

CASE STUDY

HIPSWELL PRIMARY SCHOOL (4-11)



SCHOOL CONTEXT

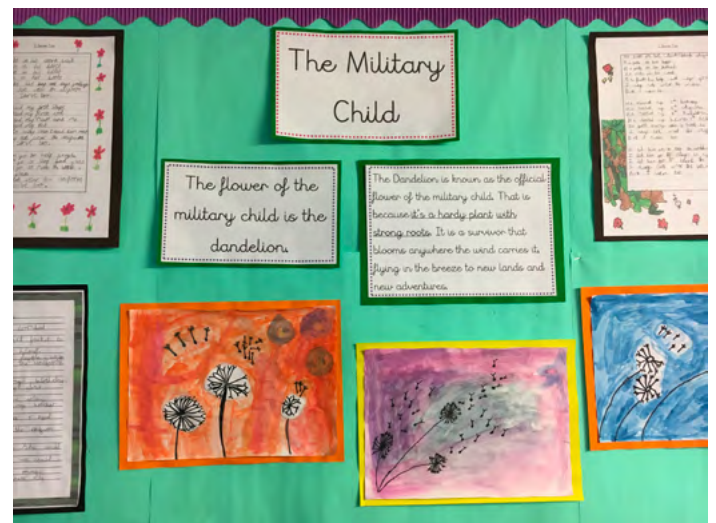
Hipswell CE Primary School is located within the garrison town of Catterick, North Yorkshire, next door to the local secondary school. At the time of writing, there were about 150 children on roll with about 75% eligible for the Service Pupil Premium (SPP). Military parents work in the army but are spread across at least 13 different units ranging from infanters to medics, engineers to military police. Catterick Garrison, with a population of over 13,000 and expanding, is the largest British Army garrison in the world covering more than 10 square kilometres, and home to one of the largest Infantry Training Centres in the UK. Staff and governors are proud of the school's strong links with the Armed Forces and are particularly experienced in integrating children successfully from military and non-military backgrounds.

<http://hipswell.n-yorks.sch.uk/>

MORE INFO:

<http://hipswell.n-yorks.sch.uk/parents/children-from-service-families/>

This case study describes how the school's approach to supporting military children is prioritised. The school was inspected in May 2023, with the following stated in the report: 'Leaders are highly ambitious and acknowledge the fact that pupils may join or leave the school at different times due to the posting of parents. Pupils settle quickly when they join the school. Leaders ensure that there is strong support for pupils' emotional well-being.'



<https://www.scipalliance.org/thriving-lives-toolkit>



SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
Schools with emerging practice will be actively reflecting on their activity and may be implementing actions to enhance their support, but to a small extent. School leaders will be beginning to raise awareness of what is needed to support Armed Forces children and young people more effectively and will be reflecting on the impact of their existing support strategies to strengthen these.	Schools with developing practice will be addressing this principle's question to a good extent, but this may be partial or yet to be enhanced through regular monitoring and evaluation. School leaders will have considered how they are addressing this principle's question and are taking steps to embark on a regular programme of reflection, monitoring and evaluation. Practice at this level is likely to be either not fully embedded or consistently applied by all staff, or both.	Schools with embedding practice will fully address this principle's question with well-established work that is routinely monitored and evaluated and showing evidence of impact. School leaders will have fully addressed this principle's question and regularly monitor, review and evaluate their strategies to demonstrate the impact. Practice at this level will be both embedded and consistently applied by all staff.

EXAMPLES FROM PRACTICE

1.1 To what extent are all those involved in leadership, governance and Armed Forces support aware of funding and other resources available to support Armed Forces children? - School leaders have carefully considered the challenges that an Armed Forces lifestyle can create for its Service children and have a clear strategy for the targeted deployment of Service Pupil Premium (SPP). The optional section within the DfE's three-year template is used to record how SPP was spent in the previous year and some consideration is given to the impact of this spending. This statement is available on the school's website. - The school's Assistant Headteacher is the school's 'Service Pupil Premium Champion'. She engages in network opportunities to keep well informed, is a trained Senior Mental Health Lead, runs a nurture group aimed at supporting pupils when parents are deployed / during times of transition (<i>Hipswell Heroes</i>), and works with staff to support all Service pupils. - An army Unit Welfare Officer has recently been allocated as the school's link governor for both safeguarding and SPP. - Staff have accessed the SCiP Alliance training resources. These form a part of new staff induction.	EMERGING DEVELOPING EMBEDDING
1.2 To what extent do you monitor how dedicated funding is spent? - All governors have an overview of Service Pupil Premium (SPP) funding decisions. - The nominated governor also ensures that dedicated funding for Service children is spent effectively. - School leaders are now in the process of introducing termly formal monitoring of SPP.	EMERGING DEVELOPING EMBEDDING
1.3 To what extent is support informed by evidence and monitored for effectiveness? - The member of support staff that leads on <i>Emotional First Aid</i> monitors and reports on the impact of this support using the school's safeguarding and behaviour tracker (CPOMs). - The Service Pupil Champion collaborates with the Headteacher regularly to monitor the impact of any dedicated funding termly. - Leaders typically use the research evidence base when selecting interventions to use, such as <i>Talk Boost</i>. This is now increasingly including the research on Service children.	EMERGING DEVELOPING EMBEDDING

1.4

To what extent do Armed Forces family voices and Armed Forces representation inform those responsible for leadership, governance and Armed Forces support?

EMERGING
DEVELOPING
EMBEDDING

- Termly parental questionnaires are used to seek the views of all parents, including Service parents. Their feedback is discussed amongst school leaders and acted on, as appropriate. For example, parents requested additional visits to school throughout the school year therefore coffee mornings were organised for each class as part of an Inter Faith Week celebration.
- When children leave the school, named, individual questionnaires for parents are completed to reflect on their time at the school. Staff chat to the departing children informally, to gain their views.
- Due to the high proportion of Service children on the school's roll, Service child representation is in place with all pupil groups, including the School Council.

1.5

To what extent do those responsible for school governance ensure Armed Forces children's outcomes are monitored and appropriate support is delivered?

EMERGING
DEVELOPING
EMBEDDING

- Service pupils' attendance data and academic progress are carefully monitored, with this informing policies and practice. This informs the Service Pupil Premium strategy for the following year.
- The school's Service Pupil Champion, a senior leader, writes an annual report for the whole Governing Body outlining the impact of the school's dedicated funding spend.

1.6

To what extent do your admissions arrangements take account of Armed Forces families' frequent, mid-term and short notice moves?

EMERGING
DEVELOPING
EMBEDDING

- An experienced member of the office team acts as the school's mobility coordinator to aid smooth transitions for new starters and leavers. Additional administrative hours are allocated to this, with every reasonable effort made to chase any missing records for children joining the school.
- The school's Admissions procedures include some advice on frequent, mid-term and short notice moves. Some staff training is provided for the staff responsible for admissions.
- Governors are sympathetic to admitting a Service child mid-year above the infant class size limit of 30, as per the guidance in the statutory School Admissions Code.

SCHOOL LEADER ADVICE

As a Church of England school, our Christian vision was developed in collaboration with our pupils, parents, staff, governing body, local vicar and the wider community. All stakeholders agreed that due to our context, developing supportive relationships quickly is essential to help children and families settle quickly in order to flourish socially and academically. Helping our children and families feel that they belong at Hipswell, for however long they are with us, is crucial. Our staff go above and beyond on a daily basis to ensure our children receive high levels of pastoral support. We were pleased that this was recognised during our recent SIAMS inspection in November 2023:

● Relationships within the school are excellent. The wellbeing of everyone is a high priority and is therefore an outworking of tangible Christian love. The vision actively drives a culture that supports, includes and nurtures all. The rich support for emotional and social needs is a strength. Pupils and adults alike value the time to come together as one in collective worship."

(School's Learning Mentor)