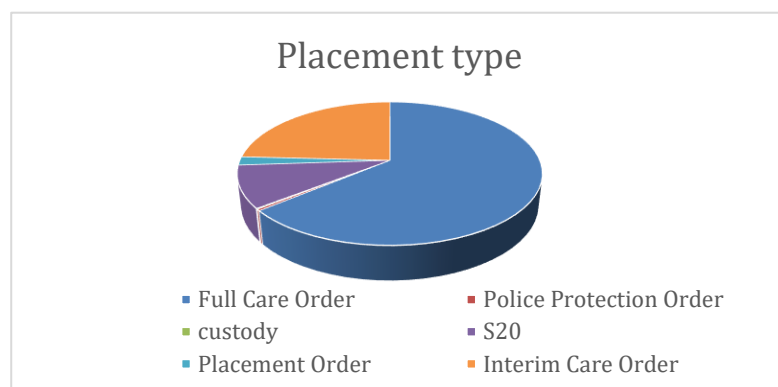
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Numbers in comparison to last academic year:

- +8% change in Key stage 5
- there was a slight drop in Early Years from 103 to 98
- +3.2% change in statutory school year numbers.

1.5
Vulnerability data for CLA in the Statutory School Years and Early Years at the end of the academic year indicated:

- The proportion of our children from year -2 to 11 with an EHCP has risen from 26% to 28.4% (165 children).
- However, of these, only 89 (54%) attend specialist/independent schools i.e. **even more of our children attend a mainstream school than ever before** (46% in comparison to 42% in 23-24) and this supports demand management for the Local Authority
- A further 119 children have identified SEND.
- More of our children in this group are looked after under a Full Care Order compared to this time last year at 64% in August 2025 (vs 59% at August 2024).
- Data indicates a stable proportion of CLA attending out of authority schools at 34%.
- There are 54 children with an EHCP who attend an out of authority school, 33 of these attend a specialist/independent setting. The situation for these young people can often **impact heavily on swift access to education.**
- There has been an increase in pupils attending a **PRU**, this has risen from a range of 3-6 in any month in 23-24 to an average of 7 in a month.
- 8 are Unaccompanied Asylum Seeking Young People (UASYP)



1.6
Vulnerability data for CLA in Key Stage 5 at the end of the academic year was:

- 29 (19%) have an EHCP - which is in line with the picture for the last academic year - and a further 15 have identified SEN.
- 40% are at a provider out of area, which is a decrease on last academic year (61%)
- 68 (44%) are UASYP, which is in line with the proportion last year.
- 103 young people (66%) live outside of Shropshire.

Pupil Achievements

1.7 Our young people have achieved great things this year.



P achieved two awards from his school at the end of the summer term - one was PRIDE Pupil of the Year for Personal Excellent and another was for the highest ever number of house points in 1 year! He was accompanied to the ceremony by his SW Asst.

K raised over £150 for Macmillan Cancer Support by organising a raffle outside a local supermarket, he was very proud of his achievement.

At a PEP for N we celebrated him achieving 'man of the match' for the school



football team. He was awarded this in assembly for his great sportsmanship and attitude as well as scoring a number of goals! He has been house captain twice recently and delivered a motivational speech to the whole school, he said he enjoyed feeling proud afterwards.

One of our children has been benefiting from PP+ to maintain Greater Depth in Maths, she has been selected to represent her school at a Maths challenge at Wrekin College where she will compete against children from other schools.

One of our children in a specialist school has provided OFSTED inspectors with a guided tour of his school site. The feedback was he was thoughtful, responsible and respectful – he was able to explain how the teachers keep him and other pupils safe plus how he enjoys reading. He has earned a certificate of recognition from his Head Teacher.

Another young person has represented their school at the county final in athletics and one secondary aged pupil has received the Head Teacher's Award for Music.

One of our children in year 4 has been assessed as having a reading age of 15.3 years.

1.8 On Saturday 20th September the school came together to celebrate the achievements of our young people at a special event for the young people and their carer/family members. At the event they all got the chance to walk on the red carpet with medals, certificates and prizes being awarded along the way. There were also activities to enjoy such as the exotic zoo show, inflatables, arts & crafts, falconry and sports.

Over 100 children were nominated with categories ranging from Contribution to Community, Friendship, Helping at Home to Academic Success and Attendance. As Corporate Parents we are all proud of each and every one of them.



Thank you to David Shaw, Director of Childrens Services at Shropshire Council who attended to congratulate each young person, as did Andy Hall, Portfolio Holder for Children and Families and John Rowe who is one of the SVS Governors. A huge well done also to the Shropshire Virtual School team who made it all happen.

The experiences and progress of children in care and care leavers

Educational Progress

1.9

The Attainment and Progress workstream is led by a Deputy Head and fortnightly Pupil Progress Meetings focus on targeting intervention to support children in key year groups linked to performance indicators such as GCSEs, SATS and Good Level of Development.

Outcomes for summer 2025 are at present unverified. Results from Nexus are indicated to be as follows:



2.0 Good Level of Development (GLD):

Initial data indicates that Shropshire CLA achieved **above** CLA Regional and potentially by nearly 5% **above** CLA National.

2.1 Year 1 Phonics:

Initial data indicates that Shropshire CLA achieved **above** CLA Regional and potentially 11% **above** CLA National

2.2 End of Key Stage 2:

Initial data for the SSD903 cohort indicates that Shropshire CLA achieved the following:

Reading: **above** CLA Regional and potentially above CLA National by 11%

Writing: **above** CLA Regional and potentially above CLA National by 5%

Maths: below CLA Regional and CLA National, but increased by 15% compared to 23-24 results*

Combined: just under CLA Regional and CLA National but increased by 17% compared to 23-24 results

(*Early indications are that Maths attainment in the county for all learners is also below National.)

2.3 Key Stage 4 (SSD903):

These results are despite 43% of the cohort having an EHCP and 26% being on roll at a specialist provision.

Indicator	English & Maths at 4 or above	English & Maths at 5 or above
Verified summer 2023 outcomes	16.7%	4.2%
Verified summer 2024 outcomes	21.4%	10%
Unverified summer 2025	24%	10%

Additional GCSE headlines (unverified):

- 36% achieved English grade 4 or above; 21.4% achieved English Grade 5 or above
- 26.2% achieved Maths grade 4 or above; 12% achieved Maths grade 5 or above
- 26.2% achieved 5 GCSEs at grade 4 or above including English and Maths; 7.1% achieved 5 GCSEs at grade 5 or above including English and Maths
- Attainment 8 is indicated to be above National for CLA

Students who have been noted for excellent achievement or progress have been nominated for our Annual Celebration event in September. Three students will be recognised for their individual outstanding achievement as winners at the Celebration event, whether that be for 9 GCSEs with high grades or achievement despite adversity.

Some individual achievements of note are:

- KB achieved 9 GCSEs with 5 of them (including Biology and Chemistry) at Grade 6. K had target grades of 4s and received science tuition from PP+ to support her aspiration to attend a specialist sports college
- ME achieved Grade 6 in Art and Design, Level 2 Functional Skills English (equivalent to a Grade 4 GCSE) and Level 2 hospitality. This was despite facing significant changes within the exam period and having an EHCP with education at a specialist school for SEMH.
- AW achieved 7 GCSEs at Grade 4+ inc. English and maths, he has identified SEND.
- TF achieved 6 GCSEs with 2 at Grade 4 and 2 at grade 5 despite being at risk of exclusion in Key stage 4 and having multiple moves of home and school



2.4 Key Stage 5

There were some considerable successes for our students:

A level Results:

Two young people sat A level examinations; their results are as follows:

EE - 3 A levels achieved - Art B English B History C

RS – 3 A levels achieved - Biology E History E Geography E

E has an offer from Bath University, she has asked to defer for a year as she wants to have some money behind her before going. She has a job in geriatric residential care in the meantime.

R will start on a Supported Internship at a hospital.

T Level Results

T Levels are two-year courses and are broadly equivalent to 3 A Levels. The courses have been developed with employers and education providers so that students are prepared for entry into skilled employment, apprenticeship or other higher/further study. T Levels offer students practical and knowledge-based learning, plus on the job experience through an industry placement

BS – PASS. Remark requested as one mark off an A grade.

B is considering university when he completes his course next summer as his T Level gives him enough UCAS points. SVS and B's PA are working together to support and advise him.

Level 3 Results

Level 3 qualifications are generally equivalent to A levels or a combination of A levels and other qualifications. The qualification supports progression as universities accept them as entry into degree courses.

Of the 8 young people who sat a Level 3 qualification, **all passed** their Level 3 course be it A level, T Level or other Level 3.

Individual examples to note:

- HG - Achieved a Pass in Level 3 Motor Mechanics and plans to apply for the Kier Automotive technician apprenticeship which we are aware of due to our Work Experience Activity Day.
- HM has passed L3 Health and Social Care. She is currently working in a care home and hopes to become a Social Worker.
- AJ - Passed Business Administration Level 3 and was appointed by his employer.
- MU - Year 12 UASYP has achieved a Level 2 Cambridge Technical Extended Certificate in Science. He is progressing on to Level 1 Plumbing Course at College.
- RW Year 12 - has passed basic training and is now accepted into the Army.

For those young people leaving year 13 this summer, confirmations at the end of September are as follows:

- 40% have a college or training place.
- 1% have a place at a university (deferred until next year)
- 7% are employed.

The link that SVS has developed with Shropshire Quilters is benefiting our young people moving home or to university with a further donation of a hand-made quilt.

2.5 The Progress and Attainment working group identify gaps and plan for improving outcomes. Sumdog and Lexia applications were selected based on their evidence-based and adaptive learning features, which provide personalised support in an engaging format. Progress is routinely measured and reported on.





Case Study

One young person who started **Lexia** in February completed nearly 27 hours and 399 units. Her attainment has improved from foundation level to intermediate in grammar and word study, and from intermediate to advanced level in comprehension. There had been concerns that the young person had such significant gaps in her learning that she may require specialist support, however Lexia has supported to demonstrate this is now not needed.

Other examples:

- one pupil (L) who has been taking part in **Sumdog Maths** intervention, he has progressed from 'working towards' in Maths to achieving in line with '**expected standard**'.
- another pupil (J) who is also using Sumdog has progressed from 'expected' to achieving in line with **Greater Depth**.

Further tools and resources are currently being considered for home learning development.

2.6

Educational engagement

There have been national challenges such as rising exclusions/suspensions, a rise in emotional based school avoidance and increased regional attainment gaps, all of which need to be managed to continue the drive for positive outcomes for our children.

However, a **notable achievement has been 0 permanent exclusions for Shropshire Looked After Children for four consecutive academic years.**

Additionally, **12 permanent exclusions were prevented** last academic year. The impact of our work on reducing Permanent Exclusions has improved the long-term life chances for our young people.

Case Study

One young person was supported through a time of being at risk of exclusion and this escalated during a complex court case. PP+ was used to support tuition and mentoring. Advice and support from the Virtual School and collaboration with all partners ensured that the Reduced Timetable he was on supported a gradual and manageable integration – and several months later he returned full time.

2.7

The end of year summary for 24-25 indicated the following outcomes:

	Shropshire CLA (Children Looked After)	Shropshire All Learners (*DfE Attendance Portal - Shropshire)	National All Learners (*DfE Pupil Attendance in Schools Stats)
Primary	95.8% (+1.45% from 23-24)	95%	94.8%
Secondary	86.4% (+2.43% from 23-24)	91.6%	91.5%
Specialist	88.2%	84.8%	87.1%
Combined	91.9% (+1.9% from 23-24)	93.3%	93.2%



- A significant achievement was that both primary and specialist attendance figures for Shropshire Looked After Children were **above** that for all learners in Shropshire and nationally.
- Additionally, the **Persistent Absence figure decreased by 3.23% and Severe Absence by 1.75% compared to 23-24**
- Progress was evidenced for **secondary attendance with a +2.43%** on 23-24. The ILACS report identified our clear aim to improve secondary attendance as we move into the new academic year. The Virtual School will also focus on reducing the length of Reduced Timetables
- The suspensions rate reflects the national picture with increasing rates, although the rise for Shropshire CLA is minor in comparison (35.84% from 35.43% in 23-24). It was excellent to see **primary suspensions significantly reduced** from 126.5 days in 23-24 to only 9 days in 24-25.
- No Recorded School was reduced to an average of only 3 student per month.
- Reduced Timetables will be a focus for the next School Development Plan in terms of length and for those students with an EHCP

The trajectory and comparatives are indicated to be as follows:

LA	Overall absence percentage CLA 31st March 2021	Overall absence percentage CLA 31st March 2022	Overall absence percentage CLA 31st March 2023	Overall absence percentage CLA 31st March 2024
Shropshire	8.40%	8.00%	6.90%	8%
Herefordshire	10.90%	9.60%	7.90%	7.2%
Devon	No data	9.80%	9.90%	9.2%
Dorset	No data	9.10%	9.90%	10.5%
National	9.10%	7.80%	9.80%	10.3%

<https://explore-education-statistics.service.gov.uk/data-tables/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england/2023?subjectId=7344bd3a-2cc4-4b62-85d0-08dc5d2e18da>

Shropshire outcomes for absence were **better than National** and other LAs except Herefordshire at 31st March 2024.

LA	Persistent absence percentage CLA 31st March 2021	Persistent absence percentage CLA 31st March 2022	Persistent absence percentage CLA 31st March 2023	Persistent absence percentage CLA 31st March 2024
Shropshire	29.70%	21.10%	16.70%	17.6%
Herefordshire	37.30%	21.90%	20.30%	17.3%
Devon	30.50%	25.20%	23.60%	22.3%
Dorset	33.50%	22.50%	29.20%	23%
National	30.40%	19.10%	24.30%	25%



Shropshire outperformed the regions above and national for persistent absence at 31st March 2024

2.8 Data at the end of July 2025 indicated 132 students in Key Stage 5 being supported at the Virtual School and of these:

- 79% of students were in education employment or training (EET) and 21% were NEET.
Of these:
- UASYP NEET: 2 students (this is a decrease from 15 in May 2025, following the introduction of the STREAM programme)
- Citizen NEET: 27 students

The average monthly NEET figure for Shropshire CLA for December, January and February was 23% or 77% in education, employment or training, using the same calculation as the DFE.

(DFE comparisons are not yet available for individual LAs or by vulnerability, most recent data is end of 2022 [Participation in education, training and NEET age 16 to 17 by local authority, Academic year 2022/23 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](#)).

The national headline for All Learners was 78.6% participation for 16-18 year olds and 8.9% NEET [Participation in education, training and employment age 16 to 18, Calendar year 2023 - Explore education statistics - GOV.UK \(explore-education-statistics.service.gov.uk\)](#) *Note this is by calendar year so not like for like.*

2.9 At the mid-September 2025 point there were 79% of Key Stage 5 students in education, employment or training (EET) and further enrolments are being supported. Of these confirmed as being in EET:

- 93% are in Further Education
- 1% are in Employment.
- 6% are engaged in training or apprenticeships.

3.0 In July 2025 the STREAM (Shropshire Transformative Routes to Education and Aspirational Minds) programme was launched. This Re-integration programme is designed specifically to support young people who are UASYP and have recently arrived in the UK to

- build confidence and a sense of belonging
- improve English language acquisition
- support progression into an appropriate KS5 course
- access information about education and training



The programme provides access to timetabled tuition by our UASYP Project Officer and is delivered in the form of live online lessons with some elements of self-study. Students are automatically enrolled on the programme if they are a UASYP and are NEET. The soft launch in July enabled a reduction in NEET by 10% and 40% (6 out of 15) of the young people who engaged with the initial roll out of the STREAM programme are now in employment, education or training. The full roll-out starts on 6th October following all endeavours to secure an appropriate course at college being exhausted.

MS, who engaged with the STREAM programme in the summer term is now enrolled at Shrewsbury College and is working towards an ESOL qualification.

3.1 So that the barriers to EET can be more accurately identified and therefore addressed, a new system for coding the reasons for young people being NEET will be introduced in September 2025. This will support our collaborative working with the Learning & Skills team for Post 16 and support preventative action in line with the RONI tool (Risk of NEET Indicator)



Key stage 5 colleagues were present on GCSE results day so that help was on hand for any student who needed a plan B, whether that be for doing better or worse than expected.

Case Study

One student had support as he achieved a higher grade than expected with 1 mark off an A grade, which meant we could seek an appeal. He also now had enough UCAS points to reconsider his destination plan. There was swift support and advice in collaboration with the Social Worker to consider University.



3.2 Shropshire Virtual School held a successful Work-Experience Day in collaboration with KIER at their Craven Arms highway depot in Shropshire for our young people from year 11 into Key Stage 5. The day started with Kier showing our young people the building, the machinery and explaining their projects in construction / highways. There was opportunity for hands on experience with our young people constructing a paper bridge that had to withstand the weight of a bag of sweets. The groups worked well together in teams to build their structure.

A Kier apprentice shared their experience from application to the interview process and then into the work placement / learning. We are very proud of our young people,

they were very engaged and one of them described the day as making them feel “intrigued, interested and invested!” Another young person said that their “Plan A is to apply for a Kier apprenticeship” and he will have follow-up support from the Virtual School to assist with next steps.

The Virtual School are committed to supporting Looked After Children to have support from their Corporate Parents to have work experience opportunities in the ‘family business’. Shropshire Virtual School are already planning further collaborative work with Kier to enhance opportunities for our young people and support them into further work and training – and there is a new work experience event in this Autumn term with another provider.



Personal Education Plans

3.3

The PEP workstream is led by a Deputy Head, their PEP Monitoring activity takes the form of regular meetings with individual team members to focus on completion and quality, as well as targeted actions for partners and schools. The School Target for PEPs was 95% in both completion and quality - this target is met or exceeded in the Combined outcome for both indicators.

The data summary for PEP outcomes is as follows:



Completion - the termly average

for Year -1 to 11 was 99.6%

for Key Stage 5 was 97.6%

The combined average per term was 99.3%

Quality - the termly average

for Year -1 to 11 was 96.6%

for Key Stage 5 was 85.3%

The combined average per term was 95%

(Data is for children in year -1 and Reception age as allocation of Vs Links for year -2 was delayed due to staff absence & recruitment activity.)

Improvements are evidenced from 23-4 where the combined termly average was 95.3% for completion and 90% for quality.

There was also an improvement in Key Stage 5 from 23-24 where KS5 PEP completion average was 79% and now stands at 88% for 24-25. This is most likely an outcome of the new KS5 PEP and the training that supported this development, along with rigorous termly PEP Monitoring activity.

A school development focus for 25-26 is increasing the number of UASYP and NEET good quality PEPs.

(The SVS Quality descriptors can be found here [Personal education plan \(PEP\) | Shropshire Council](#))

Pupil Premium Plus

3.4

A new PP+ Policy was published for the 2024-25 financial year and is on our website at [Pupil Premium Plus | Shropshire Council](#). To drive the focus on supporting schools to successfully include our young people and provide opportunities such as cultural capital, transitions and academic achievement the Virtual School has created a PP+ support map [pupil-premium-plus-support-map-2023-24.pdf \(shropshire.gov.uk\)](#) This continually evolves as we strive to source new opportunities for engagement and progress.

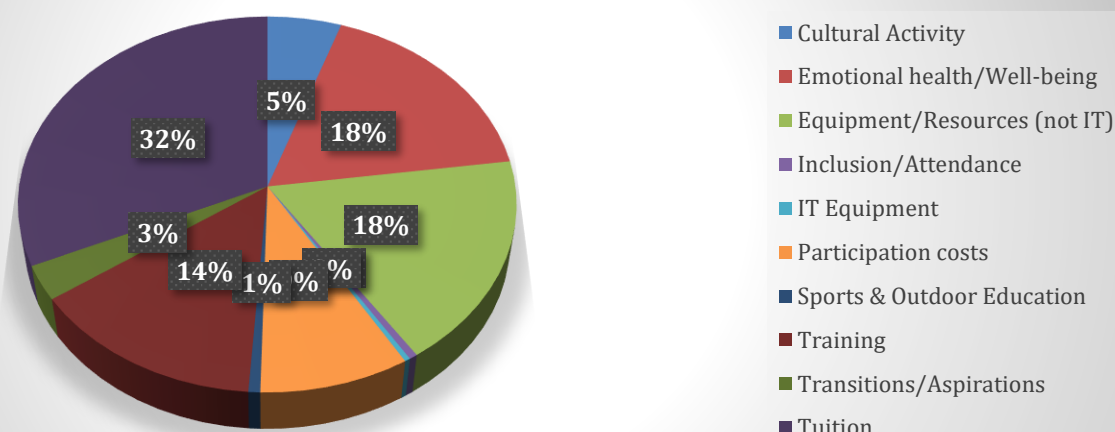
3.5

Each school is sent a termly amount of £433 per term per child if there is a Good Quality PEP so they can plan for effective use of the Grant through the year. In summer 2025 the amount to schools rose to £443 per child per term. Additional requests to the VS can be made by a school at any time, just like a parent might want to for their own child. The rest of the Grant is retained and used for salaries, service level agreements with quality assured providers and training for example. A report is run at the end of the academic year to analyse the spend and plan future allocations. The PP+ Grant was fully spent in the financial year 2024-25.

A financial breakdown by category of spend for the financial year 2024-5 for retained PP+ (excluding staffing) is as follows:



Category



Impact Summary from some of our interventions:

3.6 Tuition

The Virtual School has Service Level Agreements with two national and quality assured providers. One SLA is purely online as a response to what our young people were asking for and the other provider has online and face to face options. These inputs using PP+ supported progress (as per sections 2.0-2.5)

3.7 Aspire & Seeds of Change

This provides a bespoke careers mentoring programme for year 10 and 11 students – and this year we expanded into supporting pupils in year 9. Young people receive 1:1 mentoring to help them develop the skills, knowledge and attitudes for personal growth, being able to think positively about their future and identifying support mechanisms to help them achieve employment, education or training goals.

The most common areas of increase across the board were;



#MY VISION

100% increased their score

#MY MOTIVATION

80% increased their score

#UNDERSTAND OPTIONS

75% increased their score

#OVERCAME OBSTACLES

75% increased score

The end of year impact report from Aspire/Seeds of Change indicates positive outcomes for the young people they supported in their aspirations for progression with education, employment or training - with 80% increasing their self- assessment scores in 5 or more areas and 60% increasing their score in all 10 areas. One young person talked about their future plans as “having me own place, car and belongings, have a well-paid job and to be happy about where I was in life”

3.8 Educational Psychology

The Virtual School has a Service Level Agreement with the Shropshire Educational Psychology Service which funds assessments, intervention and 3 x roll outs of foundation level training in Attachment level 1



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In the academic year 2024-25 we further developed our work with Shropshire EPs to include training on precision teaching in literacy and numeracy – plus training on FASD (Foetal Alcohol Spectrum Disorder). The VS team benefited from EP led group supervision and were able to demonstrate how this had impacted on their approaches.

Impact was as follows:

100% of delegates rated the FASD training as “very good” and would be highly recommended to other professionals

delegates on FASD training rated relevance to their everyday practice at 9.75
(with 1 being “not relevant” and 10 being “highly relevant”)

A participant said they had “Increased awareness of some of the difficulties young people will encounter with FASD and in particular how this overlaps with other possible diagnoses”.

91% of delegates rated the Precision Teaching as “very good”

Participants valued “*The interactive element of carrying out PT and putting the probes/charting into practice*”.
“*Understanding the charting and SMART targets*”.

Attachment Level 1 Training

100% of delegates providing feedback rated this as “very good” and 100% stated they would recommend the training to another professional.

“There isn’t anything I would improve. I’d be very keen to continue and complete the Level 2 training. The content was presented brilliantly.”

“Dr Amalia Dîrnu was really engaging!”

Comments indicated the newly introduced hybrid model of face to face and on-line training options is working well, with appetite for both formats depending on individual needs.

3.9 Time for you 24-25

Time for You is a consultation offer for schools for CLA, PLAC and Children with a Social Worker, this is supported by an Educational Psychologist. This continues to be a supportive resource to our schools and has enabled increased reflectivity and containment so that several exclusions could be prevented.

The breakdown of consultation sessions by category is as follows:

Number of children who were CLA	46
Number of children who were PLAC	10
Number of Children who were CWSW	5

Feedback continues to be very positive, for example:



“I felt really comfortable talking to Eleanor. I felt valued in my role as a teacher and she listened to what I was saying about knowing the child. It felt like we were on an equal level and she was constantly asking what I thought. I didn't feel that Eleanor was dictating strategies to me, but rather giving me suggestions and then discussing what I thought and if they would work for the child. It was really beneficial and I have new strategies to try.”

“Non-judgemental. Reassurance that we are on the right track. Useful strategies to try. Good CPD for members of staff working with the child.”

4.0 Smashlife

Smashlife deliver mentoring sessions to our students, they also delivered at a whole service event to give key messages around inclusion as care-experienced practitioners. They are supporting our Jazprentices project with supporting our young people in the group with some woodlands activities to support trust building and confidence.

4.1 Bloomin' Lovely

This social, emotional and mental health intervention is provided by a Horticultural Therapist. Five young people have been supported in 33 sessions which develop sensory and therapeutic experiences, their feedback includes:

‘this is the best thing ever to play with’ -referring to compost

I feel really calm now that I'm doing this' -planting herbs

‘I like it when you come because I can do things I don't get to do anywhere else’

‘this is the best thing to play with ever!’ (another child mixing nuts and seeds with lard for fat balls).

A goals-based approach to measuring progress is used and some of the targets included achievement in the following areas. Goals Reached:

- Identify own emotions and the impact that they have on others
- Develop self-regulation strategies to reduce the number of emotional hijacks
- Identify times when YP has shown resilience and reflect on these with adults
- Promote positive interactions with new trusted adult
- Develop self-confidence, independence and self esteem
- Develop positive coping strategies
- Give YP transferable skills and experience towards employment goals.
- Encourage YP to share things about himself to a trusted adult.



Case Study:

B is a 12-year-old boy who had recently been taken into residential care, previous to which he had been in foster care. There were concerns around his cognition and learning as well as his lack of confidence in himself and his abilities. Upon meeting B, I found him to be a very social child with plenty of enthusiasm. I was asked to work on 3 goals - build self-esteem, improve emotional wellbeing, and give him transferable skills and experience towards his employment goals.

Over the 10-week programme, we co-developed a small garden together. The garden we created was inside the Year 7 break area where students sat or walked by whilst we worked. B received endless kind comments from students and teachers about the garden plot as we developed it. He seemed to enjoy the attention and appeared very proud of his garden. When asked what he was doing, he would reply 'we are creating a garden to make the school look better'.

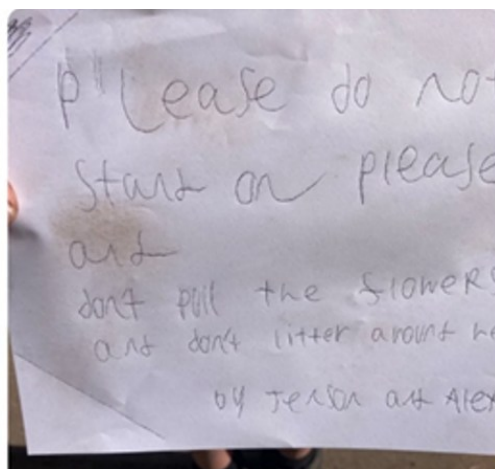
B took it upon himself to nurture his garden outside of programme time, investing time in watering his plants, adding decoration to the willow obelisk and adding signs to warn others not to stand on the plants. He also persuaded other members of staff to help him keep the garden watered during school holidays and support him to maintain the garden in term time.

Throughout the programme B had his own ideas of how to develop his garden and what we would like to put in it. We were able to give life to his ideas and, as much as possible, allowed him to see these ideas to fruition. He often changed his mind when things went wrong and would go on to develop a new idea to make things work. He would often ask teachers random questions or show them something as they walk by to get their attention for a while, seeking reassurance.

When undertaking sensory activities using soil, water, clay or soft petals, B would comment on how nice it was to feel them and spend some time in silence enjoying the sensations. When touching petals, he referred to them as 'the nicest things in the world' and when burying his hands in compost, he said 'this is the best thing ever to play with'.

B expressed an interest in becoming a gardener when he is older, like his dad. He was keen to learn new skills through the programme, and when taught new skills he wanted to master them.

We discussed possible routes into gardening and what qualifications he might need to achieve this goal. B was a joy to work with, and there was a notable difference in his confidence over the 10-weeks we worked together. He smiled and laughed a lot more towards the end sessions, and showed pride in his gardening and nature-craft work.



Other examples of children's work can be seen here:



This child didn't want to engage to start with but then made a bug house with stairs and a bed

Daisy wrote on her planter 'Love you. Where all of your dreams come true. Love Daisy.'



4.2 Lifeshed

This is a personalised mentoring service for children and young people. Interventions were delivered to 13 young people this year. An Emotional Regulation Mentoring Programme approach is used to set specific small step targets and measure progress from baseline to the end of the intervention.

Some examples of impact are:

'When I'm here, in the water, my anxiety is at zero' – M

'Life Shed is good...I enjoy learning to cook and feel calmer when going back to school... I feel more capable with confrontation in the classroom.. I feel much more calm after spending time at Life Shed and feel like I don't get as triggered by other people at school or the teachers.' - C

4.3

The Virtual School has used PP+ and other Grants to develop a comprehensive training offer:

SVS have rolled out

- **Theory and Practice of Nurture Groups to 49 schools so they can open their own accredited nurture hub/room/intervention**
- **Boxall Profile Tool training to 117 practitioners**

The Nurture Schools Summary of Findings 2024 highlights the positive impact of Nurture training across seven primary schools, focusing on improvements in pupil attendance, behaviour and attainment. Most schools used Boxall profiling to identify children for Nurture provision, targeting those struggling in mainstream settings. Staff wellbeing improved, with teams feeling better equipped to manage behaviour and recognising the importance of consistency and a whole-school approach. Nurture rooms were described as calm and purposeful, featuring supportive environments and resources like weighted blankets and zones of regulation. Parental involvement was strong, with families reporting better communication and positive changes at home.

Behaviour management saw notable improvements, including reduced exclusions and behaviour logs, and children were described as happier and more ready to learn. While data on curriculum development and transitions back to mainstream was limited, schools acknowledged the need to balance nurture and mainstream provision and shared examples of reintegration toolkits.

Overall, the report emphasises that children with significant needs are making progress and remaining in school, though it notes that meaningful impact requires time and ongoing evaluation. Next steps are tailored to individual schools, with no common themes identified for future actions



One school commented that:

“If children had been in mainstream class, then they wouldn’t be here. Children with significant need are making progress. The impact of this work has been that children with high needs have been able to stay in our school.”



Shropshire Virtual School and Coleham Primary had a visit from Claire Wilson at NURTUREUK yesterday. Claire was able to be in the nurture classroom to see the fantastic work being undertaken to support children within this project, including previously looked-after and looked after children.

Shropshire Virtual School (SVS) are working closely with many schools across Shropshire to support with training opportunities in Nurture which has a graduated approach from personalised assessment with the Boxall Profile tool to support with Whole School culture. SVS have showcased the impact of this project across regional areas, including the East Midlands and continue to promote inclusive approaches for our children and young people.

Case Study

PP+ was used to support M in year 3 with Nurture provision 4 times a week. She has started to develop more positive relationships with adults, working and playing alongside others with almost no incidents. This is a stark change from when SVS visited her in year 2 as she was very disengaged, showing hypervigilant behaviours and not connecting with learning activities. She has now achieved her 2s and 10 multiplication tables in Frog Club, has improved her handwriting and is developing a more positive sense of self as indicated on the Boxall Profile outcomes in the Developmental profile with a shift from 70 to 101 (from high level difficulty in red to now being on the cusp of amber)



Next Steps are for further impact data to be collected from schools in the next phase of roll out and delivering a Nurture Network event for Nurture practitioners in November.

4.4 Shropshire Virtual School starts a two year journey towards achieving the NNSP accreditation, this is National Nurturing School Status in alliance with NurtureUK. It is a graduated approach using evidence-based approaches to tackle social, emotional & mental health challenges and improve outcomes in attainment, attendance, well-being and behaviour. It is an opportunity for young people to co-produce how the VS develops and for us to develop our work with partners/stakeholders in line with the six nurture principles.

4.5 Shropshire Virtual School ensure there is a robust training offer for parents and carers, this can be found here [Training for parents and carers | Shropshire Council](#). PEP training is now rolled out as a multi-agency approach and develops carers understanding of how to promote their child’s education.



Other topics include

- promoting higher education
- using a coaching approach
- supporting transitions and destinations planning into post 16 and beyond
- emotion coaching
- solution focused approaches

Case Study

The “Emotion Coaching for Parents and Carers” training session held in June 2025 received highly positive feedback from all participants, who either strongly agreed or agreed that the session was useful, with most selecting “strongly agree”. Attendees reported that they gained a better understanding of child emotions and the importance of validation, as well as practical strategies for using emotion coaching both during and after emotional incidents. They highlighted the value of using a shared emotional language to foster understanding and expressed a shift from a reactive to a more empathetic and understanding approach with children. Additional comments described the course and tutor as excellent, enjoyable, and informative, with participants stating their intention to apply what they had learned in their roles.

4.6 The Post 16 PP+ Grant is to improve the outcomes of Looked After young people in Key Stage 5. The terms and conditions outline how it must be spent on well-evidenced interventions by supporting our young people towards achieving their full potential, particularly in reference to **attainment, attendance and retention**. The DFE specifies that the Grant should be spent in line with achieving duties outlined in the Guidance [Promoting the education of looked-after and previously looked-after children - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/promoting-the-education-of-looked-after-and-previously-looked-after-children) and that an effective spend should enable the young people to have sustained involvement in education, employment or training.

Our Post 16 PP+ offer can be found here [Key stage five | Shropshire Council](#) and includes personalised mentoring, a SLA with Shropshire Educational Psychology team, the Pathway project for tuition, training and care experienced speaker events (see photo on right), celebration event, the STREAM re-engagement programme for UASYP and an EASO post to support with PEP completion and quality.

Plans for 25-26 include consultation with KS5 providers to explore their views around developing a training offer from SVS.

Pupil Voice and Participation

4.7 The Virtual School play an integral role in the Impact Board and the Participation Strategy.



Young people from our School Council represented Shropshire at the West Midlands Virtual School Conference and led an experiential activity plus facilitated discussions with delegates (see photo). E said that they had enjoyed “everything!” about being part of our School Council - and this event - and that they had made new friends and built relationships.



One of our young people also spoke very successfully at the recent SVS Network to Senior Leaders across Shropshire. She was able to explain the aims of the Virtual School Council and what they would like to achieve – these being to improve services for young people, get their voices heard and discuss opinions.

She was also able to say that Shropshire looked after young people had made decisions about what sort of celebration event and participation activities they would like - and are currently developing the SVS website to be more young-person friendly

4.8 Our children and young people formed their own panel to interview candidates for posts in Shropshire Virtual School. They designed their own questions and scored candidates - and their feedback was included in the decision making process. They conducted themselves very well and gave this feedback about their experience:

- *“What I enjoyed most about being involved in the interviews is that I get to have a say in who is the best candidate for the job role, as after all they will be working with people around my age so it feels good to have a say.”*
- *“I’ve found the interviews really fun because it’s interesting to meet new people and learn about their experiences and interests. I also enjoy that it will help me get further in life, by giving me new skills my peers don’t have.”*

4.9 In 2024-25 our young people presented at Corporate Parenting Board and also to Cabinet on issues they find important.

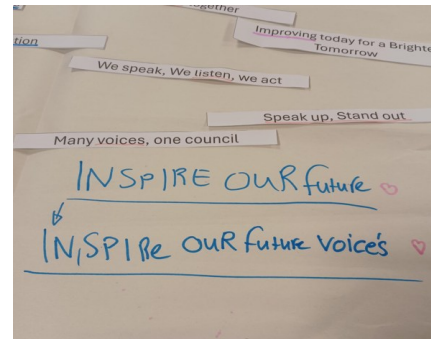


5.0 It is now our responsibility to develop the Children in Care Council for Shropshire and support our young people to influence design and delivery of services as well as report to the Corporate Parenting Board.



During the summer children and young people took part in workshops to create their own name and logo with support from an artist. They voted on their preferred logo and have chosen the following as their CIC Council name and logo:

VOICES OF TOMORROW
Young people, Tomorrow’s voices,
TODAY





The next steps are to build on their understanding of Corporate Parenting in preparation for a 'take-over' of the Board

5.1 SVS contributed to the Care Leavers and Key Stage 5 Celebration Festival in the summer break. It was excellent to see our young people, a number of whom are UASYP, come together for food, drink and music.

5.2 Cultural capital opportunities are very important for our children. Shropshire VS work closely with the Regional VS Heads group to create a variety of opportunities through the year. [About The Arts Programme | WMVS Children In Care Foundation \(wmvscicfoundation.org.uk\)](#) – for example our students took part in

5.3 'Jaz-prentices' has been launched! This is an innovative new programme for our young people to step into the spotlight and harness the power of their voice. This group will be meeting regularly through the academic year taking part in a suite of coaching activities culminating in delivery of Roadshows to secondary school staff teams. The first session took place in July and our young people are meeting together again in September. This



is a national first and a proposal for delivery at the NAVSH Conference in March 2026 has been submitted.

5.4 Participation activities are on offer routinely and support our school team to get to know our children and develop a sense of belonging with our Virtual School as well as promote achievements, aspirations and progression. These have included visits to the theatre, exotic zoo, alpaca farm, boxing/fitness course with awards, outdoor education, composing and performing a song and online competitions to name a few.

There were a variety of activities for our children and young people in the summer holidays including paddleboarding and forest school for various age phases.



Previously Looked-After Children (PLAC) and Children with a Social Worker (CWSW)

5.5

The VS have continued to work with Together for Children across the region, collaborating closely with our partners in Stoke, Staffs and Telford & Wrekin.

There is a dedicated EASO linked to PLAC and for Children with a Social Worker - and advice is routinely given to parents, schools and practitioners. At the Designated Teacher Networks, the VS delivered specific input on guidance and the support / advice offer available for schools. The End of Year summary indicated the following advice and guidance was sought

	PLAC	Kinship	CWSW	Totals
Total number of referrals	91	7	34	132
Referral from school	23	2	5	30
Referral from parent/carer	18	1	1	20
Referral from SW	31	3	19	53
Other	19	1	9	29

Themes	PLAC	Kinship	CWSW	Totals
Attendance	5	0	18	23
Attainment & Progress	0	0	0	0
EHCP	12	1	3	16
Inclusion	25	0	6	31
PP+/Funding	6	1	0	7
SEND	19	0	1	20
Other	22	5	8	35

5.6 Shropshire Virtual School continues to be part of the Regional Network group for CWSW and presented at the Conference for WM Virtual Schools on this subject.

5.7 Our Working Together pilot has developed into a multi-disciplinary approach to swift resolution and priority oversight for children with a safeguarding vulnerability without suitable education. The DFE recorded a video of the SVS Head Teacher sharing this approach and it has been included in their Toolkit for Schools.

5.8 Progress on our Hearts and Minds Project is very positive, this is a project where data on CIN and CP is used to offer an enhanced training opportunity to a selection of schools, this is based on:



- becoming an attachment and trauma responsive (whole) school
- Emotion Coaching (whole) school
- Emotion Coaching Train the Trainer accreditation (which supports further training roll out across county)
- A bespoke element with an inclusion focus



Shropshire Virtual School has made a difference to children and young people through Training for partners, for example:

- ✓ trained over 20 Schools leaders and 25 LA practitioners from across Shropshire LA to become Emotion Coaching Trainers with the focus of the trainers delivering Emotion Coaching to whole schools.
- ✓ Three Secondary Academies and one Primary school revising their behaviour policy to prioritise a relational approach and strategies

Secondary Case Study



A key part of the transformation of one secondary academy has been a shift in Mindset with the motto **“Stay Curious not Furious”**

Among parents, 89% have stated that the school has improved in the last 12 months.

Student metrics have also improved dramatically: **suspensions and permanent exclusions have dropped to zero**, and **attendance has risen from 86.8% in 2023/24 to 91.4% in 2024/25**. The number of days lost to absence has also fallen sharply.

5.9

Concerns continue around national attendance and inclusion statistics for Children with a Social Worker. However, in Shropshire our **outcomes are excellent with lower absence than national** and all LAs cited below. Shropshire also shows **lower overall absence and persistent absence** compared to national averages, especially for CIN.

LA	Overall absence percentage CIN 31st March 2022	Overall absence percentage CIN 31st March 2023	Overall absence percentage CIN 31st March 2024	Overall absence percentage CPP 31st March 2022	Overall absence percentage CPP 31st March 2023	Overall absence percentage CPP 31st March 2024
Shropshire	14.20%	13.90%	13.8%	14.90%	17.30%	19.8%
Herefordshire	19.40%	20.10%	20.4%	25.70%	17%	21.5%
Devon	19.70%	20.30%	23.1%	17.90%	23.60%	24.6%
Dorset	18.70%	22.20%	23.4%	19.90%	23%	23.6%
National	16.40%	16.40%	17.8%	19.50%	21.70%	22.3%

LA	Persistent absence percentage CIN 31st March 2022	Persistent absence percentage CIN 31st March 2023	Persistent absence percentage CIN 31st March 2024	Persistent absence percentage CPP 31st March 2022	Persistent absence percentage CPP 31st March 2023	Persistent absence percentage CPP 31st March 2024
Shropshire	41.10%	39.60%	37.1%	41.70%	52.70%	51.4%
Herefordshire	58.50%	57.30%	50.4%	65.80%	53.80%	55.8%
Devon	55.90%	53%	54.9%	51.50%	62.40%	61.4%
Dorset	52.30%	57%	55.2%	53.40%	63.40%	54.5%
National	48.50%	44.40%	47.9%	56.20%	57.5	57.5%

<https://explore-education-statistics.service.gov.uk/data-tables/outcomes-for-children-in-need-including-children-looked-after-by-local-authorities-in-england/2023?subjectId=7344bd3a-2cc4-4b62-85d0-08dc5d2e18da>



The VS have worked closely with the Insight Team to help develop the Power BI tool for CWSW attendance data that will give enhanced information to support improve strategic planning. CPP absence in Shropshire has risen from 14.9% (2022) to 19.8% (2024) so that will be a focus for 2025-26

6.0 SVS has made strong progress across several key areas. The extended duties practitioners in the team are now called '**Connect**' and they take a lead on new initiatives, including the development of our website which is due to go live in November. Our PLAC development work with Oak Meadow Primary school is supporting parent sessions to develop resources and training offers.

6.1 The Virtual School has delivered an **Emotion Coaching** workshop and a session on Understanding the Virtual School at the recent Social Care Practice Week. Additional training for Social Workers takes place through the year, for example regarding PEPs as well as joint delivery with the Education Access Service on Attendance. Training for Social Care practitioners can be found here [autumn-2025-social-care.pdf](#) These aim to support the knowledge and understanding of Social Workers on educational topics so there is an integrated approach towards securing best outcomes.

6.2 **Designated Safeguarding Lead Supervision Project:** Shropshire Virtual School has developed a Safeguarding Supervision Pilot running from May 2025 to July 2026. It supports 17 schools and provides individual and group supervision sessions to DSLs.

Initial audits revealed that most supervisees felt reasonably well-trained and confident in their safeguarding roles, though some highlighted areas for growth in resilience and reflective practice. Only one supervisee had previously experienced formal supervision, and most were uncertain about what to expect but hoped for a safe space to discuss cases, decision-making, and emotional challenges.

Feedback from the pilot's first sessions has been overwhelmingly positive. Supervisees have appreciated:

- ✓ the opportunity to share their experiences and emotions in a supportive environment,
- ✓ saying they had become more relaxed and open as sessions progressed.
- ✓ support with regard to the emotional toll of safeguarding work, with high numbers of cases involving neglect, parental mental health, and domestic violence.
- ✓ the chance to reflect on their work-life balance and recognised the benefits of strong school-parent relationships, particularly where Early Help was in place.

6.3

A selection of compliments for Shropshire Virtual School from 2024-25

"Best dedicated and hard-working Virtual school Team I have ever worked with – my kids have all benefited from your dedication... Working alongside your team, I know that every single child I have worked with has been in good hands with you, and that all have and will achieve their educational goals."

Pam Williams-White, Social Worker

"Engaging with Hearts and Minds has, for our school, been the best decision that we could have made from an emotional wellbeing and pastoral care point of view – both for children and staff. Being able to audit our current provision without worry of any judgement or critique from the Virtual School has been hugely beneficial, and, as a result, we have been able to access a multitude of training and resources... Our staff are more confident, our young people are more able to implement taught strategies, and our families feel better supported. Wellbeing has improved and behaviour is more effectively managed across school: children, staff and parents feel listened to and understood. Hearts and Minds really has been revolutionary in terms of impact for our whole school ethos and approach to supporting young people at our school. The Virtual School



team provide continual support, challenge and a listening ear, all in equal measures. Being part of the Hearts and Minds Project has been exactly what our school needed, at exactly the right time. We are **so** looking forward to the next phase(s) and to seeing the continued impact that it will bring for our young people.”

Claire Killick, Head Teacher Broseley C of E Primary School

“The training we have received and the advice given by the Virtual School has had a massive impact on our school community. We have a high number of children with a social worker at our Academy and we are proud that our staff have the skills to implement an attachment and trauma informed approach to supporting our most vulnerable learners to thrive.”

Mel Wright, Asst Principal holy Trinity C of E Primary School

“Just to say how moving and inspirational I found Jaz's presentation this afternoon. Thanks so much for organising. It was a terrific event. A headteacher colleague who I was sat next to and have known for a long time commented on how much the Virtual School has been transformed under your watch. 😊”

John Rowe, Governor of SVS and Head of Education Quality & Safeguarding

“I have, once again, loved working so closely with you all. Your support, expertise and passion makes all the difference in these young people's futures.”

Sarah Longhurst, Asst Head and SENDCo Mary Webb School

“I've been teaching for 30 years at the end of this term and without any question, the (Hearts & Minds) project has been, and continues to be, the most valuable and worthwhile piece of work I've ever been involved in. It has also had the most positive impact of any project/CPD that I've personally been involved with previously, both for the children and the adults in our school community... This old dog has indeed learnt some new tricks. I feel invigorated again when I walk into school and deal daily with the many challenges we all face in education and when I try and support some (our) young people...It has the potential to impact not only on Children Looked-After and Previous CLA and Children with a Social Worker, but also for all learners within the wider school context as well as staff well-being, leadership, and learning.”

Andy Parkhurst, Deputy Lakelands Academy

“It has been a great support to the school and KJ to have you and VS involved in his education and care. I firmly believe that without your support to the school we would not be in such a positive place. I have very much appreciated having you at the end of a phone or Teams listening, understanding and being so proactive. KJ now has a more positive future ahead of him and we will continue to support him and his family as best we can. Please pass on my thanks to the VS team who have contributed to this great care and support.”

Head Teacher at Ludlow Primary School



Summary of Priorities from the School Development Plan for 2023-25

There was good progress on the actions in the School Development Plan.

We did:

- further develop the voice of our young people – eg School Council will present at Designated Teacher Networks, Corporate Parenting Board and regional events.
- develop our Emotion Coaching Trainer group and roll out the training across more Shropshire schools.
- increase the number of schools in the SVS Hearts & Minds Project, supporting more schools to be attachment and trauma responsive earning the Bronze ARC Award as well as in other aspects of inclusion eg relational practice.
- further develop robust tracking of SVS data using the Power Bi Dashboard data, including for KS5 PEP reporting
- develop our new Kinship Offer – and roll out our enhanced training offer for parents/carers.
- support schools in the transition to using the DFE portal for Attendance data and introduce new integrated processes around supporting CIN, CP and CLA with access to education - including new escalation processes.
- aim to improve attainment outcomes including in Maths for the end of KS2, sustain improvements for the end of KS4, focus on improving Early Years and KS1 outcomes in GLD and for Phonics.
- train the VS team in precision teaching in Literacy and Numeracy with the support of the EP Service and implement our new learning at home strategy.
- work collaboratively with partners on minimising the time CLA are not on roll at a school and continuing to focus on preventing exclusions/suspensions.
- Undertake a revision on forecasted numbers of CLA and consider staffing to meet business need, including in line with the changed role of the VS Head.
- develop effective use of the social emotional and mental health scales in our PEP in relation to supporting positive mental health of our Shropshire Children in Care
- further progress our work experience offer in the family business and develop employability projects
- progress discussions with HR re the Protected Characteristic for CLA/CLs and how this development needs to fit with Shropshire Council's Recruitment Policy
- continue working jointly with Enable and the Care Leavers Team on a possible apprenticeship opportunity in the Café at the Guildhall
- play an integral part in developing the trauma informed workplace in Shropshire Council.

These actions are not yet completed and will be built into the next development plan

- refresh the SVS Attendance Policy
- roll out Precision Teaching in schools
- use the Audit undertaken to develop robust integrated working and ensure education is a priority area in Child in Need and Child Protection Plans.
- develop a programme in KS3 for children as part of a pathway to university programme.



School Development Plan 2025-27

A new two-year School Development Plan has been created for 2025-27 and will include the following ambitions. We will:

- be ambitious in our development of the Hearts & Minds project and supporting schools/trusts with Belonging strategies
- collect impact data for our Nurture project and use EP advice to enhance how we measure impact of such projects
- further develop tools and resources to support home learning, especially in literacy and numeracy
- Roll out Precision Teaching in schools to support literacy and numeracy
- improve our KS5 PEP with views from birth parent & carers - and enhance it for those young people who are employed/in apprenticeships
- improve the quality of our NEET and UASYP PEPs
- start working towards achieving the NNSP accreditation (National Nurturing Schools Programme) and be one of the few Virtual Schools nationally to achieve this
- increase participation opportunities in KS5, including a focus on employability and independence skills.
- Fully roll out STREAM to reduce NEET for UASYP and look to include an adapted programme which supports citizen NEET in 26-27
- enhance opportunities for KS5 students with an EHCP who need an EET programme
- develop our links with post 16 providers and expand the training offer for them
- explore ways of encouraging our students into engagement with pathway to university programmes
- develop the use of Power BI tools to support reporting and strategic decision making
- work with partners to develop robust integrated working and ensure education is a priority area in Child in Need and Child Protection Plans.
- Roll out the Inclusive Attendance conference and programme in collaboration with EAS to support pilot schools achieving Bronze accreditation.
- refresh the SVS Attendance Policy for CLA. Focus on improving secondary attendance outcomes, the rate of progress in primary school attendance and reducing leave of absence in term time
- work with our partners in EAS on revising the Reduced Timetable policy, also to reduce the length of Reduced Timetables for CLA
- work with our partners in EAS and SEND to create a new EBSA pathway for Shropshire
- evolve the Working Together approach to support strategic practice and granular support for children with a social worker, support risk reduction and increase access to suitable education

Report by Jo Kelly, Head Teacher, Shropshire Virtual School

Date:



APPENDIX

Shropshire Virtual School



Jo Kelly
Head of Virtual School and
Access to Education



Lindsay Armstrong
Deputy Head



Jo Betts
Deputy Head



Amy Foulger
Lead Education Officer



Louise Exton
Lead Education Officer



Samantha Childe
Senior EASO



Claire Wright
EASO



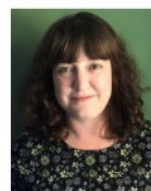
Gemma Trestain-Miles
EASO



Heather Hobman
EASO



Holly Morris
EASO



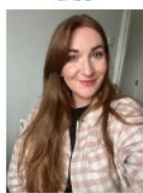
Katherine E Jones
EASO



Leni Findlay
EASO



Lisa Wildgoose
EASO



Alexandra Wheeler
EASO



Lydia Williams
EASO (maternity leave)



Marg Humphreys
EASO



Sophie Bishton
EASO



Suzie Rawson
EASO



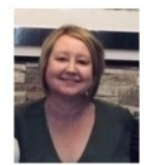
Ruby Angel
EASO



Emine Buckley
UASYP Project Officer



Kerri Jones
Participation Support Officer



Paula Edwards
Business Co-ordinator



Amy Gallagher
Administrator

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