

# CASE STUDY

## WALLOP PRIMARY SCHOOL (4-7)



### SCHOOL CONTEXT

Wallop Primary School is a Local Authority maintained school, situated in the west of Hampshire, close to the Wiltshire border and adjacent to the Army Air Corps, Army Aviation Centre, at Middle Wallop. There are 136 pupils on roll, of which 84 (62%) have parents serving in the military. Most of these are stationed at the local Army Aviation Centre, although some come from the nearby Army HQ in Andover and the bases at Larkhill and Tidworth. The Deputy Headteacher (DHT) has strategic responsibility for Service children as part of her wider role with vulnerable groups. She is supported by the Forces Liaison Coordinator (FLC) and two administrative staff, one of whom is a military wife. The latter three assume day-to-day operational responsibility.

<https://www.wallop.hants.sch.uk>

### MORE INFO:

<https://www.wallop.hants.sch.uk/service-families>

This case study describes how leaders at Wallop Primary School have strengthened the provision for the high proportion of Service children in the school by raising their profile and ensuring that all staff and governors understand their needs at key times. Of particular note is the whole-school, collegiate approach to ensuring that all staff in a small school are kept well-informed.



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



## SELF-ASSESSMENT GUIDANCE

| Emerging practice                                                                                                                                                                                                                                                                                                                                                                                                          | Developing practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Embedding practice                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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.</p> <p>School leaders will be <b>beginning</b> 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.</p> | <p>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.</p> <p>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 <b>not fully embedded or consistently applied</b> by all staff, or both.</p> | <p>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.</p> <p>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 <b>both embedded and consistently applied by all staff</b>.</p> |

## EXAMPLES FROM PRACTICE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| <p><b>7.1</b> To what extent do you have a named point of contact to help staff support Armed Forces children and families?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>EMERGING<br/><b>DEVELOPING</b><br/>EMBEDDING</p> |
| <ul style="list-style-type: none"> <li>The FLC has prime responsibility for helping staff support Service children and their families, including at the point of admission to the school; however, through effective teamwork, all staff - including administrative staff - are well-placed to provide support in times of need.</li> <li>The school has produced a <i>Service Children Welcome Booklet</i> and <i>Service Children Welcome Book</i> for new children and their families. These identify key staff and the support available during transition, as well as providing a warm welcome to the school. The information provided by parents in the <i>Service Children Welcome Pack</i> helps staff get to know new families quickly.</li> <li>The FLC runs a weekly <i>Friendship Club</i> for Service children. This is well-attended and is a means for key staff to get to know Service children and their family circumstances.</li> <li>The school proactively seeks to employ new staff with military ties to enhance the knowledge and understanding of, and empathy with, Service life. Currently, the school caretaker is a veteran and four military wives work in the school.</li> </ul> |                                                     |
| <p><b>7.2</b> To what extent do you provide appropriate time for professional development around Armed Forces children?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>EMERGING<br/><b>DEVELOPING</b><br/>EMBEDDING</p> |
| <ul style="list-style-type: none"> <li>The school tailors its Continuing Professional Development (CPD) offer for staff to the existing needs of its Service children and their families. All CPD is bespoke; for example, recent staff training – led by the Hampshire Behaviour Support Team – focused on dysregulation to enhance staff understanding in how best to support a small number of Service children in controlling and regulating their emotional responses.</li> <li>Leaders routinely monitor and evaluate – through learning walks, work sampling and pupil interviews – the provision for Service children and its impact. Outcomes inform future provision.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                     |

7.3

**To what extent do you ensure that all staff and those with responsibility for school governance have access to high quality training about supporting Armed Forces children?**

EMERGING  
**DEVELOPING**  
EMBEDDING

- The headteacher keeps up to date with evidence-based developments through local Service Pupils Coordinator Network meetings and SCiP Alliance events that he attends. He disseminates useful information to all staff.
- Currently, two governors have military ties, including the Chair of Governors. The other, a Lieutenant Colonel in the Army, is the named Forces Governor. Both have a strong understanding of Service life and fulfil their governor responsibilities effectively, providing challenge and support in equal measures.
- Governors are provided – through headteacher reports - with detailed information about the Service cohort, including data on mobility, attendance, behaviour and achievement. Governors monitor the Service Pupil Premium (SPP) Funding Statement and write reports for the full governing body following visits into school.
- Senior leaders have not yet utilised evidence-based training about the lived experience of Service families, for example, the SCiP Alliance's CPD materials within its Thriving Lives Toolkit, to support its CPD offer. Moving forward, the DHT is keen to make effective use of this excellent resource

7.4

**To what extent do staff apply research and evidence-based resources in their support for Armed Forces children and families?**

EMERGING  
**DEVELOPING**  
EMBEDDING

- Senior leaders are fully aware of the research and evidence-based resources available; however, to date, these have not been used to inform bespoke support for Service children. Moving forward, the DHT is keen to make effective use of high-quality resources and recommendations in reports such as *Living in their Shoes*, *Kin and Country* and *Family Federation* publications.

7.5

**To what extent do staff engage in local and national networks focused on supporting Armed Forces children and families?**

EMERGING  
**DEVELOPING**  
EMBEDDING

- The headteacher regularly attends local Service Pupils Coordinator Network meetings.
- The headteacher regularly attends SCiP Alliance events, both locally and further afield.
- The school has developed strong links with the local Army Welfare Service. Many of the Service children at the school attend the weekly *Service Club*.
- The school keeps abreast of any welfare or safeguarding needs of its Service children through its links with the Army Welfare Service.

## SCHOOL LEADER ADVICE

Senior leaders must ensure they do all they can so they, and their staff, are well-informed regarding where new Service children come from or go to, what their needs are and how best to support them. All schools need rottweiler-type members of staff who chase information, communicate effectively, cajole others and champion the needs of Service children. Our rottweilers are our receptionist and FLC!

The provision for Service children was praised by Ofsted in the school's March 2018 inspection, when it was judged as 'Good':

Service children who attend the school are helped to settle in quickly. They make friends and catch up on any learning they may have missed. Service children and their parents say the school understands their particular needs. A dedicated member of staff provides emotional support where changing circumstances cause particular anxiety'