

CASE STUDY

CAWDOR PRIMARY SCHOOL (P1-P7)



SCHOOL CONTEXT

Cawdor Primary School is situated in the village of Cawdor in the Highlands of Scotland. The village is 5 miles south-southwest of Nairn and 12 miles east of Inverness. There is an army barracks nearby and at the time of writing this case study, 6% of the school's 135 pupils were from Armed Forces families. The Head Teacher is the named contact for all matters relating to children and young people from Armed Forces families.

<https://cawdorprimaryschool.com/>

Although Cawdor Primary School has only a small percentage of pupils from Armed Forces families, it takes great pride in ensuring that they are recognised as a distinct group of learners, and every effort is made to ensure that their needs are identified and met and that their progress is regularly reviewed and monitored. This Case Study highlights how the school used Principle 3 to help them self-evaluate how they ensure that achievement is maximised.



<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

3.1 To what extent do you assess on entry and monitor Armed Forces children's achievement, learning gaps and preferences, support needs and interests and skills? - Through early contact with a child's previous school and ongoing dialogue with families, leaders profile each child's strengths and areas for development. - A child's 'All About Me' Profile is created soon after entry, allowing the child to highlight their strengths and interests from their own point of view. - If additional support is required, a plan is quickly developed collaboratively between the child, school, family and any relevant agency input.	EMERGING DEVELOPING EMBEDDING
3.2 To what extent do you address gaps and mitigate curriculum and qualification discontinuity? - All staff use transition records, profiles and assessments to identify gaps in curriculum learning. - Interventions are put in place and are reviewed as part of the school's approach to planning for additional support for learning. The school has a range of academic interventions focused on targeting gaps in particular aspects of reading, writing, spelling and maths.	EMERGING DEVELOPING EMBEDDING
3.3 To what extent do you track and regularly review Armed Forces children's outcomes and progress, and tailor support in response? - Leaders track and analyse in-year and year-to-year patterns for individuals and Armed Forces children as a cohort. - Armed Forces pupils' attainment, attendance and wellbeing is reviewed regularly throughout the school year by the whole school team.	EMERGING DEVELOPING EMBEDDING

3.4 To what extent do you address Armed Forces children's additional learning support needs?

EMERGING
DEVELOPING
EMBEDDING

- Additional support for learning needs is identified at enrolment, throughout the transition period and supported by internal assessments.
- Working with children, their families and relevant agencies, individualised support plans are put in place.
- All staff are involved in regularly monitoring and reviewing progress in relation to additional support needs, through regular attainment and support reviews with the additional support needs teacher and head teacher. Support plans are adjusted accordingly, informed on progress data.

3.5 To what extent do you celebrate prior learning and help Armed Forces children make the most of their strengths?

EMERGING
DEVELOPING
EMBEDDING

- The curriculum rationale aims to enable children have agency in their learning. All staff plan with children to ensure that their voice is captured in the planning process. This includes elements of what they want to learn, how they will learn this and how they will share their learning with others, including their families.
- All staff work collaboratively with Armed Forces children to identify prior knowledge, areas or expertise and gaps in understanding to plan for the school's Cawdor Quests. Cawdor Quests are how staff connect learning across different curriculum areas into learning themes. Together, children and their teachers plan to answer 'Big Questions' about their theme, bringing together prior and new learning.
- In planning, staff ensure that children's expertise is shared with their peers. Through the delivery of its curriculum, staff plan for a blend of direct teaching and inquiry. Through collaborative tasks, children can share their expertise on a topic with individuals, groups and the whole class.

3.6 To what extent do you provide tailored careers and decision-making support for Armed Forces children?

EMERGING
DEVELOPING
EMBEDDING

- The world of work is embedded in the curriculum and connects learning in school to the workforce out of school.
- The school uses the Metaskills through Skills Development Scotland (SDS) to support its curriculum planning and to enable pupil reflection on their strengths and areas of development.
- The school has worked in partnership with Poppy Scotland to bring the 'Bud' learning bus in to support children to better understand the role of the Armed Forces, and the charity's work in supporting veterans and their families.

SCHOOL LEADER ADVICE

As a medium-sized school with a small population of children who are part of an Armed Forces family, it has been important to be cognisant of the points where support may need to be more prevalent, i.e. through points of transition and deployment. We find it helpful to engage with the Military Liaison Group (MLG) in Highland to keep abreast of important and upcoming information, and to signpost families to information as appropriate. Some of the information shared is universal for community awareness, where as some information is shared in a targeted approach with Armed Forces families.