

CASE STUDY

CROMARTY PRIMARY SCHOOL (P1-P7)



SCHOOL CONTEXT

Cromarty Primary School is a busy, happy, rural school serving the community of Cromarty and beyond in the Highlands. It is a Primary 1-7 non-denominational school with a current roll of 57 pupils, of which about 4% are from Armed Forces families – both serving and veteran. It demonstrates how a very small school can cater for the needs of pupils from Armed Forces families within its inclusive policies and practices and by having well-established strong home, school, community partnerships.

<https://cromartyprimary.wordpress.com/>

This case study describes how the school has used the self-evaluation framework for Principle 6 to help them reflect on how well they are engaging with their military parents within the context of a very small school.



<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

6.1 To what extent do you provide support to Armed Forces families? - On admission, all families, including Armed Forces families, are made aware of key information on the school website and in the <u>handbook</u>. - The head teacher is the designated contact, and all families are aware of this. - The head teacher and staff are sympathetic to reasonable term-time leave of absence requests associated with parental deployments for pupils from Armed Forces families. - Through regular discussions, the head teacher supports staff to build a strong understanding of individual family circumstances including issues which affect pupils from Armed Forces families. - The school offers flexibility in dates for parental meetings to accommodate those who may be on deployment. - Families are made aware of the school's Buddy System and Junior Leader's scheme which support their children from Nursery into the school. - Pupils in P6 & P7 are trained as <i>Playground Leaders</i> and <i>Learning Buddies</i> to support younger pupils in their learning and at play.	EMERGING DEVELOPING EMBEDDING
6.2 To what extent do you help Armed Forces families build strong relationships with each other and with the school community? - As with all families, school staff are aware of the need to support Armed Forces families to build relationships with the school community. <u>Monthly newsletters</u> highlight local events and opportunities to become involved. - The school's <u>Facebook page</u>, run by the School and Parent Team, highlights and signposts parents to community events in the school and local area. - Parents are encouraged to join or support the very supportive <u>Parent Team</u>. - The school organises events which celebrate the wider cultural and religious identities of all families in the school community, including Armed Forces families. This includes opportunities for parents to share their work with the school community to give insight into the jobs of people in the locality. - There are a range of opportunities for parents to become involved with their child's school life. This includes being able to volunteer to support learning activities, such as reading and writing, as well as Health and Wellbeing activities such as <u>Fun 31</u> where children can opt to take part in activities to promote fun and develop skills together in a fun way.	EMERGING DEVELOPING EMBEDDING

6.3

To what extent do you liaise with parents and if appropriate local Armed Forces personnel about deployment and mobility?

EMERGING
DEVELOPING
EMBEDDING

- The school's open-door policy allows Armed Forces parents to regularly inform the school about upcoming moves and deployments. This includes ongoing support as and when required personally for families or when world events may lead to increased tension and stress for pupils and families.
- The school uses Pupil Equity Fund (PEF) money to support a range of Health and Wellbeing activities across the school year, which supports various groups of children at different times.
- The school uses a termly check-in template with all children to keep track of pupils' wellbeing and also uses an annual wellbeing survey based on Wellbeing Indicators. This supports staff to have detailed knowledge of how children are doing at various times in the year and tailor interventions to suit them.

6.4

To what extent are deployments, separation or impending moves shared with all staff appropriately?

EMERGING
DEVELOPING
EMBEDDING

- Information received from families about upcoming moves and deployments is promptly shared with key members of the staff team.
- Personalised support is available to families and children in the event of planned deployments or when there are times of worry and anxiety.
- Pastoral notes are stored electronically for all pupils and include pertinent information for all key staff.

6.5

To what extent do you support Armed Forces children to communicate with a parent when they are away?

EMERGING
DEVELOPING
EMBEDDING

- The school is aware of the importance of keeping in touch with parents who are away from home and digital profiles are available to maintain regular information sharing.
- In collaboration with parents, the school discusses with Armed Forces children the opportunities available to them for communicating with a deployed parent.
- In collaboration with parents, Armed Forces pupils are encouraged to keep diaries to share with the parents on their return from deployment.
- Every pupil has a 1:1 Chromebook device that can be taken home to support electronic communication with school and families.

SCHOOL LEADER ADVICE

'Our ethos at Cromarty is one which promotes a two-way partnership between families and school. We fully understand and celebrate the uniqueness and identity of our school community. We pride ourselves on delivering a high-quality approach to teaching and learning within a supportive and nurturing environment.'

●● Cromarty Primary School staff were supportive and encouraged very open communication prior to and during my partner's overseas training and operational tours, one of which was at very short notice, in support of my eldest child."

(Veteran parent)