

**Virtual School Headteacher's
Annual Report
2025/26**



**Eva Tabaton
Virtual School Headteacher
September 2026**



Jamie's Farm July '26 (10 of our children aged 10 –12 years old)

‘Ensuring our children
and young adults **thrive**’

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UASC Summer Camp St John's Ambulance First Aid Training (August '26)

PURPOSE OF THE REPORT

This report celebrates the achievements of children in our care while recognising the challenges and barriers that can influence their educational journeys. It highlights their educational outcomes and accomplishments during the 2025/26 academic year, showcasing both their successes and the support provided by the Virtual School to help them access the very best opportunities.

Our Virtual School team remains committed to ensuring that every child in our care receives a high-quality educational experience that enables them to realise their full potential and achieve positive outcomes in adulthood. We also advocate for schools to place the needs of our most vulnerable learners at the heart of their provision, ensuring they are given every opportunity to succeed. This commitment goes beyond providing equal access to education; it focuses on securing equitable outcomes for all.

In addition, this report outlines the Virtual School's wider responsibilities in promoting awareness, advice, and guidance for previously looked after children, those in Kinship care, care leavers, children and young people known to Social Care and those open to the Youth Justice Service.

HEAD TEACHER'S FOREWORD

We are proud to champion an extraordinary group of children and young people with care experience. While many have faced significant challenges and adversity, they continue to inspire us with their resilience, courage, and determination. Each child brings unique strengths, talents, and aspirations, and with the right support, encouragement, and opportunities, they can achieve remarkable things. Their stories are not defined by their past experiences, but by their potential, their achievements, and the bright futures they are building.

At Royal Greenwich, we believe that every child deserves to be seen, heard, valued, and empowered to succeed. Our Virtual School, alongside Social Care colleagues and partners across Children's Services, schools, health services, and the wider community, is united by a shared commitment to helping children in our care thrive. Together, we are the village that stands beside them, championing their ambitions, removing barriers, and creating opportunities. By working collectively and holding high aspirations for every child, we can ensure they not only reach their potential but exceed it, growing into confident, successful, and fulfilled adults.

Quote from a Foster carer about the support received from our Education Officer:

‘He has done amazingly well and has achieved “greater depth” in Reading, Writing and Maths! We are so proud of him. The support provided by the virtual school made a real difference, so thank you!’

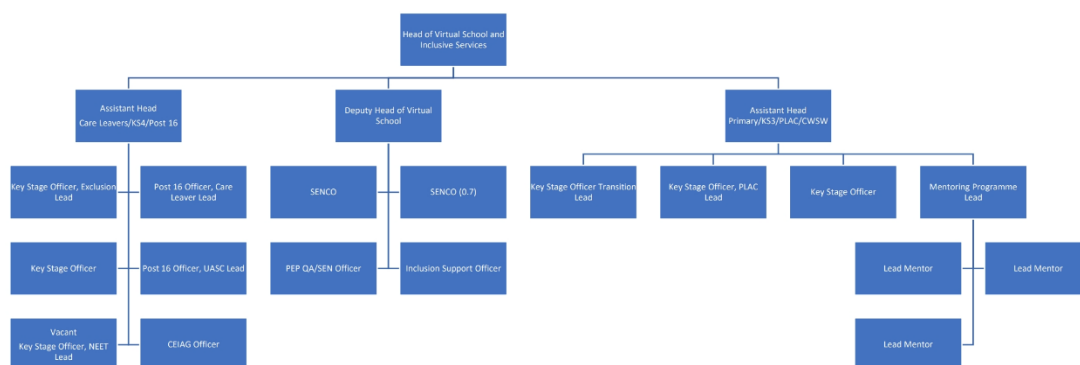
This year we have spent some wonderful time with our children including an annual visit to Jamie’s Farm, Chessington theme park, visiting the theatre to see Wicked, participating in the mini marathon and engaging in a Summer School camp for some of our children.

At the end of this year I stepped down as Co-Chair of the PAN London Virtual School Heads network after two busy years. I hope to have more time to devote to our Virtual School and continue to work with the team to develop the best provision for our children more locally.

Eva Tabaton: Virtual School Headteacher

VIRTUAL SCHOOL STRUCTURE

Royal Greenwich Virtual School for Looked After Children



Key stage/Post 16 Education Officers

Each officer is responsible for a designated year group, supporting children and young people throughout the academic year to address learning gaps and promote their emotional wellbeing. They monitor progress, coordinate targeted support, and quality assure education and transition planning. Officers also work closely with schools, designated teachers, social workers, carers, and governors, providing advice, advocacy, and constructive challenge to ensure the best possible educational outcomes for children in care.

SEN (special educational needs) and PEP Officers

We have two SEN specialist Officers and SEN assistant to support children with specific learning needs. Over half of our children have a recognised special need so having staff with this focus and specialism enables a more tailored level of support. We also have a colleague who oversees the quality assurance of personal education plans (PEPs) and supports training social care colleagues and schools to compile these documents to a good or better standard.

CEIAG Officer

Through the targeted Careers Education Information, Advice and Guidance Service, we have an officer who supports our children of statutory school age with support for planning their careers. In addition to this, the Virtual School has recruited a careers practitioner who works directly in our team and is dedicated to working with our Post 18 young adults and Careers Services to provide a more robust and continued offer for careers advice and guidance.

Educational Psychology Service (EPS)

The Virtual School continues to access support from the EPS through qualified EPs and EP trainees. The use of this service has been developed to meet the ever-changing needs of children in our care and maximise any gaps in identifying any additional needs they may have. Their support and expertise are used in a number of ways including consultations, assessments and solution circles. In addition to supporting us with consultation sessions and delivery of training to a range of professionals, EPs are involved in a number of projects supporting some of our most vulnerable children in care providing us with invaluable observations and assessments.

Inclusion Officers

The Virtual School has access to officers based in our Inclusion Service to support children who live locally and may be struggling with social and emotional needs. Our Education Officers can make referrals to support our children and young people needing more regular provision and input from an adult with experience of supporting children in an educational environment. The diversity in the Inclusion Service means referrals can be selected on a basis of the needs of the young person. Our officers work flexibly, undertaking home visits and attending review meetings to feedback their input and suggestions to further support our children.

OUR EXTENDED DUTIES



Virtual Schools have had the statutory responsibility to undertake the corporate parent role for children in our care since 2014. This includes being the educational advocate, ensuring they promote the best educational outcomes for children and young people. This also involves having direct input in some of our children's lives and working with other professionals to overcome the barriers to learning that our children and young people may experience. Key features of the Virtual School are to contribute to increasing the educational performance of children in our care by:

- Raising attainment and accelerating progress for children in care across all key stages.
- Improving school attendance and reducing exclusions.
- Improving the quality of Personal Education Plans (PEPs).
- Providing and supporting a range of opportunities to widen horizons, raise achievement and ensure all young people are in education, employment or training.

Since 2018, the Virtual School's remit has expanded beyond supporting children in care to include providing advice and guidance for previously looked after children, post-16 young people in care, and care leavers. In 2019, this was further extended to include children known to social care, following the Children in Need Review, which highlighted that these children often experience poorer educational outcomes than their peers. More recently, the Virtual School has been given responsibility for supporting children living in kinship care arrangements. Many of these children face similar educational and social challenges to those in care but have historically had limited access to targeted funding and support. In recognition of this, the Department for Education has provided local authorities with grant funding to help fulfil these new duties. Looking ahead, proposals within the Children's Wellbeing and Schools Bill suggest that the Virtual School's extended cohorts may become a statutory responsibility from September 2027.

Children with a Social Worker (CWSW)

The Children with a Social Worker (CWSW) function is well established within the Royal Borough of Greenwich Children's Services offer and is led by a senior leader who has held responsibility for this area for four academic years. Whilst the associated statutory duties have been delayed nationally until September 2027, this work is already embedded within service delivery.

Improving the identification and tracking of CWSW remains a priority, with ongoing challenges relating to pupil identifiers impacting data quality. Most casework now originates through Social Care referrals, reflecting strong integration across services and established referral pathways.

The service provides both direct casework and strategic support to schools. Working closely with the Inclusion Service, we support children experiencing suspension, exclusion, medical needs, missing education, elective home education and other barriers to learning. The Assistant Headteacher also contributes to the weekly Cause for Concern Panel, ensuring educational considerations inform multi-agency decision-making.

In addition, we deliver a comprehensive programme of training and support to schools focused on trauma-responsive practice. This includes the continued use of Virtual Reality Trauma Headsets, whole-school training on trauma-informed approaches, identity and belonging, and work to promote 'discovery brain' over 'defensive brain'. Support has been delivered across primary, secondary and post-16 settings.

The Virtual School continues to play an active role in a range of multi-agency panels, including the Fair Access Panel (FAP) and MACE Risk Management Panel, helping to ensure that the needs of vulnerable children remain central to planning and intervention.

During 2024-25, the Virtual School began its journey towards becoming a NurtureUK Accredited Nurturing School. This has shaped the team's professional development programme over the last two academic years, including the introduction of the Boxall Profile as a diagnostic assessment tool.

During 2025-26, the team supported schools to complete more than 70 Boxall Profile assessments, strengthening the identification of social, emotional and developmental needs and informing targeted interventions. The final accreditation review was completed in December 2025, with evidence submitted during 2026. This work further strengthens the Virtual School's commitment to nurturing, relational and trauma-informed practice across the education system.

Previously Looked After Children (PLAC) and Kinship Care

The Virtual School provides information, advice and guidance to adopters, Special Guardians, and Kinship Carers, signposting families to relevant services and offering support where challenges arise. We also promote and deliver training to schools on accessing and effectively deploying Previously Looked After Children (PLAC) funding. Where appropriate, we attend multi-agency and school meetings to advocate for and ensure the needs of this cohort are met.

This year, the Virtual School has responded to referrals emerging from the Royal Borough of Greenwich's Cause for Concern meetings, providing targeted support to children and young people across all age groups. We also contribute information, advice and guidance to Primary and Secondary Fair Access Panels in support of the borough's wider inclusion agenda.

Where cross-borough working is required, we collaborate with partner local authorities to promote consistent expectations and support for children who are adopted, subject to Special Guardianship Orders, or living in kinship care arrangements.

This area of work will continue to expand as local authorities implement their broader responsibilities in relation to kinship care. Over the past year, the PLAC Officer and Assistant Headteacher have worked closely with senior social care leaders responsible for kinship services, while also developing training resources to strengthen carers' knowledge and skills.

The Virtual School supports schools to identify and engage families of adopted children and those subject to Special Guardianship Orders, encouraging registration so that appropriate support can be accessed. This work has previously led to a steady increase in identified children, although numbers now appear to have stabilised.

However, data from the Kinship charity suggests that the number of children living in kinship care arrangements within the Royal Borough of Greenwich exceeds the 156 currently recorded by the Virtual School. The discrepancy may reflect variations in data collection processes, limited awareness of children's legal status, or reluctance among carers to disclose their circumstances. To address this, we have delivered PLAC training to Designated Teachers and school administrative staff, raising awareness of the needs of this cohort and reinforcing the importance of effective identification and registration processes. We have also informed schools that, from September 2026, they will be required to identify and record children in kinship care through the school census. Since 2022, the average number of children recorded as PLAC has ranged between 218 and 247 in our local authority.

Youth Justice Service

The YJS Education Officer is now fully embedded as part of the Virtual School. This includes holding the on remand cases- children remanded into LA care but living in a youth offenders institution. They also support the not in care cohort of statutory school age and post 16 children open to our Youth Justice Service. This shift into VS responsibility was a key focus for this year and has been confirmed as part of the wider reorganisation of the VS and Inclusion services. Having our Virtual school as advocates for children known to YJS is our commitment as a local authority to be corporate parents for all children and with a focus on those with additional vulnerabilities. This has led to greater partnership working and established relationships between education provisions, services and YJS therefore improving the outcomes for the cohort. It also brings to light some of the poor outcomes for children in care and known to YJS.

The YJS Education Officer is now completing prevention and diversion work with young people in schools found to be in possession of weapons or displaying sexualised behaviour, through targeted intervention to reduce permanent exclusions. He is also, as of September 2026, delivering Virtual Reality sessions for vulnerable young people at risk of exploitation or knife crime. This is an immersive experience where children wear headsets where they are able to make decisions in real life scenarios and then 'live' through the consequences.

Schools have continued to be supported by YJS Education Officer in completing risk assessments to reduce missed learning and exclusions. This has also resulted in schools building a better understanding of how to approach managing risk within education settings and exploring alternative ways of keeping children in school.

Last year we set up for Education Psychology (EP) hours to be embedded into the service which has led to more children being assessed and at a quicker rate than previous years. A strong working relationship has also been established between YJS and the EP Service. This relationship has continued to grow.

Carer Leavers

This academic year, the Virtual School has achieved significant progress in strengthening support for post-16 learners. A key priority has been reducing the number of young people who are Not in Education, Employment or Training (NEET), particularly among care leavers, following the expanded responsibilities outlined in the revised Virtual School guidance.

While the Virtual School already benefited from an established and highly effective Careers Adviser supporting the wider cohort, increasing demand and the enhanced focus on care leavers highlighted the need for additional capacity. As a result, post-16 funding was used to recruit a dedicated Careers Adviser to focus specifically on post-16 learners and care leavers. This investment has proved highly successful, leading to the post-holder securing a permanent position within the Virtual School team.

Our Post-16 Officers regularly attend Care Leaver Personal Adviser (PA) team meetings, providing advice, guidance and challenge to support positive education, employment and training outcomes. The team also responds directly to enquiries from care leavers and works closely with PAs to support young people in accessing or re-engaging with education, employment and training opportunities.

Looking ahead, we are exploring partnerships with local employers to strengthen their role as corporate parents and create additional opportunities for care leavers. We are also developing wider participation initiatives, including events, visits and enrichment opportunities, to raise aspirations, broaden horizons and support successful transitions into adulthood.

Unaccompanied Asylum Seeker (UAS) CHILDREN

The Virtual School currently supports around 35 unaccompanied asylum-seeking children (UASC) in care and is committed to securing educational placements that meet their individual needs, including, where possible, placing young people alongside peers from similar cultural or national backgrounds. A dedicated UASC Officer provides specialist oversight of this cohort, ensuring that on entry into care all ESOL learners receive an initial Personal Education Plan (PEP) and tailored ESOL resources, while also signposting them to community-based support such as additional tuition, English communication clubs, volunteering opportunities and enrichment activities. The UASC Officer works closely with social workers, keyworkers and educational settings to identify appropriate provision, arrange mentoring or counselling where required, and ensure that young people's views are captured through interpreter-supported PEP meetings. A comprehensive directory of support services has been developed, including charities, extracurricular programmes, holiday activities, theatre visits and cross-borough networking opportunities, enabling coordinated and responsive support. Strong partnership working with the UASC Safeguarding Team ensures continuity of education and care with no gaps in provision. The impact of this approach is reflected in young people's positive engagement, including participation in a tri-borough sports day in Eltham in July 2026, the achievement of 12 accredited St John Ambulance First Aid certificates, and four young people commencing volunteering roles at a local hospital through Volunteering Greenwich. Feedback from 10 young people confirms that they feel happy, safe and valued, and enjoy the wide range of opportunities provided through the Royal Borough of Greenwich Virtual School. Upcoming priorities include regular PEP reviews, participation in the Virtual School Awards, and continued celebration of young people's achievements and progression.



South-East UASC Sports Day (July '26)

KEY STRENGTHS

This section of the report provides a summary of the Virtual School key highlights:

- We have a total of **twenty-five** care leavers currently at university over a three-year period with four potentially planning to start in October 2026.
- The Virtual School has worked with schools to ensure there are no permanent exclusions of any of our children in care and minimise any suspensions or missed periods of schools absence.
- The Virtual School got the opportunity to enter the London Marathon. **Eleven** children competed on the day and Royal Greenwich had the highest number of entries from all the London virtual schools.
- Personalised Educational Plans (PEPs) have improved in quality for CiOC, with over 90% graded as green or better. This ensures better records of our children's progress and educational journey.
- Bespoke commissioned services work with our children struggling to attend school to support engaging them in positive activities and return to education, employment or training.

- Over **110** children in our care have been nominated by social workers, schools and Virtual School staff for our Children Achievement Awards which will be celebrated in October 2026, this is a 25% increase from last year.
- Our third year of running a Summer programme at Hawksmoor Youth Hub, for the UASC cohort. This was specifically aimed for the ages 16-19 years old. Our young adults successfully completed an accredited First Aid training on one of the days.
- Two of our children were nominated and received a Shining Star Award for their achievements celebrated at London Inner Temple Hall in July 2026, both being recognised for their achievements.
- Members of our team took part in our now annual school journey. We undertook two residential. One in September '25 with a group of Pos6 16 young adults and second trip in July '26 with ten KS4 children to Jamie's farm.

Challenges

- Finding suitable education for our KS4 children who are currently disengaged in education.
- Finding suitable education for children with EHCPs who have moved out the borough and relying on other LA's to consult with schools who will agree to meet their need.



UASC Refugee Week, Aug' 2026

CONTEXTUAL DATA

As the Virtual School, we continuously adapt our approach to meet the evolving needs of children and young people, while responding to the priorities of Children's Services and the unique demographic profile of the Royal Borough of Greenwich. Home to approximately

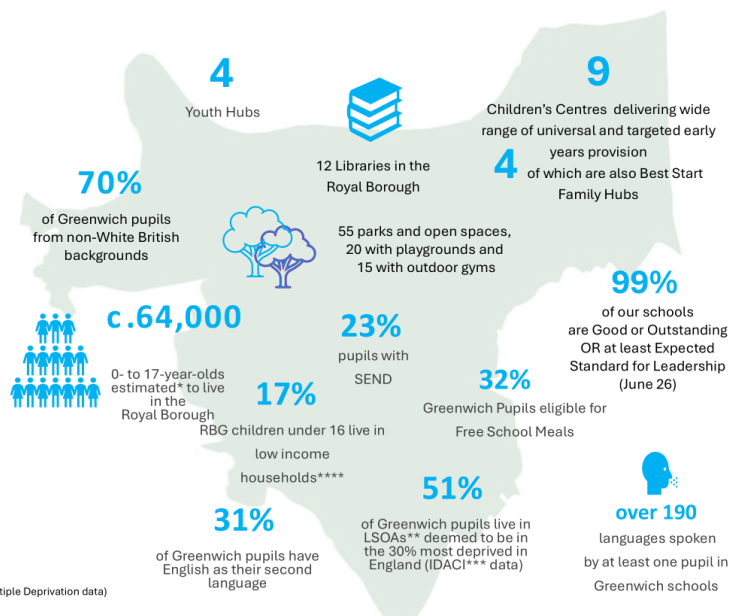
298,000 residents, including 22% aged 0-17, the borough experiences significant socio-economic variation, with 38% of households earning below £25,000 and child poverty rates ranging from one in four children in some areas to one in ten in others. Just under a third of RBG children are eligible to Free School Meals. These inequalities highlight the importance of delivering targeted, responsive, and inclusive support tailored to local need.

GREENWICH CONTEXT

The Royal Borough of Greenwich is one of the largest of the 33 London boroughs, with an area of 4,733 hectares, and 13 kilometres of Thames river frontage.

The borough has a rich heritage set in its maritime and military past, largely associated with the river and more recently as an industrial centre at the Royal Arsenal.

Like most London boroughs, Royal Greenwich is not a homogenous borough and there is significant variation in affluence across the borough and between wards.



Listening, Aspiring, Involving, Empowering : Promoting children's lived experience

Over the past four years, the population of children in care has remained consistently between 450 and 500, with notable growth in both the statutory school-age cohort and post-16 and 18-25 age groups. While Greenwich's care rate remains below the national average, it continues to exceed the London average. Increasingly, children are entering care later in childhood and with more complex and often unmet needs, including histories of educational disengagement and exclusion risk. This has contributed to growing demand for specialist educational provision. Currently, 32% of statutory school-age children have an EHCP and a further 19% receive SEND Support, meaning that approximately half of the cohort have identified special educational needs.

Meeting the educational needs of children with complex profiles remains a key priority. The limited availability of suitable specialist provision can affect both educational and placement stability; however, the Virtual School remains committed to securing the most appropriate educational setting for every child. This is supported by enhanced quality assurance processes and increased engagement with specialist providers prior to placement decisions. As of July 2026, the service supported approximately 1,410 children and young people up to the age of 25. Many experience multiple transitions and short-term care episodes, requiring intensive support to promote stability, minimise disruption, and sustain positive educational outcomes.

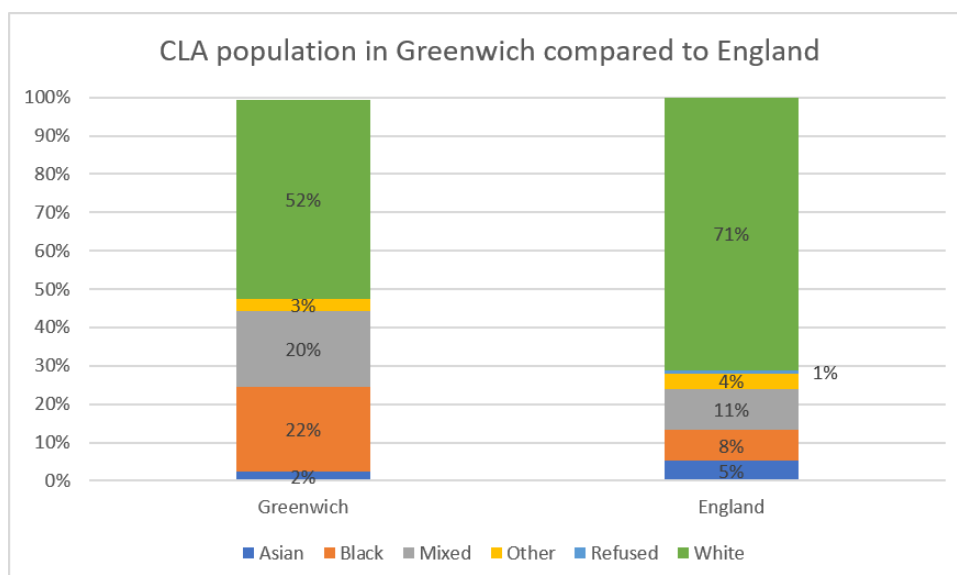


Portraits of Virtual School by our FunWork Club children Oct' 2025

Children in our care by ethnicity

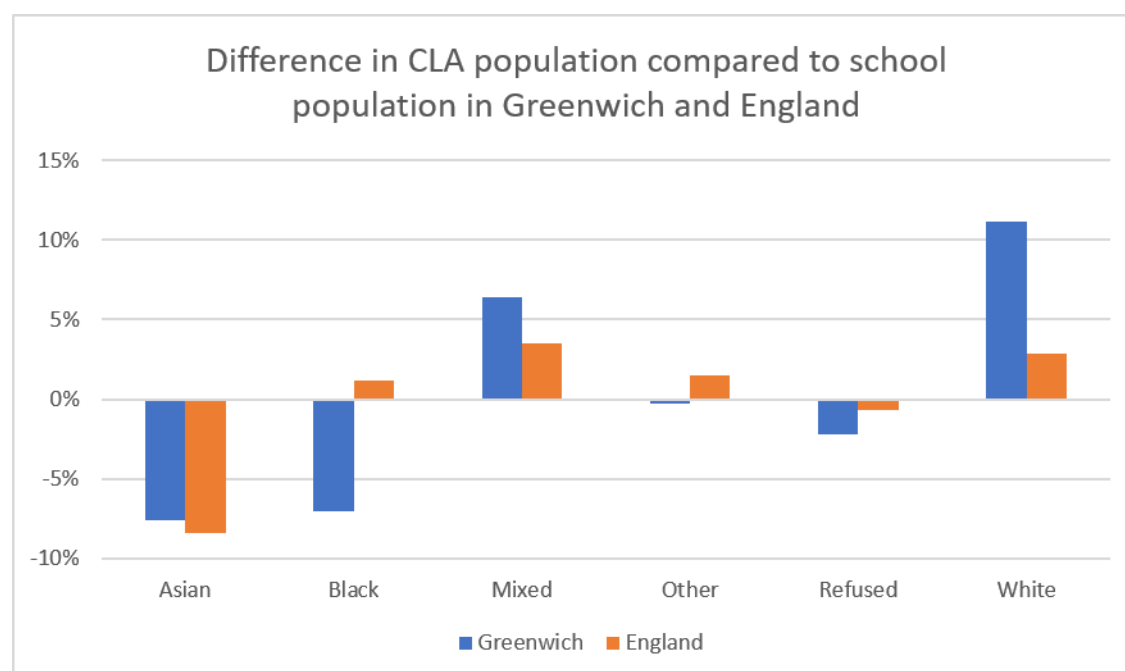
The ethnic profile of Greenwich's children in care reflects the diversity of the borough and differs significantly from the national picture. While White children remain the largest ethnic group, representing 52% of the cohort, this is considerably lower than the national figure of 71%. Black children account for 22% of the Greenwich cohort, compared with 8% nationally, while children of Mixed heritage represent 20%, compared with 11% nationally. These differences highlight the importance of ensuring that services remain culturally responsive and that outcomes are monitored closely across all ethnic groups. The Virtual School continues to promote equity of opportunity, challenge disproportionality where identified, and ensure that educational support is tailored to meet the diverse needs of our children and young people.

Chart 1a – Percentage of children in care – from DfE Statutory return (2025 latest available)



Many of the demographic differences between Royal Greenwich and England care population is due to the overall different populations. When comparing the difference in care populations compared to school populations, as evidenced the Black group is much more underrepresented in care in Royal Greenwich compared to England and the White group being overrepresented. Shown in Chart 1b below:

Chart 1b – Difference in care population compared to school population in Greenwich and England



Number of years in care

Table 2 highlights a growing number of children and young people who have remained in care for over ten years since 2023/24. Although this presents ongoing demands on placement sufficiency, it also indicates that many children are benefiting from stable and enduring care

arrangements. Strong evidence suggests that children who experience greater stability and continuity in care are more likely to achieve positive educational outcomes, reinforcing the value of maintaining long-term, supportive placements.

Table 2 – Length of time in our care

All CiOC - No. of years in Care	2023/24		2024/25		2025/26	
	No.	%	No.	%	No.	%
0-2 years	283	31%	288	28%	266	26%
3-5 years	191	21%	193	19%	182	18%
6-9 years	251	27%	286	28%	294	29%
10+ years	199	22%	256	25%	316	31%
Total in cohort	924	100%	1023	100%	1058	100%

Location of placements

As illustrated in the table below, just under half of our children and young adults in care are placed within the Royal Borough of Greenwich, a proportion that has increased significantly over the past two years. This reflects the success of local sufficiency initiatives, including increased foster carer recruitment and the opening of a Royal Borough of Greenwich children's home, enabling more children to remain close to their communities, schools, and support networks.

Where out-of-borough placements are required, Kent accommodates the largest number of children outside Greenwich, followed by Bexley and Lewisham, with a small number placed further afield to meet specialist or complex needs. In these cases, commissioning and social care teams work closely to secure the most appropriate provision, while maintaining regular oversight and support.

Children placed locally generally benefit from improved access to services and greater educational and placement stability. However, we are committed to ensuring an equitable offer of support for all children, regardless of where they live.

The table below shows the locations of our statutory school-age children during 2025/26, including those who experienced short-term care episodes before returning home, reflecting both the dynamic nature of care arrangements and the ongoing need to support vulnerable children and families.

Table 3 – Which local authority our children in care reside

Home borough 2025/26	N. CiOC	% CiOC
Greenwich	201	45%
Kent	91	20%
Bexley	31	7%

Lewisham	17	4%
Croydon	12	3%
Newham	6	1%
Bromley	6	1%
Others (Below 5)	83	19%

Number of placements

The table below demonstrates that the majority of children and young people in our care experience either no placement moves or only one to two moves during the academic year, reflecting the stability of our care arrangements and the effectiveness of placement matching. Placement stability remains a key strength, supporting positive educational engagement, wellbeing, and outcomes.

Where a placement move is necessary, professionals work collaboratively with the child, carer, school, and wider support network to plan and manage the transition effectively, minimising disruption and maintaining continuity of support.

It is particularly encouraging that the number of children experiencing between three and five placement moves has reduced compared with the previous year. This improvement reflects our continued focus on promoting stability and securing sustainable placements that meet children's individual needs.

Table 4 – Number of placement moves since coming into our care

All pupils - N. Placements	2021/22		2022/23		2023/24		2024/25		2025/26	
	No.	%	No.	%	No.	%	No.	%	No.	%
No Placements	635	75%	392	44%	474	54%	541	61%	619	70%
1-2 Placements	189	22%	451	51%	417	47%	453	51%	417	47%
3-5 Placements	19	2%	39	4%	41	5%	33	4%	30	3%
6-9 Placements	4	0%	0	0%	2	0%	0	0%	3	0%
10+ Placements	0	0%	0	0%	0	0%	0	0%	0	0%
Total in cohort	847	100%	882	100%	934	100%	1027	100%	1069	100%

ATTAINMENT & PROGRESS

Our Education Officers work closely with schools, social care colleagues and carers to monitor the progress of every child in care through termly Personal Education Plan (PEP) reviews. These reviews provide a collaborative opportunity to celebrate strengths, identify and address any barriers to learning, set clear educational targets and allocate

additional funding where required. While many children make good progress once entering care, outcomes do not always mirror those of their peers due to prior educational disruption, adverse life experiences and additional needs. Encouragingly, we are seeing an increasing number of care-experienced young people progressing to higher education later in life or successfully completing functional skills qualifications. Although educational pathways may differ from those of their peers, our ambition remains to ensure every child and young person is supported to achieve their potential in their own time.

The table below shows the 2026 primary outcomes show a generally positive picture for children in care, particularly at Key Stage 2. Performance improved across most measures compared with previous years, with 62.5% achieving the expected standard in Reading, Writing and Maths combined, well above the national average for children looked after. Reading, Writing and Maths outcomes were all strong, and there was a noticeable increase in pupils achieving the higher standard. Year 1 phonics results also remained positive at 80%, broadly in line with national outcomes for all pupils. While EYFS outcomes were lower this year, the cohort was small and results should be viewed with caution. Overall, the data suggests that many children in care are making good progress and achieving strong outcomes by the end of primary school.

Table 5 – Attainment of Primary Phase Children in our Care CioC

Primary Phase Attainment Statistical Cohort	Greenwich 2024	Greenwich 2025	Greenwich 2026	2026 Eng CLA	2026 Eng All pupils
EYFSP N. Pupils	12	3	12	-	-
EYFSP GLD	58.3%	66.7%	25.0%	43%	72.3%
Yr 1 Phonics N. Pupils	7	6	15	-	-
Yr 1 Phonics Screening Check	71.4%	83.3%	80.0%	61%	82%
KS2 N. Pupils	15	7	24	-	-
KS2 RWM Exp+	40.0%	28.6%	62.5%	35%	63%
KS2 RWM High	0.0%	0.0%	4.2%	2%	9%
KS2 Reading Exp+	53.3%	71.4%	70.8%	51%	75%
KS2 Reading High	20.0%	0.0%	29.2%	13%	31%
KS2 Writing Exp+	46.7%	57.1%	66.7%	46%	73%
KS2 Writing GDS	0.0%	0.0%	20.8%	4%	13%
KS2 Maths Exp+	66.7%	42.9%	66.7%	49%	75%
KS2 Maths GDS	20.0%	0.0%	16.7%	9%	27%

Progression from Reception to Year 1

Two children achieved a Good Level of Development (GLD), representing 15.4% of the cohort. The majority of children (84.6%) were working below age-related expectations at the end of the Early Years Foundation Stage. The cohort presents with a high level of additional need, with 23% of children holding an Education, Health and Care Plan (EHCP), 65% receiving SEN

Support, and one child entering care during the final weeks of the academic year. These factors provide important context when considering attainment outcomes.

Early Years Case study

JW entered care in October 2025 alongside two siblings. Following an initial placement, it became clear that JW required a more specialised level of support to meet his educational and emotional needs. To provide stability, JW remained in his existing school while a suitable long-term foster placement was identified.

The Virtual School worked closely with social care, foster carers and education providers to ensure continuity of education during this period. Recognising the impact of previous disruption and low prior attendance, additional support was put in place, including funding for teaching assistant support and transport to school. Once a permanent foster placement had been secured, the Virtual School coordinated a comprehensive transition plan involving both the current and receiving schools, social care and the foster carer to support a smooth move.

Although JW initially settled well into his new school, some challenges emerged as he adjusted to the new environment. A multi-agency meeting was quickly convened to review support arrangements and agree next steps. The Virtual School subsequently funded an Educational Psychologist assessment and continued teaching assistant support to help the school meet JW's needs and maintain his full-time education.

This case highlights the importance of coordinated multi-agency working, timely intervention and personalised support in helping children in care access and sustain successful education placements.

Year 1 phonics screening

There are 11 children in the Year 1 cohort this year. Three children did not complete the Phonics Screening Check: two were disapplied due to their identified SEND needs, and one entered care after the assessment had taken place. A further child was absent on the day of the screening.

Of the eight children who completed the screening, five achieved the expected standard, resulting in a pass rate of 62.5%. Of the three children who did not meet the threshold, one entered care part way through the academic year following a period of poor attendance. A second child, who has an EHCP, has received targeted phonics support and will continue to receive intervention before retaking the assessment next year. The third child has also benefited from extensive school-based support; however, progress has been slower than anticipated. An Educational Psychologist observation is planned for the autumn term to further inform future support.

While cohort numbers remain small, schools have worked proactively to provide targeted interventions and support, ensuring that children receive the assistance needed to develop their early literacy skills and maximise future outcomes.

Year 2 SATs

Attainment outcomes for this cohort continue to be influenced by significant educational disruption prior to children entering care. Of the 13 children in the cohort, nine did not achieve the expected standard in reading and 11 did not achieve the expected standard in writing and mathematics. Five children entered care during the academic year, many following periods of poor attendance and interrupted education, which has impacted their attainment.

Despite these challenges, several children are working just below age-related expectations and are expected to make accelerated progress during Key Stage 2. Schools have implemented targeted interventions, with additional specialist assessments and support being secured where required. Children with more complex SEND needs, including those with EHCPs, continue to receive tailored provision to support progress from their individual starting points. The Virtual School remains committed to working closely with schools to monitor progress and ensure appropriate support is in place to improve outcomes.

Year 6 SATs

Greenwich CIOC have 68% of the cohort that achieved the standard for Reading, Writing and Maths in the SATs. Despite being lower than the national average percentage for Key Stage 2 results, the majority of the cohort have achieved standard or above, and this figure has increased in Writing and Maths, which is up from the 56% achieved by last year's cohort. The total combined score for Key Stage 2 results this year is now 59%. This is a sharp increase from last year's result which was 44%. The results show that Reading, Writing and Maths were the combined strongest subjects for the cohort based on percentages. If we break results down further, with 6 young people achieving greater depth in Reading, it shows that Reading is the individual subject that this cohort is strongest in. Although the averages in all areas are lower than the national average, Greenwich CIOCs have improved upon their results in Writing and Maths from last academic year, up from 56%. There was also a much smaller cohort last year where only 9 young people sat the exams, compared to this year's 22.

Year 11

KS4 Outcomes 2026	N. Pupils	% Pupils
N. Pupils	56	100%
No Results	17	30%

4+ Eng	11	20%
4+ Maths	8	14%
4+ Eng & Maths	4	7%
5+ Eng	5	9%
5+ Maths	4	7%
5+ Eng & Maths	3	5%
5 or more 9-1 pass	18	32%

Table 6 – GCSE English and maths for children in our care

At the end of July 2026, there were 56 young people in the Year 11 cohort, of whom 27 had an Education, Health and Care Plan (EHCP), representing a significantly high proportion of the cohort.

Despite the complexity of need within this group, a number of young people achieved strong outcomes. Five young people attained five or more GCSEs at grades 9-4, with four achieving grade 4 or above in both English and mathematics. A further six young people achieved a grade 4 or above in English but did not achieve the equivalent grade in mathematics. Overall, 20 young people attained five or more qualifications at grades 9-1.

Fifteen young people did not sit examinations for a range of reasons, including recent arrival in the country, health needs, custodial placements, significant SEND, or disengagement from education. Some young people are continuing their studies through resits or alternative pathways as part of their ongoing educational journey.

The cohort also completed a wide range of accredited qualifications beyond GCSEs, including BTEC, Functional Skills and ASDAN programmes, reflecting the diverse learning pathways available to support individual strengths and aspirations. Destination data is currently being collected and will provide a fuller picture of post-16 progression and participation.

Year 11 case Study

HH entered care in October 2023 and, at the start of Year 11, moved to a children's home closer to family. Having disengaged from her previous school placement, HH expressed a preference for a local, vocational pathway aligned to her interests.

Following the transfer of her EHCP to Greenwich, a vocational placement and additional English and Maths tuition were arranged. When this provision was unable to meet her needs, a new placement was secured at InToTo Education in February 2026. Through a flexible and personalised approach, including mentoring and speech and language support, HH

successfully re-engaged with education, completed her Year 11 examinations and is due to continue at InToTo for Post-16 study.

This case highlights the importance of tailored, multi-agency support in helping young people re-engage with learning and achieve successful educational outcomes.

Table 7 – Attainment of Secondary Phase Children in our Care (CioC)*

Secondary Phase Attainment Statistical Cohort	2022	2023	2023 Eng CioC	2023 Eng All pupils
KS4 N. Pupils	31	15	-	-
Average A8 Score	25.1	28.2	24.8	46.5
Average P8 Score	-0.97	-1.17	-1.07	0.00
Average English Attainment Score	5.9	6.6	5.5	9.9
Average Maths Attainment Score	4.8	6.1	5.1	9.1

**Data for this table would not be available until late in October.*



Jamie's Farm Trip our children searching for creatures July '26

FURTHER & HIGHER EDUCATION

Year 12

In total, over the course of the academic year, there have been 53 young people in care in Year 12. The NEET (not in education, employment or training) cohort at the end of the year was 9 young adults, which is 17% of this year group, a significant reduction from last year of 33%. Out of the 53 Year 12 cohort, 21% have an EHCP.

Table 8 – Destinations for Year 12 children 2025/26

Destination	No. Pupils
Apprenticeship /Traineeship	2
Returning to College/Sixth form	37

NEET	9
TBC – still unsure	2
Employment	0
Supported Internship	0
Tuition	0
Custody	3
Total	53

YEAR 12 Case study

GS experienced significant mental health challenges and spent much of Year 12 in hospital, limiting access to formal education. Despite this, GS remained committed to achieving GCSE qualifications and maintained high aspirations for the future. Throughout this period, the Virtual School provided ongoing support through termly PEP reviews, regular visits and ensuring access to art materials, which played an important role in promoting wellbeing and engagement. Following discharge, GS successfully re-engaged with education through daily tuition, rebuilding both confidence and academic skills. Recognising GS's ambition to return to a school environment, the Virtual School worked closely with GS to identify a provision capable of delivering both strong educational opportunities and the specialist support required. After visiting several settings, a suitable placement was secured, and three transition visits have been completed to support a successful start in September 2026. This case highlights the importance of sustained, personalised support in helping young people overcome barriers, re-engage with education and progress towards their goals.

Year 13

Over the academic year, 86 children and young people in care were in Year 13, reducing to 79 by the end of the year. This cohort followed a range of post-16 pathways, including A Levels, vocational qualifications and employment-focused programmes. A small number completed A Levels, with four young people securing university places. At year end, 36% of the cohort were not in education, employment or training (NEET), and these young people continue to receive targeted support through the Local Authority's care leaver offer to help them re-engage with education, employment or training opportunities.

This cohort included a significant number of ESOL learners (14), all of whom were enrolled at LSEC and successfully completed ESOL qualifications. Of these students, two achieved Level 1, ten achieved Level 2, and two achieved Level 3. These outcomes reflect the students' hard work, commitment and progress, with all learners now ready to move forward to the next stage of their educational journey. Particularly noteworthy is the achievement of two learners

who exceeded expectations by progressing beyond Level 2 and moving directly onto a Level 1 course, demonstrating exceptional rates of progress and a strong commitment to their learning.

Three of our young adults in care completed their A-Levels, all passing with strong A-level grades ranging between Grade A to Grade D, all being offered places at university, two of which got their first-choice university.

UASC Case Study

AA arrived in the UK with limited previous educational experience, significant language barriers and a history of trauma that had impacted both learning and wellbeing. Initially, assessment of attainment was challenging, and substantial support was required to help AA access education and settle into a new learning environment.

Despite these barriers, AA demonstrated a strong commitment to education and successfully engaged with college-based learning. Through targeted support, including regular PEP reviews, additional tuition, careers guidance, wellbeing interventions and enrichment opportunities, AA has developed confidence, resilience and a positive attitude towards learning.

AA has made excellent progress and embraced every opportunity available. With aspirations to pursue a career in medicine, AA consistently demonstrates determination, kindness and empathy. His commitment to education and personal development, combined with his ambition and resilience, make him an excellent example of a young person overcoming adversity and working towards a positive future.

Table 9 – Destinations for Year 13 children 2025/26

Destination	No. Pupils
Apprenticeship /Traineeship	5
Returning to College/Sixth form	27
NEET	27
TBC – still unsure	1
Employment	5
Supported Internship	0
University	3
Tuition	2
Custody	3

Total	79
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Table 10 – A level results

Qualification Type	N. Pupils	B	C	D	E	U
A level	3	1	4	1	1	1
Cumulative %		13%	63%	75%	88%	100%

Table 11– Apprenticeships, ESOL and functional skills

Qualification Type	N. Pupils	Pass
Apprenticeship	1	1
ESOL	14	14
Functional Skills	1	0
Level 1	5	4
Level 2	4	4
Level 3	4	4

YEAR 13 Case study

RR attended a specialist provision in Kent for the majority of his secondary education. Through determination and hard work, he achieved his Level 2 qualifications before successfully transitioning to a mainstream college to study a Level 3 Public Services course, achieving a Merit overall alongside passes in English and Maths.

Throughout his education, the Virtual School provided targeted support, including termly PEP reviews, additional tuition, transition planning, careers guidance, and funding through the Personal Education Allowance to support learning and enrichment opportunities. RR also received support through the Health and Wellbeing Fund and was recognised for his achievements through both the Virtual School Academic Achievement Award and the Shining Stars Award in 2024.

Although health considerations prevented RR from pursuing his original ambition of joining the Royal Navy, he has demonstrated resilience and adaptability by achieving a Civilian Instructor qualification with the Sea Cadets and taking on a leadership role supporting expeditions for young people. RR has also secured employment and has worked hard to overcome challenges, placing himself in a strong position for future career success.

Higher Education

We currently have 25 young people and care leavers attending university, studying at a range of institutions including Brighton, Greenwich, Queen Mary, Surrey and Nottingham. They are pursuing a diverse range of courses, including Pharmacy, Biochemistry, Criminology, Fashion, Business, Nursing and Architecture. These achievements demonstrate the aspirations, resilience and potential of our young people, many of whom progress to further and higher education despite the challenges they may have faced earlier in life.

Table 12 – Number of children in our care at university

Cohort	<i>Care leavers (1st year) Sep '26</i>	<i>Care leavers (2nd year)</i>	<i>Care leavers (3rd year)</i>	TOTAL
Number attending university	4	6	15	25

NEET

We have a dedicated NEET (Not in Education, Employment or Training) Officer within the Virtual School who provides targeted support to young people who are not currently engaged in education, employment or training. This is supported by a streamlined NEET PEP process and guidance for social workers to ensure barriers are identified, discussed and addressed effectively. Careers Advisers are involved in PEP meetings wherever possible, and regular meetings between the NEET Officer and Careers Adviser help coordinate support and progression planning.

To increase access to opportunities, a comprehensive NEET Opportunities Pack is regularly updated and shared with young people, carers and professionals. The NEET Officer also contributes to multi-agency planning through attendance at the monthly NEET Panel, strengthening collaboration across services including Social Care, DWP and GLLaB. Training is provided to social workers and personal advisers to support high-quality post-16 PEPs.

Recognising that every young person's circumstances are unique, support is tailored to individual needs and delivered through a coordinated multi-agency approach. Common barriers can include mental health needs, uncertainty around accommodation or placement stability, and delays in accessing specialist services. By working closely with young people and professionals, the Virtual School aims to reduce these barriers and support sustained engagement in education, employment or training.

Following on from a PAN London Event, there has now been a link with Partner Boroughs to meet and share ideas, good practice and discuss the barriers LA are faced with, if there are opportunities to share costs to fund innovative ideas then this will be looked into seriously. It is hoped that the meetings will be set up to implement consistency of helping the NEET cohorts in care as a whole. This has only just started but the benefits of making sure all opportunities are available will hopefully impact positively. The NEET officer also attends any events – Fayres, locally to verify offers and accessibility, looking at volunteering links and how to boost their CV.

SPECIAL EDUCATIONAL NEEDS

Key Stages 1- 4

There are 118 children have EHCPs at the end of July 2026. Children in care with EHCPs continue to present with a range of complex educational, social, emotional and mental health needs. Throughout the year, improved partnership working with SEND teams, strengthened internal processes and targeted interventions have supported better outcomes for many children and young people.

Successes

Collaboration with out-of-borough SEND teams has improved significantly, resulting in more timely access to education and support. Of the six Year 11 pupils with EHCPs who were out of education at the start of the academic year, five secured school placements through joint working with local authorities. Greenwich specialist schools have also continued to provide placements for children living outside the borough where suitable local provision has not yet been identified.

The Virtual School has strengthened its contribution to the EHCP process and continued to advocate for placements closer to children's homes, reducing travel times and improving access to local support services. SENCO quality assurance visits to residential schools have helped ensure that provision remains appropriate and responsive to children's needs.

Targeted enrichment and mentoring programmes have had a positive impact on wellbeing, confidence and engagement. The Girls Group and Jamie's Farm programme provided valuable opportunities for friendship-building, resilience and social development. Commissioned mentoring services have also been effective in supporting attendance, maintaining routines and helping young people remain engaged in education during periods of instability.

Barriers and Challenges

Attendance remains a significant challenge, particularly where children experience mental health difficulties, emotional school-based avoidance, prolonged illness, placement instability or periods of missing education. Re-engagement can be especially difficult for children who have been out of education for extended periods before entering care.

A shortage of specialist SEND school and college placements continues to affect timely access to education, both within and outside the borough. Delays in securing residential placements, adopting EHCPs, consulting with schools and progressing statutory processes can result in children remaining out of education for prolonged periods.

Post-16 transitions remain a key area of concern. Late placement changes, delays in funding decisions and moves from residential settings to semi-independent accommodation can disrupt educational planning and increase the risk of young people becoming NEET. In addition, limited alternative and low-level learning opportunities can make re-engagement more challenging for young people who have disengaged from education.

Overall, there have been notable improvements in SEND partnerships, educational advocacy and targeted support for children in care with EHCPs.

ATTENDANCE & INCLUSION

Attendance

Despite national attendance rates remaining below pre-pandemic levels, the overall attendance of children in care in Royal Greenwich remains consistent across the whole cohort at **89.8%**, although this represents a slight decrease from the previous year. Persistent absence has increased to 25.6%, up from 19.5% in 2024/25. Attendance is strongest among primary-aged children, averaging **96.4%**, followed by pupils in Key Stage 3 at **90.6%**.

Attendance challenges are most evident among some secondary-aged children and young people with complex and additional needs, particularly at Key Stage 4. For a small number of young people, factors such as social, emotional and mental health needs, difficulties engaging with education, and periods of exclusion can significantly affect school attendance and participation. These challenges often require intensive, coordinated support to help maintain educational engagement and positive outcomes.

In response, we continue to develop specialist services and outreach provision to support children who are struggling to attend school. This targeted approach has had a positive impact, helping some of our most vulnerable children remain engaged in learning and

reducing the risks associated with being out of education, including vulnerability to exploitation.

This year, the average attendance of children in care attending Royal Greenwich schools was lower than that of children placed in out-of-borough schools. This may reflect the needs of some children living in our in-borough children's homes, who often present with higher levels of complexity and additional needs that can affect both engagement and attendance. While attendance for children in care remains below that seen nationally and across London, it is important to recognise the significant barriers faced by many young people and the ongoing work being undertaken to improve engagement and ensure they receive the support needed to succeed.

Table 13 - Attendance % for children in our care across England, London and RBG

Absence	201819	202021	202122	202223	202324	202425
England	5.1%	9.1%	7.8%	8.3%	8.8%	9.0%
London	5.4%	9.0%	7.8%	9.0%	9.4%	10.0%
Greenwich	4.1%	7.3%	5.4%	8.7%	7.8%	6.2%

Table 14 - Persistent absence % for children in our care across England, London and RBG

Persistent Absence	201819	202021	202122	202223	202324	202425
England	12.1%	30.4%	19.1%	20.0%	20.8%	20.3%
London	13.1%	31.7%	20.1%	23.7%	22.6%	22.8%
Greenwich	8.1%	27.9%	14.4%	23.4%	15.3%	10.2%

Inclusion

As a Virtual School, we are committed to championing the educational inclusion and success of children and young people in our care. We work closely with schools and education providers to prevent exclusions wherever possible, ensuring that children remain engaged in education and receive the support they need to thrive. Although there has been an increase in suspensions this year, the Virtual School has provided extensive advice, challenge and intervention to minimise disruption to children's education and promote positive outcomes.

A key aspect of our role is advocating for children when suspensions or exclusions are being considered. We work collaboratively with schools to ensure decisions are proportionate, lawful and in the best interests of the child. This year, our intervention successfully prevented

three proposed exclusions, enabling those young people to remain in education and continue accessing support within their school communities.

To further strengthen practice, we have shared the latest Department for Education suspension and exclusion guidance with all schools and reinforced their responsibilities to notify both the child's social worker and the Virtual School when considering the suspension or exclusion of a child in care or a child known to social care. We have also developed supplementary guidance, available through the Virtual School website, to support schools in understanding their responsibilities and promoting inclusive approaches that reduce the risk of exclusion.

Our internal Welfare Call data shows that suspensions are most commonly associated with children and young people who have identified SEND needs (54%) or an EHCP (49%), highlighting the additional challenges some learners face in accessing and engaging successfully with education. Suspensions are most prevalent at Key Stages 3 and 4, accounting for 44% and 45% respectively, reflecting the increasing complexity of needs and developmental pressures experienced during secondary education.

We have also seen a widening difference between suspension rates in in-borough and out-of-borough schools, which may reflect the higher proportion of children with complex educational needs who are educated outside the borough. Consistent with national trends, disruptive behaviour remains the most common reason for suspension.

Despite these challenges, we continue to work proactively with schools to promote early intervention, trauma-informed approaches and personalised support. Through strong partnership working, our aim is to reduce exclusions, strengthen school engagement and improve outcomes for children and young people in our care.

PEPs, PUPIL PREMIUM & PEA

Personalised Education Plans (PEPs)

The Virtual School continues to maintain high standards in the completion and quality assurance of Personal Education Plans (PEPs), ensuring compliance with statutory requirements and promoting PEPs as effective, child-centred working documents. The continued use of electronic PEPs (ePEPs) has improved the quality, completion rates and consistency of information sharing, while also strengthening the voice of children and young people through bespoke forms and pupil contributions. Regular quality assurance activity, moderation exercises and ongoing support for schools and social workers have contributed to strong practice across the service.

PEP completion rates remained exceptionally high during 2025-26. A total of 796 of 798 statutory-age PEPs were completed, achieving a 99.7% completion rate, while Post-16 PEP completion reached 100%. Quality assurance outcomes were equally strong, with 91% of statutory-age PEPs and 92% of Post-16 PEPs rated Green. New-In-Care (NIC) PEP performance also remained positive, with 58% completed within 10 school days and 89% completed within 21 days, despite the additional complexities presented by some young people experiencing missing episodes, custody or safeguarding concerns. Monthly monitoring and reporting continue to provide robust oversight and support timely intervention where required.

Key challenges continue to relate to the timely completion of social care sections within ePEPs, inconsistent communication from some stakeholders, cancelled meetings, delays in uploading documents and occasional gaps in pupil voice and academic data. To address these issues, the service will continue to strengthen training opportunities for social workers and designated teachers, enhance quality assurance processes, improve data monitoring and maintain close oversight of PEP compliance.

Pupil Premium Plus (PPP)

The Virtual School Headteacher oversees the strategic allocation of Pupil Premium Plus (PPP) funding to ensure children in care receive targeted support that enhances educational outcomes and wellbeing. Funding is carefully allocated, monitored and audited throughout the financial year to maximise its impact, with the majority directed to schools through Personal Education Plans (PEPs) and specialist settings in line with Education, Health and Care Plans (EHCPs) and individual need.

PPP funding enables a wide range of tailored interventions, including additional tuition, mentoring, residential education provision and specialist support designed to improve engagement, address barriers to learning and promote academic success. Where appropriate, funding is also pooled to develop services that benefit groups of children, including educational psychology support, reintegration services and partnerships with specialist providers working with children who are at risk of exclusion, exploitation or disengagement from education.

The Virtual School works closely with schools to ensure PEP targets are aligned to evidence-based interventions and that funding is used effectively to accelerate progress. Recent reviews of spending have strengthened planning processes and introduced new funding categories to better reflect emerging needs. Over the past four years, quality assurance activity has demonstrated significant improvements in the quality of PEPs, including stronger target setting, greater ambition and a more effective focus on the voice of the child. These

developments, combined with improved use of PPP funding, have enhanced support across all age phases and enabled more children and young people to engage positively with education and achieve their potential.

Personalised Education Allowance (PEA)

The Personal Education Allowance (PEA) is a Royal Greenwich-funded resource designed to help children and young people achieve their educational goals and access opportunities that enrich their wider development. Children and young people up to the age of 16 can access an annual allocation of up to £500, enabling tailored support that reflects their individual needs, interests and aspirations.

Throughout the year, the funding has been invested in a diverse range of educational, enrichment and wellbeing opportunities, supporting the holistic development of our children and young people. This has included educational visits, extracurricular activities, sports programmes, IT equipment and sensory resources that promote engagement, physical health and emotional wellbeing. The fund has enabled participation in activities such as rugby, golf and gymnastics, with one young person progressing to represent her gymnastics club at international level. It has also supported cultural enrichment opportunities, including a visit to Kenya that enabled a young person to strengthen their understanding of their heritage and identity.

The PEA has played an important role in supporting young people to prepare for future pathways and aspirations. Funding has been used to purchase specialist equipment and training linked to GCSE studies and post-16 ambitions, including catering, hairdressing and beauty resources, a photography drone course, tattoo design equipment and a dog agility course. To further support early years development, £10,000 of PEA funding was allocated to the Fostering Team to provide activities that promote school readiness and developmental progress. In total, 137 children and young people benefited from the fund during the financial year, demonstrating its significant impact on educational achievement, personal development and future aspirations.



Snack time, Jamie's Farm July '26

BEYOND THE CLASSROOM

ANNUAL EDUCATION ACHIEVEMENT AWARDS

Each year, we invite schools and social workers to nominate children in our care who have demonstrated outstanding resilience, determination and commitment to their education. We were delighted to host our Annual Education Achievement Awards in October 2025 at Charlton Athletic Football Club, celebrating the successes of an exceptional 89 nominated young people. Many attended the event with family members, carers and professionals, proudly receiving a certificate, medal and gift voucher from the Mayor of the Royal Borough of Greenwich. Six special recognition awards were also presented by colleagues from Children's Services.



Children and carers at our Annual Awards Night Oct '25

The celebration continued with dinner and entertainment, providing young people with the opportunity to celebrate their achievements alongside their peers. Each young person left with an award and a commemorative photograph, creating a lasting reminder of their success. The evening was a powerful celebration of the resilience, talent and potential of our children and young people, recognising their achievements and inspiring them to continue aiming high.



Virtual School Team Oct '25

LONDON MARATHON

In April 2026, eleven of our children in care proudly took part in the TCS Mini London Marathon, crossing the iconic finish line and receiving their well-deserved medals. This exciting opportunity marked the first time Virtual Schools were invited to participate, with children from Royal Greenwich, Camden, and Sutton taking part. Royal Greenwich was especially well-represented, with over half of the runners coming from our Virtual School. Our young people did themselves and us proud by rising to the challenge and completing their races with determination and enthusiasm.

Eva Tabaton also ran the London Marathon and raised almost £3000 for BECOME charity, a charity that support care experienced children and young adults.



JAMIE'S FARM SCHOOL JOURNEY

This year, we were pleased to return to Jamie's Farm in Lewes, providing young people with a valuable opportunity to develop practical skills, build confidence and strengthen relationships in a supportive environment. Across two residential visits, Virtual School staff accompanied ten young people, including a group of Post-16 learners with EHCPs and a group of Year 7 and Year 8 pupils as part of their secondary transition journey.

Throughout the week, young people participated in a range of farm-based activities, caring for animals and working collaboratively as a team. They demonstrated resilience, responsibility and a willingness to embrace new experiences. A particular highlight was the care and commitment shown towards an overdue cow awaiting the birth of her calf, reflecting the empathy, maturity and compassion displayed by the young people. The experience provided a meaningful opportunity to develop life skills, confidence and a sense of achievement beyond the classroom.



HOMEWORK CLUB

The Virtual School proudly hosts a vibrant homework (fun work) club during term time, welcoming up to 30 children in care and care leavers. Our youngest participant is six years old, and our oldest is 24, creating a warm, supportive community across ages. Each week, our

chef prepares a delicious meal, and together we set the table and enjoy eating as one big family, fostering connection and a sense of belonging. We have introduced opportunities for our young adults to work towards the ASDAN Leadership Award, enabling them to develop valuable leadership, communication and employability skills. This accreditation provides recognised evidence of their achievements and experiences, strengthening their CVs and enhancing their prospects when applying for further education, training and employment opportunities. We have also started a programme for our younger cohort, Junior Duke Awards aimed at supporting them with their independent skills. We celebrate our children's individuality and diversity of our children and community, including celebrating Black History Month.



Every year we gather feedback from our foster carers and the young people that attend the club:

'My child enjoys her time at fun Club and looks forward to it each week. She has a poor memory for a lot of things, but never forgets when Fun Club is on!' Foster carer

'Meeting up with friends is nice and when you have your table where you just know where your sitting is lovely. The food is amazing especially for allergies' Secondary-aged child

'I love everything and Tracey's delicious food. Playing with all the boys.' Primary-aged child

SHINING STAR AWARDS

Throughout the academic year, we were proud to celebrate the achievements of our young people through nominations for prestigious community awards. Two young people were recognised at the Shining Stars Awards, hosted by the PAN London Virtual Schools, in recognition of their outstanding accomplishments. The awards ceremony, held at the historic Inner Temple Hall in London, provided a memorable opportunity to celebrate their success and showcase the talent, resilience and potential of care-experienced young people.



Shining Star awards July '26

PRIORITIES

Priorities 2025/26

Our Virtual School is committed to ensuring that every child and young person we support has the opportunity to thrive and achieve their full potential. Through a culture of continuous improvement, we use our annual School Improvement Plan (SIP) to set ambitious priorities, drive innovation and strengthen the impact of our work. The plan is reviewed regularly throughout the year to ensure our actions remain responsive, effective and focused on improving outcomes for children and young people.

The priorities and key actions outlined below reflect our ongoing commitment to excellence and our determination to provide the highest quality support, advocacy and educational opportunities for all children in our care:

Strengthen Inclusion and Equality

- Continue developing staff knowledge and understanding of equality, diversity and inclusion through targeted training and awareness activities.
- Embed inclusive practice across all aspects of the Virtual School's work.

Expand Support for Vulnerable Learners

- Develop and promote a clear local offer for children in kinship care, previously looked after children, children with a social worker, care leavers and unaccompanied asylum-seeking children.
- Enhance support for young people involved with the Youth Justice Service and strengthen partnership working across services to continue to commission bespoke support to disrupt exploitation and enable our children to re-engage with positive and meaningful life experiences.

Improve Post-16 Outcomes

- Increase participation in education, employment and training (EET) for care leavers and vulnerable young adults.
- Expand work experience opportunities and strengthen pathways into employment, apprenticeships and further education.
- Gather and utilise the voices of young people to shape future provision.

Enhance SEND Support

- Improve the timeliness of SEND decision-making and escalation processes.
- Strengthen early identification and intervention through the use of assessment tools, including Boxall Profiles and SDQs.
- Ensure children and young people with SEND receive the right support at the right time.

Develop Workforce Skills and Capacity

- Deliver a comprehensive training programme for designated teachers, social workers, carers and wider professionals.
- Strengthen practice through updated guidance, improved systems and ongoing quality assurance.

Increase Educational Engagement and Aspirations

- Continue to develop the "Beyond the Classroom" offer, including enrichment activities, cultural experiences, residential opportunities and aspirational visits.
- Target support towards key groups to improve engagement, confidence, resilience and personal development.

Improve Communication and Accessibility

- Enhance the Virtual School website to provide a clear and accessible overview of available support, guidance, local offers and resources for professionals, carers and families.

CITATIONS OF OUR WONDERFUL CHILDREN AND YOUNG PEOPLE

Every child and young person nominated for an award is truly exceptional. Their determination, resilience and commitment to achieving their goals are an inspiration. We are immensely proud of all they have accomplished and the perseverance they have shown in overcoming challenges along the way. Each nominee deserves recognition for their achievements, and we celebrate the success of every one of our remarkable children and young people.

SS is a young person who has demonstrated exceptional resilience, determination and commitment to education despite experiencing a number of significant challenges. Throughout Year 11, SS has shown admirable perseverance, maintaining a positive focus on

personal goals and continuing to engage with learning even when faced with barriers. Their progress reflects considerable strength of character and dedication, making this recognition a well-deserved acknowledgement of the achievements made and the distance travelled.

Beyond the classroom, SS has achieved notable success through a long-standing commitment to competitive cheerleading. Over several years, SS has dedicated time to regular training, performances and competitions, consistently demonstrating discipline, confidence and a strong work ethic. This involvement has enabled SS to develop and showcase a range of skills while making a positive contribution as part of a team.

This combination of educational perseverance and extracurricular achievement highlights SS's determination, character and potential. With continued support, focus and self-belief, SS is well placed to achieve further success in both academic and personal development.

TB is being nominated for outstanding progress in reading and a strong commitment to learning. Over a short period, TB has improved reading ability by approximately two years, demonstrating significant academic progress and growing confidence as a learner.

TB has engaged exceptionally well with targeted tutoring, consistently showing focus, enthusiasm and determination to succeed. This positive attitude and commitment have resulted in rapid and measurable improvements in reading attainment.

Despite facing daily challenges that can affect learning, TB continues to persevere and make the most of every opportunity. This resilience, combined with impressive academic progress, makes TB a highly deserving recipient of this recognition.

Appendices

Table 1 – Contextual data of children in our care

Contextual data	2024	2025	2026
Number of CiOC in education up to age 18	468 (including year 13) + 16 pre-reception	472 (including year 13) + 20 pre-reception	460 (including year 13) + 20 pre-reception
Number of Children 18-25 (including Care Leavers)	494	540	610
Number of statutory age pupils Reception - Year 11	300	258	258
Number of schools attended by statutory age pupils	104	137	149
Number of statutory age pupils in Greenwich schools	126	118	133
Number of statutory age pupils in out of borough schools	150	126	106
Number of statutory age pupils not on roll at a school	24	14	13
Number of statutory age pupils living in borough	108	106	117
Number of children living out of borough SAP	183	140	139
Number of statutory age pupils with an EHC Plan/statement	82 (27%)	46 (15%)	85 (32%)
Number of statutory age pupils children with SEN Support	64 (21%)	91 (30%)	50 (19%)
Number of statutory age pupils in Greenwich schools looked after by other boroughs	42	45	37

Table 2 – Attendance of children in our care by demographic groups

Attendance	2024	2025	2026
Number of CYP 0-18	298	272	252
All CYP - 0-18	91.2%	90.9%	89.8%
Unauthorised Absence	3.5%	3.1%	3.3%
Persistent absence	19.1%	19.5%	25.6%
Male	92.2%	93.1%	91.2%

Female	91.7%	89.4%	88.3%
Other	-	62.8%	88.3%
Primary	95.7%	96.4%	96.4%
Secondary	88.5%	89.9%	85.7%
KS1	92.0%	96.4%	95.7%
KS2	97.0%	96.4%	96.6%
KS3	92.2%	92.4%	90.6%
KS4	83.8%	82.5%	81.1%
School in borough	91.0%	89.4%	88.9%
School out of borough	91.4%	92.2%	90.9%
SEND	89.5%	93.5%	88.6%
EHCP/Statement	86.8%	90.0%	85.5%
Reception	96.4%	96.8%	90.1%
Y1	83.9%	97.2%	94.5%
Y2	97.1%	95.5%	96.8%
Y3	96.6%	96.9%	96.2%
Y4	97.5%	97.4%	95.9%
Y5	97.4%	97.7%	98.3%
Y6	96.6%	92.5%	96.2%
Y7	97.0%	95.6%	87.3%
Y8	94.8%	94.9%	91.8%
Y9	86.9%	87.9%	90.9%
Y10	85.4%	85.9%	83.8%
Y11	82.5%	78.4%	79.0%

Table 3 – Suspension rates of children in our care

Suspensions 2026	N. Suspensions	% of suspensions	Total Days suspended	% of total days suspended
All CYP	86	100%	149	100%
F	28	33%	58.5	39%
M	56	65%	88.5	59%
Primary	10	12%	15.5	10%
Secondary	76	88%	133.5	90%
KS1	5	6%	10	7%
KS2	5	6%	5.5	4%
KS3	44	51%	66	44%
KS4	32	37%	67.5	45%

School in borough	28	33%	52	35%
School out of borough	58	67%	97	65%
SEND	49	57%	80.5	54%
EHCP/Statement	44	51%	72.5	49%
Y2	5	6%	10	7%
Y4	1	1%	1.5	1%
Y5	2	2%	2	1%
Y6	2	2%	2	1%
Y7	9	10%	13	9%
Y8	11	13%	13	9%
Y9	24	28%	40	27%
Y10	18	21%	38	26%
Y11	14	16%	29.5	20%