

Empowering Dreams, Nurturing Ambition:  
A Path to Possibilities

# Inspiring Futures Conference



**CAMBRIDGESHIRE**  
VIRTUAL SCHOOL  
LEARN ASPIRE THRIVE ACHIEVE

# Ranjit Chambers

**Service Director**

**Fostering, Adoption & Corporate Parenting**  
Cambridgeshire County Council

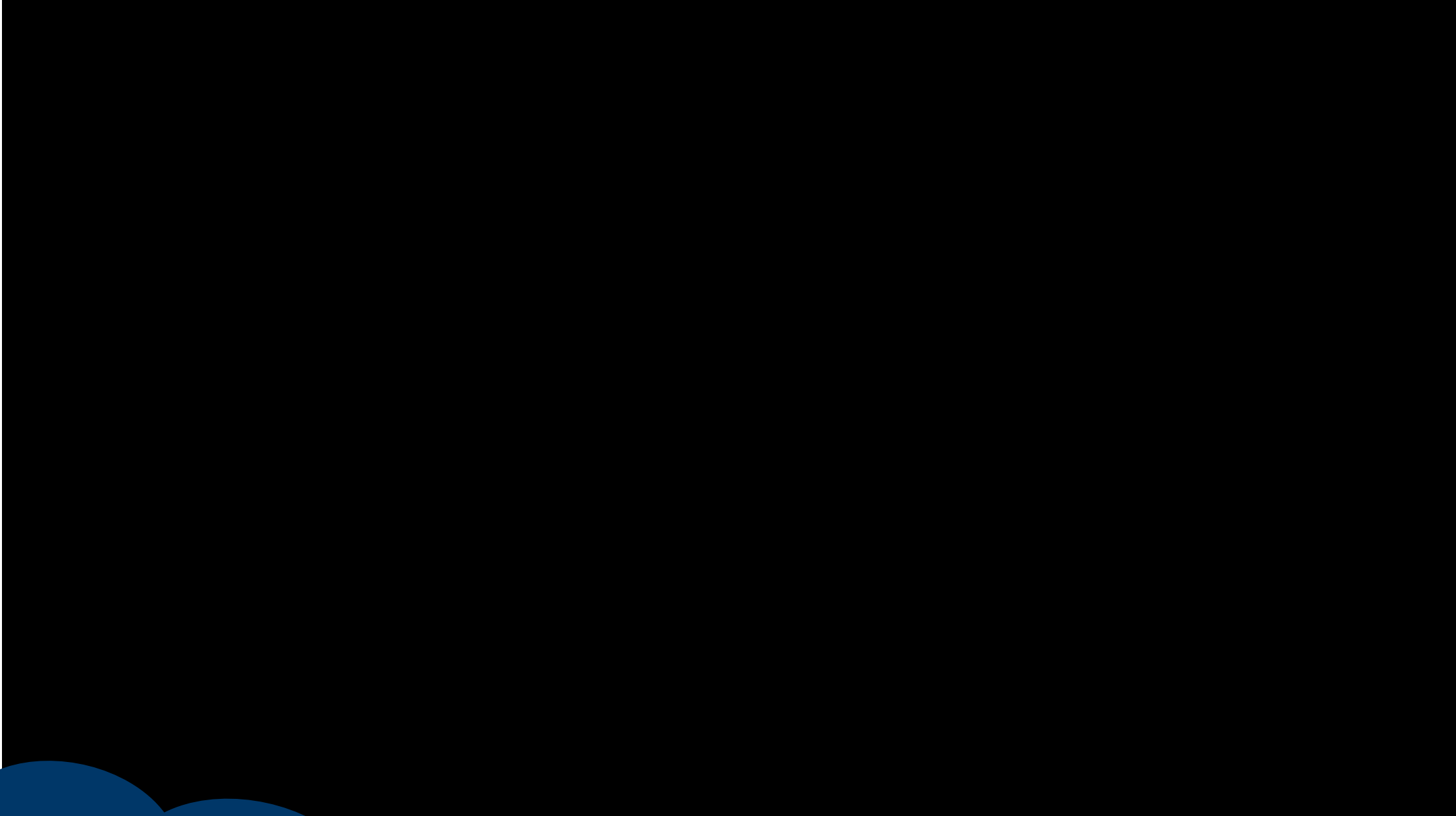
# Claire Hiorns

**Virtual School Head**  
Cambridgeshire Virtual School

# VISION.

All children and young people who have, or have had, a social worker will have the opportunities, experience, and support to enable them to learn, aspire, thrive, and achieve their maximum potential.







# Scott King

**Founder and Director  
Section 31 Training &  
Consultancy**





# Break

# How can we champion and nurture abilities and academic potential?



**Steph Nash**

**Educational Psychologist**  
Cambridgeshire Virtual School



**How did you perceive your abilities when you were at school?**

**How did you perceive your academic potential when you were at school?**

**Who championed you and how?**

**Who put limitations on you and how?**

# **4 Minute Table Discussion**



# A conversation about...

# GCSE options



**Katie Pugh**

Education Advisor

Cambridgeshire Virtual School

**Amy Saddington**

Education Advisor

Cambridgeshire Virtual School

# Executive Functioning Skills

## Working memory

Reduce load; Provide memory aids/visuals; Teach memory strategies

[Gathercole & Alloway: Understanding WM-classroom-guide.pdf](#)  
([pdnet.org.uk](http://pdnet.org.uk))

## Inhibition

Adult support at 'growth' level to practice and extend inhibition in a safe and fun way;

Evidence that regular fun physical 'problem-solving' activities help, e.g. climbing, martial arts, obstacle courses

## Cognitive flexibility

Validate emotions, model & support problem-solving, play games e.g. downfall/qwerkle/traffic jam

Involve them in decisions – what outcomes do they want on their PEP? Can you help them identify experiences they want that will help them develop their interests and aspirations?

Please enter the end of KS4 target information and termly assessment of effort and progress										
Subject	Course Type			Autumn Teacher Assessment						
				End of KS4 Target*		Revised target		Progress To End Of KS4 Target*		Effort
English language	GCSE	▼	4	▼	-	▼	BEP	▼	G	▼
English literature	GCSE	▼	4	▼	-	▼	BEP	▼	G	▼
Mathematics	GCSE	▼	5	▼	-	▼	BEP	▼	G	▼
Science	GCSE	▼	4	▼	-	▼	BEP	▼	G	▼
PE	GCSE	▼	7	▼	-	▼	BEP	▼	E	▼
French	GCSE	▼	3	▼	-	▼	BEP	▼	G	▼
Geography	GCSE	▼	4	▼	-	▼	BEP	▼	G	▼
D&T	GCSE	▼	8	▼	-	▼	EP	▼	E	▼

**6** My thoughts and ideas about what job or career I would like to have in the future are [DT] ? 🔒 ⚙️

Design & Technology Teacher

**7** What extra-curricular or enrichment activities do you participate in (clubs, teams hobbies etc) both in and out of school? [DT] ? 🔒 ⚙️

Football

**8** Is there anything you would like to have the opportunity to participate in (both in and out of school)? [DT] ? 🔒 ⚙️

I like school productions, but I definitely don't want to be up on stage.

New Desirable Outcomes						
	Desirable Outcome	Why	How	Who will be responsible?	When	PP+ Request
<a href="#">Edit</a> <a href="#">Delete</a>	To be able to seek out a trusted adult when starting to get angry in class.	Becomes dysregulated in class frequently - calling out, getting out of his seat and not following instructions. Finds it difficult to recognise when this is happening and then approach an adult for support.	Less negative behaviour points. Weekly emotional regulation session with pastoral team.	DT, Head of Year, Pastoral lead.	21-Jun-2024	No funding requested <a href="#">No Funding Source</a>
<a href="#">Edit</a> <a href="#">Delete</a>	Be able to bring all homework in, completed and on time.	Homework is regularly not completed, submitted on time and often isn't fully completed.	Monitored by Head of Year on a weekly basis. Head of Year to direct to homework sessions during lunch and break where needed.	Head of Year	21-Jun-2024	No funding requested <a href="#">No Funding Source</a>

# How can we champion and nurture interests and aspirations?



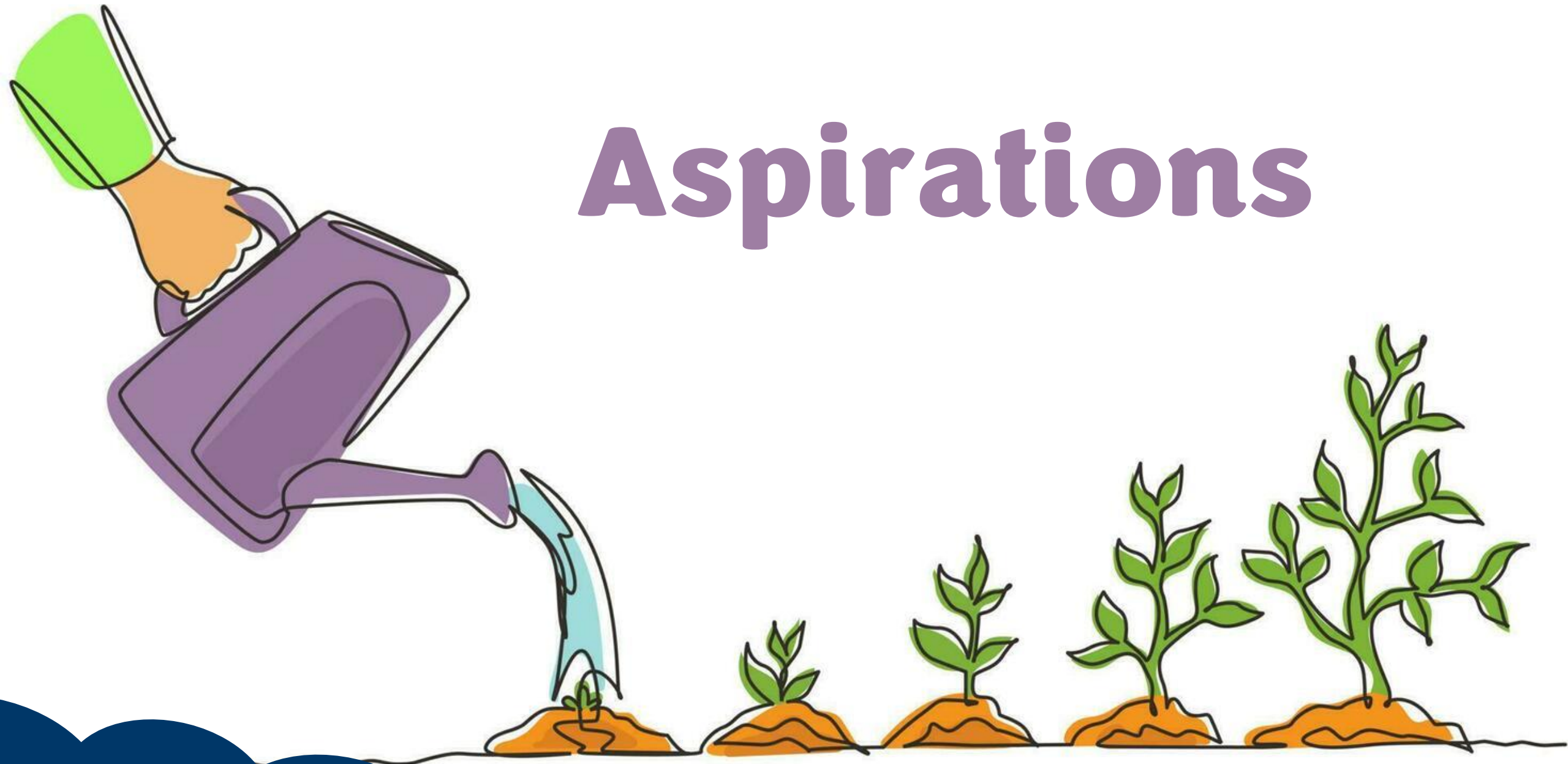
## Heather Edwards

Deputy Head  
Cambridgeshire Virtual School

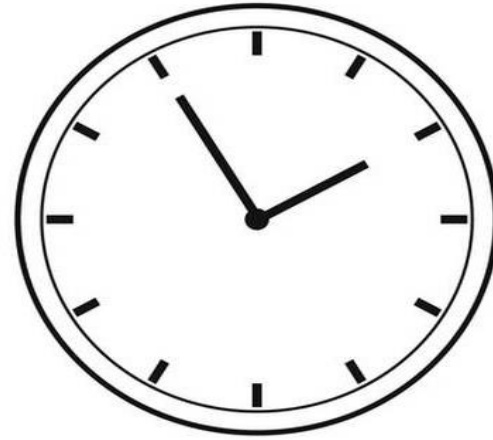
## Laura Jenkins

Inspirational Futures Lead  
Cambridgeshire Virtual School

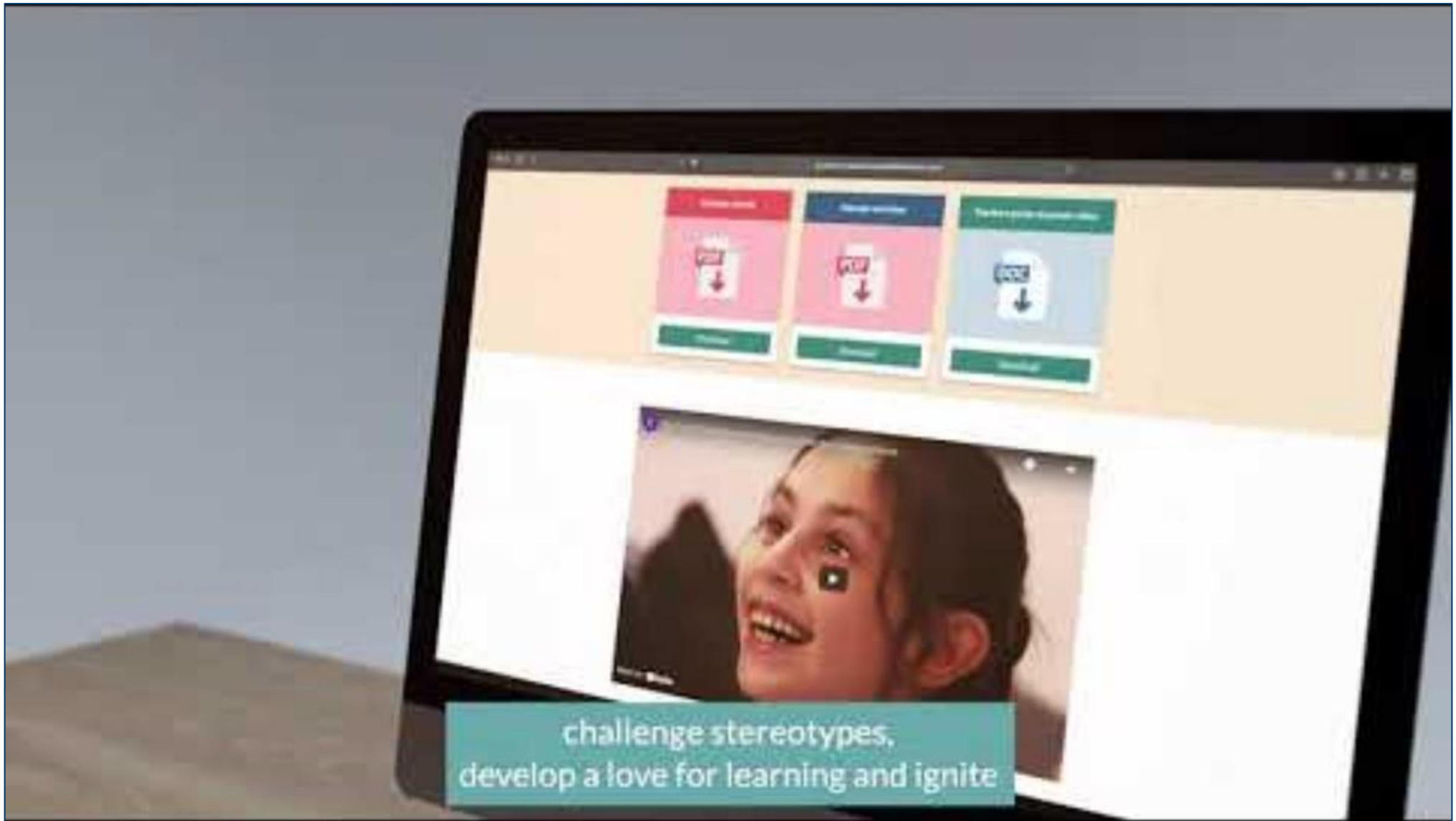
# Aspirations



# Careers are lifelong...







# Strategies to support career development

Hold High Aspirations and Expectations

Work Together

Encourage Exploration

Support Education



Promote Skills Development

Active listening and open communication

Network and Connect

Stay Informed

Support Transition

Unconditional Positive Regard

Be a Role Model



# Opportunities & support



John Lewis Work Experience July 2024

Anglia Ruskin University  
Open days, visits, L3 learner days, Foster Carer Fortnight



UASC summer activities 2024 – Dates TBC



Springpod Virtual work experience



Preparing for Adulthood  
PFA Big Event  
3rd May @ Burgess Hall



FutureYou Programme spring & summer 2024

SpringForward HE Mentoring 2024/25



Firebreak summer programme



Private School Programme

Cambridgeshire County Council  
Summer 2024 work experience programme

THE CONNECTIONS BUS PROJECT  
Babysitting course

Project Choice  
Making a Difference



BECOME.  
THE CHARITY FOR CHILDREN IN CARE AND YOUNG CARE LEAVERS



Refugee Education UK



# Unifrog Demonstration

## Helping students find their future

- We bring all the available information into one comprehensive, user-friendly platform that helps students make the best choices, and submit the strongest applications.
- We empower teachers and counsellors to manage progression effectively.
- We partner with universities and employers to further support students to be successful.



# World Social Work Day

How can we work together to be **curious**, **creative** and **focused** when it comes to education planning?



## **Ross Bilimoria-Mears**

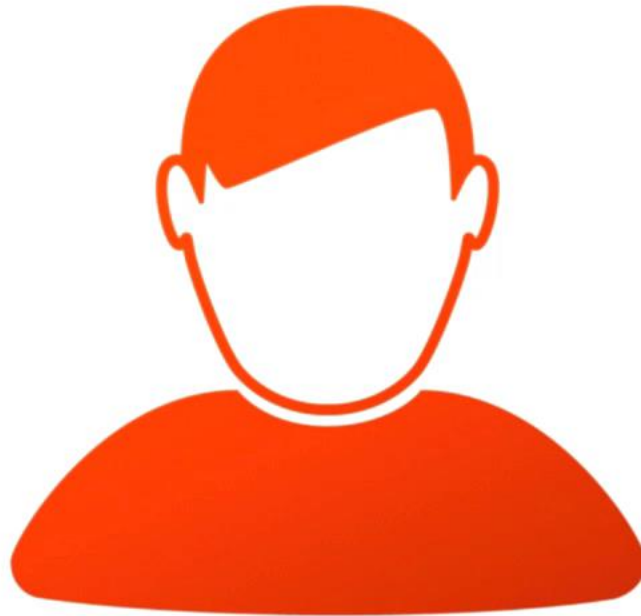
**Assistant Headteacher**

Cambridgeshire Virtual School

# Ross Bilimoria-Mears

Assistant Headteacher  
Cambridgeshire Virtual School

Education  
Planning Panel



# Hivemind

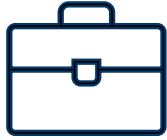


# Imani



# Imani's Foster Carer





# Imani



## Context:

- Year 9 child in care.
- Identifies as non-binary.
- Came into care at end of Year 8 and is attending the same school. Imani's Foster home is 50 minutes away from the school.
- There is uncertainty about the long-term vision of Imani's care plan and proceedings are still taking place.
- Imani is likely to change Social Worker soon.
- Enjoys art and design. Digital artwork and photography are a particular interest.
- Has sometimes mentioned wanting to be a Youtuber or Social Media Influencer.
- Enjoys gaming and spends a lot of time playing fantasy games online.



## In School:

- Predicted 4s in all core areas.
- Imani presents as introverted in school and moves between different friendship groups, with no identifiable close friend/s.
- Able to 'get by' academically. Doesn't contribute very much during lessons, but can produce work that usually meets the expected standard.
- School are trying not to put too much pressure on Imani and are very sympathetic about their experiences.



## At Home:

- Sits in the living room gaming rather than interacting with other adults and children.
- Very good social skills online and is an active participant in forums and chatrooms.
- Doesn't want to take part in any clubs or activities outside of the home.

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How can we nurture and champion their **interests** and **aspirations**?

# Scott King

**Founder and Director**  
Section 31 Training & Consultancy

# Steve Crossman

**Head of Service**

**Fostering**

**Cambridgeshire County Council**

