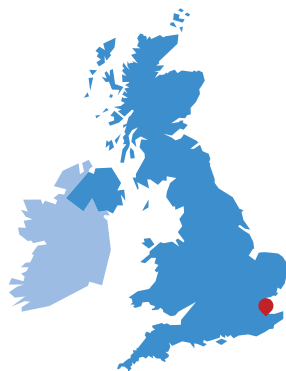


CASE STUDY

BROMPTON WESTBROOK (3-11)



SCHOOL CONTEXT

Brompton Westbrook Primary School is a member of the Westbrook Multi-Academy Trust and has approximately 470 pupils on its roll, including nursery. The school is situated on an attractive and spacious site on the outskirts of Gillingham and Chatham in Kent, in a catchment area with the lowest decile for indicators such as the Index of Multiple Deprivation, employment and crime rates. Over 40 different languages are spoken by the pupils, with significant Ghurkha and Nigerian populations. About 20% of pupils have military parents who work at nearby Brompton Barracks, mainly at the Royal School of Military Engineering training centre, some as permanent staff. Most recruits are on 18–24-month postings, resulting in high annual pupil mobility of 30–40%. Some local housing also supports a base at Maidstone.

<https://www.bromptonwestbrook.medway.sch.uk/>

MORE INFO:

<https://www.bromptonwestbrook.medway.sch.uk/community/forces>

This case study describes how pupil voice lies at the heart of this school's tailored provision for its military population. Instrumental in this was the creation of a Pupil Premium Coordinator (PPC) role. This post was created largely in response to the COVID-19 pandemic and the multiple needs of the school's disadvantaged pupils. The established PPC now works closely with a youth worker from the Army Welfare Service (AWS) and influences support for other schools in the area.



<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

5.1 <i>To what extent are Armed Forces children represented in school and other forums?</i>	EMERGING DEVELOPING EMBEDDING
- The school has many pupil-led groups and ambassadors. The PPC checks that Service children are represented on these, encouraging take-up where there is under-representation. They include the School Council, a UNICEF Rights Respecting Schools steering group (with the school having achieved the gold award), Play Leaders, Peer Mediators and ambassadors for PE, Mathematics, Reading, RE, Eco, Outdoor Learning and Wellbeing. - There is a very active Military Kids Club (MKC) group at the school which acts as an advocacy group and which sometimes represents the school. Members of this lead on the Month of the Military Child celebrations each year, and when soldiers visited for Remembrance in 2023, the group was heavily involved. A local AWS youth worker supports the running of the club every Monday lunchtime, as well as running a youth club after school. - Service children are regularly used as a key pupil group when monitoring work takes place.	
5.2 <i>To what extent do Armed Forces children's voices inform your strategies, approach and actions throughout the school?</i>	EMERGING DEVELOPING EMBEDDING
- Every Service child knows that the PPC is available for pastoral support. She is Nurture UK accredited and has an excellent knowledge of the lived experience of the Armed Forces community, having done a dissertation on Service children mobility as part of her degree. She also leads on all school tours for new military families and supports their transition into the school. - The school's MKC club has been strengthened through pupil feedback. As such, it currently runs for Y1-3 or Y4-6 pupils on alternate weeks, typically attracting 30-35 attendees. It is also held in the main school hall to provide space, allowing both sporting activities as well as arts and crafts / planning meetings to take place. The children share their views as to what they want from it. - A wide range of additional universal and bespoke approaches and systems run at the school which support Service children's emotional and social development. These include class worry boxes, access to one-to-one sessions with the PPC, pupil voice surveys and the priority the PPC has in forging strong relationships with military parents and local welfare staff. - Service children are regularly supported to take the lead in pupil voice activities. For example, in its prioritisation of reading provision, children make requests on book purchases supported by the headteacher.	

5.3 To what extent do Armed Forces children feel heard and understood?

EMERGING
DEVELOPING
EMBEDDING

- A range of carefully designed activities and systems are in place to try and ensure Service children are heard and understood at the school. For example, at the end of each year when many leave, transition workshops are run. These allow the children's views on the school's support to be aired and reflected on. There is also a 'Service Pupils' page on the school's website to celebrate the military and to support its parents.
- Assemblies are held, with Service child input, to educate the rest of the school community on aspects of military life such as deployment and posting. The MKC group has also created their own 'flag' to symbolise their lifestyles.
- Anecdotal feedback to the PPC, as well as Service children's enthusiasm to participate in bespoke clubs and activities, suggests high satisfactions levels in the school's offer. The school's leadership has plans in place to survey the MKC group separately to formalise its checking that all Service children at the school feel heard and understood.

5.4 To what extent do you act on feedback and ideas from Armed Forces children?

EMERGING
DEVELOPING
EMBEDDING

- At Brompton Westbrook, there are some formal structures in place so that children's feedback, ideas and experiences (including those from Armed Forces families), can be systematically collated, discussed and followed up by Senior Leaders. For example, the Rights Respecting Schools' steering group meets at least termly, to review the convention of rights to ensure that they are being enacted by the school. Recently, this led to teachers 'tagging' the rights more in lesson planning.
- An example of this with the school's Service provision, when the MKC group requested an additional club after school, a cooking club was introduced. This proved very popular and has now run for over a year. It is funded through Service Pupil Premium.

5.5 To what extent do you monitor and communicate your actions in response to listening to Armed Forces children?

EMERGING
DEVELOPING
EMBEDDING

- There is a strong culture of listening and sharing pupil feedback at the school. For instance, subject leader monitoring typically includes learning conversations with children, and this nearly always includes Service children.
- Weekly newsletters include occasional references to pupils' feedback, including Armed Forces children, and the PPC reports directly to the local Governing Body from time to time.

SCHOOL LEADER ADVICE

The aim for our Service children is that they quickly settle so that they are safe, happy and have a strong sense of belonging to facilitate their learning. Investment in a dedicated staff member to lead on pupil voice work is key to our success. In multiple areas, children are invited to put themselves forward as ambassadors for a subject or aspect of school life and celebrate it loudly and proudly. To quote from the children:

I get to know about everything that we are doing and can ask the class questions about their point of view."

(School Councillor)

I like being a Rights Respecting School ambassador because we encourage people to learn more about their rights."

(Steering group pupil ambassador)