

Appendix 1 – Progress update on recommendations from the Young Inspectors Report 2024[The Young Inspectors Report 2024](#) was titled ‘The Big Ambition – Virtual School for children looked after and previously looked after’ and was considered by the [Children, Schools and Families Scrutiny in January 2025](#).

Feedback summary from the Virtual School provided in December 2025

Recommendation	What have we done?	Evidence	Next steps
1. To improve young people’s engagement in making their education plan and attendance at Personal Education Planning meetings - by social worker discussing Personal Education Plans prior to the meeting and providing support through the Personal Education Planning process	<p>Most children and young people are actively engaged in their Personal Education Planning. They either attend or they share their views outside of the meeting.</p> <p>Training for school staff and social workers highlights the importance of the children and young people’s views.</p> <p>A child/young person’s Personal Education Plan is not considered complete (Green) if their views are not included. Children/young people’s plans are monitored via the quality assurance process to ensure that views are consistently included.</p>	Ofsted feedback: “Camden has high expectations for the quality and completion of Personal Education Plans which consistently capture the voice of the child. (Inspection of Camden local authority children’s services, March 2025)	<p>Further support for social workers to prepare children and young people for the Personal Education Planning meetings.</p> <p>Add a question in respect of this to the quality assurance process.</p>
2. All professionals, including foster carers, agree to use language that enables each	For unaccompanied asylum-seeking children entering care there is a requirement that their first Personal Education Plan is	There is a high Personal Education Plan attendance rate amongst unaccompanied asylum-	To include an audit of the full recommendation before March 2026

<p>young person to engage in their Personal Education Planning meetings - not using acronyms and ensuring that an interpreter is available where necessary. This includes the use of accessible language in written reports.</p>	<p>held with the help of an interpreter. This is to ensure they get the best chance to understand the education system as well as the corporate parenting roles of the professionals.</p>	<p>seeking children entering the system.</p>	<p>In the meantime, to stress this as a requirement in all training provided.</p>
<p>3. Professionals, where possible, to attend Personal Education Plan meetings in person. The key people are: the teacher that the young person would like to attend, their social worker, foster carer/carer, their Designated Teacher and when appropriate, a representative of the Virtual School.</p>	<p>In person meetings are few. Most professionals continue to operate predominantly online.</p> <p>Travel times make it difficult at times when children are not at school in Camden.</p> <p>Unfortunately, professionals are sometimes 'on the move' - especially carers. Online meetings are preferred for reasons of convenience and accessibility.</p> <p>Sometimes schools request in person meetings, but it is not something that is usually asked for.</p> <p>For children 16+, as the majority of the young people are in care</p>	<p>Less than 5% of Personal Education Plans take place in person.</p> <p>We know that some children want their meetings to be in person, but some don't.</p> <p>We don't know whether in person meetings are achieved for those who do want it to be so.</p>	<p>An audit of in person attendance at Person Education Planning meetings will take place by March 2026 to look at whether children/young people's expectations of in person were met.</p> <p>A drive on ascertaining the wishes of children and young people in respect of in person attendance at the beginning of each term when preparations are being made. We know that some children want it to be in person, and some don't.</p>

	<p>pathways, the care placement keyworkers are often unable to leave their duties to attend a strictly in person Personal Education Plan meeting, so there are many hybrid meetings where the young person joins in person within the college setting and other professionals can join in person or online.</p>		
<p>4. Virtual School to deliver training programme for foster carers to ensure that they are confident to navigate the education system and provide support for young people. Virtual School to collaborate with Family, Friends and Fostering service to ensure the training is advertised and promoted to foster carers.</p>	<p>There are informal training opportunities when virtual school staff attend Personal Education Planning meetings e.g. focusing on the direct link between attendance at school and good outcomes for children.</p> <p>Virtual School members have attended coffee/tea mornings. An opportunity for foster carers to share knowledge, queries and troubleshoot any areas of concern. This is also an opportunity for virtual school staff to update, provide key learnings in relation to the young people in their care.</p> <p>The Head of the Virtual School took part in a whole fostering</p>	<p>Engagement activities have taken place, and initial actions have been implemented.</p>	<p>Virtual School members have increased their involvement with the fostering service as well as with the kinship care service.</p> <p>3 virtual school staff are now rotating members of the fostering panel.</p> <p>1 virtual school member of staff is a member of the Kinship Panel.</p> <p>Training recommendations will be picked up from these forums and incorporated into a new plan for 2026 devised in partnership with the new training manager. Virtual school training offer to be visible in communications.</p>

	service training event with all Camden foster carers earlier in 2025.		
<p>5. Virtual School education leads to provide more intensive preparation time and additional support with young people and education providers at these key transition points to support choices: year 6 to 7, year 8 to 9 and year 11 into year 12 - post 16.</p>	<p>There are established practices in place supporting children and young people's transitions at each transition phase. Much of this work sits within the professional network as transition planning is undertaken within schools:</p> <p>Advice and support in respect of access to Early Years funding for 2-year-olds as needed.</p> <p>Guidance on Reception Readiness is shared with social workers as appropriate</p> <p>Transition panels are held to ensure multi-agency oversight at key points.</p> <p>In the transition from Year 11 to Year 12, the Virtual School's Post 16 Inclusion worker starts working with more vulnerable Year 11 students in July, making home visits to begin the preparation for them starting</p>	<p>It is evident that children and young people looked after sometimes require many opportunities to receive support and reassurance around their transitions. That they want clearer explanations to understand their options in terms of apprenticeships, training and higher education.</p>	<p>The Virtual School to produce child friendly guidance in respect of what transition points can mean for Camden children looked after.</p> <p>The Virtual School is sourcing a venue for a classroom set up to provide sessions to groups of children looked after and care leavers on different themes related to education, training and employment. These sessions will include the theme of transitions.</p> <p>The Virtual School will draw more on the expertise of colleagues in Connexions, Inclusive Economy and STEAM (Science, Technology, Engineering, Arts, and Mathematics) to bring support directly to young people.</p>

	Year 12 in the following September. Also meeting with the network so they have a point of contact from the September start of term.		
6. The Virtual School to co-design resources with young people and Personal Advisors about higher education and degree apprenticeships that can be accessed by social workers and Personal Advisors to support young people with further education choices.	<p>The Head Start into Higher Education Programme provides information on Higher Education and Degree Apprenticeships directly to Personal Advisors.</p> <p>This year, Camden Virtual School partnered with Roehampton University and Virtual School across London Boroughs to offer tailored information sessions for Personal Advisors, Foster Carers, Social Workers, and any adult professional working with Care Experienced Young People.</p> <p>For children at 16+, a partnership has been formed with Camden Trailblazers, a programme supporting care-experienced young people aged 17–25 through 1:1 tailored guidance into education, training, or employment, so that those young people who are in Years 12 and 13 who are at</p>	<p>Data collected by the Education Navigator shows an increase in demand for tailored Personal Statement and Higher Education Pathway Support from 2024 to 2025.</p> <p>The Education Navigator has promoted events co-created with Roehampton University and London Virtual Schools and facilitated the attendance of young people and their supporting adults.</p> <p>Trailblazers is responsive and is committed to helping more of our young people.</p>	<ul style="list-style-type: none"> - Creation of resources and/or signposting document/ FAQs in partnership with the Virtual School, Care Experience service, and the Connexions Team. - Explore adding these resources to the Local Offer or Pocket PA which is an easy-to-use app that helps Camden's care experienced young people access information and advice. - Explore hosting a training event online and in person or through team meetings with Personal Advisors. - Consult with young people regarding the formatting and content of these resources. - Consult with professionals regarding the formatting

	least 17 years old, are referred to a paid traineeship of their choosing once identified.		and content of these resources.
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