



Positive Journeys for Children Looked After

Roman Fields School

Context

Roman Fields is a pupil referral unit in Hemel Hempstead for pupils who have histories of failure in adjusting in mainstream school or special school settings, resulting in either permanent exclusion or school refusal. All students at the school have EHC plans and follow a full timetable. 'Can't do' excuses are not accepted.

The school is fully inclusive and prides itself in fact that it never refuses a place to any student and will not permanently exclude under any circumstances. The school currently has 3 CLA on roll however, this number is exceptionally low as at one point the school had 10 CLA (25% of cohort). Regardless of the numbers on CLA on roll, the Designated Teacher works tirelessly to ensure they all have the same opportunities and support that only having 3 allows.

Brief description

The headteacher, who is the first point of contact for CLA, leads by example and has created a culture of high ambitions and aspirations for all students. Senior leaders and staff are committed to ensuring that each student experiences the 'right fit' curriculum and that their potential is identified, and success celebrated. Every student is known in depth by teaching and non-teaching staff. Developing strong relationships between the staff and students is key. There is a clear moral purpose at the school and high levels of trust between staff and students.

Supporting the progress of Children Looked After

A personalised approach

The curriculum offer is designed to ensure that it is highly tailored to students' individual needs. Individual targets are broken down into small steps to meet changing needs and promote success. All CLA are encouraged to secure qualifications in English and Maths and, depending on ability, a range of GCSE and vocational options

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are designed around individual strengths and interests. Staff use a range of strategies including one-to-one, small group work and whole-class teaching. Senior leaders and teachers regularly review the curriculum to establish effectiveness of the provision.

Pupil premium funding is used to provide bespoke coaching, mentoring and counselling services to support students' well-being. Extra-curricular activities are designed to develop social skills and engagement.

In years 11 and 12, CLA are offered, if appropriate, structured work experience to develop employability skills. These opportunities form part of the career planning process for further training, employment or going on into the sixth form.

Onward progression is carefully planned for each CLA to ensure that transition is smooth and successful. Students receive support from the CEIAG coordinator and work regularly with a youth connexions adviser to support effective transition post 16. This process includes accompanied visits to colleges and visits from the colleges to the school. Comprehensive data is provided on each student and the school takes an active interest in tracking the progress of the students once they have moved on. This includes regular phone calls between staff, students and carers.

All students are RAG rated, in terms of the level of risk that they pose. All Herts CLA are currently risk assessed as being 'red' and as such have an individual risk assessment which is reviewed and updated on a termly basis by the DT and the safeguarding team. A 'red' student is continually supervised throughout the day and never left unsupervised.

Monitoring the progress of Children Looked After

The progress and attainment of CLA are given high profile at the school. Rigorous assessment and tracking processes, aligned to highly tailored intervention and pastoral support, contribute to an overall picture of increasing success for CLA. Close partnership working between the SLT and teachers provides a cohesive approach that firmly places the responsibility for the progress and attainment of CLA with all staff. Students are actively challenged on their progress and will be held back at the end of each day to make up any lessons missed.

CLA are discussed weekly at SLT case management meetings with subsequent actions being followed up by SLT members. Daily debriefs highlight and identify CLA not making expected progress.

The attendance of the CLA is very good. The school works hard to ensure that the provision engages and encourages student to attend schools. However, if there are any potential issues, mentors will in the first instance liaise carers and care homes. If necessary, mentors will also conduct home visits and rearrange transport to ensure attendance

There are few behaviour issues with CLA.

Impact

Senior leaders and staff work hard to ensure that all students have access to a highly tailored and aspirational curriculum. Expectations of both staff and students is high to both accelerate progress and identify key gaps in

knowledge. For many students who attend Roman Fields, this is their last opportunity to engage with education. However, data and evidence indicate that students, and in particular CLA, are achieving beyond expectations. Current predictions for CLA two students indicate GCSE grades above their KS2 trajectory targets. Both aspire to go to college and university.

Carers and care homes work closely with the school and have a good relationship with the senior leadership team and staff. There is very much an open-door policy.

All CLA have an average attendance of 99%.

In December 2018 Roman Fields was graded Outstanding in all areas.

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