

CASE STUDY

MOUNT STREET JUNIOR SCHOOL (7-11)

Mount Street Junior School



SCHOOL CONTEXT

Mount Street Junior Community Primary School provides an English Medium education for 168 pupils between 7 and 11 years of age, 41 (24%) of whom come from Armed Forces families at the time of writing. It is a very multi-cultural school with 21 nationalities represented. It serves the market town of Brecon and its surrounding areas, with the school set in the beautiful Brecon Beacons National Park. The school has long-standing and close links with the Army at HQ Wales, Brecon and with the ITC Dering Lines, providing education for children of Forces families stationed in Brecon, as well as the Gurkha Demonstration regiment. There is a designated member of staff with responsibility for issues concerning Armed Forces families.

www.mountstreetj.powys.sch.uk

The nurturing approach in Mount Street Junior demonstrates how well pupils from Armed Forces can be totally integrated and supported. As one parent put it: 'We are truly grateful for the time, commitment, and amazing provision that you have provided, and cannot thank you enough. You have all given our child the confidence, resilience, and ambition to thrive.'



<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

2.1 To what extent do you create opportunities for Armed Forces children to meet, and explore experiences together?	EMERGING DEVELOPING EMBEDDING
- School staff celebrate Armed Forces Pupil Day and Month of the Military Child, both crafted and organised by Service children. This usually involves Armed Forces personnel coming into school to deliver a range of activities. - In the 2023 SSCE Cymru Awards ceremony, one pupil won the Community prize and another came third in the same category. - A pupil-led community Remembrance Service is held in a local chapel with usually 400+ in attendance. - Designated nurture staff members are available for daily drop-ins for Armed Forces children to meet and share experiences. In addition, Armed Forces children meet half-termly to share and discuss issues which are important to them. They are also encouraged to participate in a range of weekly clubs to share their experiences with others. - The school signposts clubs available exclusively to Service children 'on camp'.	
2.2 To what extent is your pastoral support informed by Armed Forces children's voices?	EMERGING DEVELOPING EMBEDDING
- All staff have received SSCE Cymru Continuing Professional Development training, including the role of pupil voices, to improve their knowledge and understanding of issues which may affect Armed Forces children. This allows staff to target support needs more effectively. - There is a designated staff member for Armed Forces families; this person is made known as a point of contact (in addition to the class teacher and Headteacher) to pupils and parents upon arrival as someone to whom pupils can have their voices heard. This then influences pastoral support provision. - There is Armed Forces children representation on all pupil voice groups ensuring that other pupils and staff are helped to understand their experiences better. - Half-termly Military Family Open Door drop-ins for parents, are led by the Service pupil staff member. These sessions allow for pupil voice to be heard from a parental perspective. - Armed Forces children meet half termly with the designated Service child lead	

2.3

To what extent do you have mechanisms to provide tailored support when Armed Forces children need it while ensuring that they are not singled out unnecessarily?

EMERGING
DEVELOPING
EMBEDDING

- Targeted nurture provision is provided by the designated lead for Armed Forces children and the Additional Learning Needs Co-Ordinator (ALNCO).
- Dedicated nurture provision includes a full- time nurture class with mainstream integration opportunities, building up to full-time mainstream integration.
- Targeted / fluid nurture provision is a programme of social and emotional provision delivered either 1:1 or in small groups, once or twice per week.
- Signposting posters are displayed throughout the school to highlight additional support outside the school. This enhances school/ community partnerships.

2.4

To what extent does pastoral support take account of points of stress including deployment / weekending, school moves and caring responsibilities?

EMERGING
DEVELOPING
EMBEDDING

- Funding from the Armed Forces Covenant Fund Trust's Service Pupil Support Programme allowed the appointment of a designated staff member who focuses on the well-being of Service children and their families, especially at times of heightened stress.
- Three staff members are part of current Service families and provide useful insight of potential points of stress. Information and advice from them influence pastoral support.
- A Where in the World? Display board and curriculum opportunities are identified to support, and help Armed Forces children feel more connected with parents who are on deployment.
- The first topic of the year, 'Rights of the Child', helps pupils understand what supports they are entitled to.
- Universal and targeted pastoral support is flexible and is adjusted as required at specific points of stress.

2.5

To what extent do you nurture Armed Forces children's identities, and help them feel understood?

EMERGING
DEVELOPING
EMBEDDING

- Designated school boards showcase what Armed Forces children want to share about their lives and experiences.
- Remembrance celebrations, Armed Forces Day, Service Pupil days and attendance at community service activities all provide opportunities for Armed Forces children to feel better understood.
- Armed Forces personnel are invited into school to deliver physical and awareness activities. These help others better understand Armed Forces family life.
- Mount Street Junior's Forces Friendly School Bronze award is celebrated on all letterheads. This demonstrates the acknowledgement the school 's commitment to supporting Armed Forces children.

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SCHOOL LEADER ADVICE

'Service families are one of our identified inclusion groups here in Wales. As such, this highlights the faced challenges and potential vulnerabilities of Service children (and their families) who are entering into our learning environments, often at very short notice. We have a responsibility to understand their past, meet their present needs and build upon foundations for successful futures. It is important therefore not to underestimate the time needed to fully get to know each pupil and their family.'

●● As a family, we want to take this opportunity to thank you all so very much for the support you've given to our child during his time with you. Mount Street will forever hold an extremely special place in our hearts, for so many wonderful and positive reasons. You are truly a phenomenal school, with an ethos that compliments every aspect perfectly."

(Parent)