

CASE STUDY

SIR ROBERT PATTINSON ACADEMY (11-18)



SCHOOL CONTEXT

Sir Robert Pattinson Academy is a stand-alone secondary Academy in North Hykeham, an area situated close to the city of Lincoln. It has just over 1300 pupils on roll of which 60, just under 5%, are members of military families associated with nearby air bases at Waddington, Cranwell, Coningsby and Digby. The Academy's culture and ethos flows directly from its Latin motto: Sapientia et Doctrina (Wisdom and Learning), with particular emphasis placed on developing excellent student attitudes to learning and promoting the Academy's core values in order to achieve high standards. The Academy holds the Career Mark Platinum Award. One of the Academy's two Deputy Headteachers has the strategic oversight for Service children, whilst operational responsibility falls to the KS4 Director of Achievement (also the Pupil Premium lead). The latter is supported by a full-time Services Tutor.

<https://srpa.co.uk>

Service children at Sir Robert Pattinson Academy are viewed as one of a number of potentially vulnerable student groups, with dedicated funding and clearly thought through interventions targeted at them to ensure their progress is rapid and sustained. Robust tracking and ensuring that teaching staff know each child they teach 'inside out', are fundamental to ensuring that Service children's 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?

EMERGING
DEVELOPING
EMBEDDING

- When new children are enrolled at the Academy, before they start, they attend a 'testing day'. During this, key staff spend time with them to find out about their interests, skills and recent learning. Each incoming child also undertakes some baseline assessments on this day, from [GL Education](#), covering reading, spelling and mathematics, as well as an online [Pupil Attitudes to Self and School](#) (PASS) test. This tool supports students' wellbeing in learning and offers practical next steps, focusing on three broad areas – how a student feels about themselves, his / her engagement with the curriculum, and his / her feelings about school.
- This preparatory work ensures that new arrivals are placed in the most appropriate teaching groups and can quickly access personal or academic support, if required, from members of the pastoral team or from the Academy's Service Tutor (ST). Previous academy / school records are also used to try and ensure a smooth transition, with these records being chased if they are not forthcoming.
- The progress of all new arrivals is monitored rigorously by Directors of Achievement (academic) and the children's House staff team (pastoral). Parents and carers are kept fully informed. All information on each child is added to the Academy's home-grown online portal. This enables all teaching staff to have the required up-to-date information when planning lessons.
- Intervention reports are prepared termly for the Senior Leadership Team on the progress of a wide range of student groups; this includes the Academy's Service children cohort.

3.2

To what extent do you address gaps and mitigate curriculum and qualification discontinuity?

EMERGING
DEVELOPING
EMBEDDING

- The Academy's ST meets regularly with all Service students, creating a profile on each of them to share with staff regarding life at home, what they want staff to know and what they might require support with. The ST also supports Service children on a one-to-one basis, mainly in lessons, reporting back to the KS4 Director of Achievement weekly. This is a key strategy by which Armed Forces children's learning gaps are quickly addressed, and this support extends beyond core and examination subjects.
- All teaching staff have a hard-copy file at hand in their lessons containing all the key documentation about their students. These include a class inclusion grid, ensuring staff know which students are from Forces families along with other pupil characteristics. These important files follow a set of clear rubrics aimed at helping staff tailor learning to students' needs. For example, they include students' reading ages, details on any who may need trauma-informed care, SEND information and a seating plan.
- Every endeavour is made before a Service child joins the Academy mid-exam course to provide continuity in examination specifications. For example, when a Year 11 student joined in February of 2023 having moved from abroad, SRPA adapted their practice by supporting the student through GCSE Citizenship. This GCSE subject is not generally taught at SRPA however the Academy's Sociology and Psychology teachers undertook the task. The student achieved grade 6 in the Summer examinations.

3.3 To what extent do you track and regularly review Armed Forces children's outcomes and progress, and tailor support in response?

EMERGING
DEVELOPING
EMBEDDING

- Expectations for all students, including those from Armed Forces families, are high and their progress across all aspects of Academy life is carefully tracked. This is supported by a 'home-grown' online portal which draws in data from [GO 4 Schools](#), an online system for Academy data and management. The portal is not only used to track progress, but also to share good practice across the staff team. It also contains SEND profiles and a host of useful information.
- Where Service children are not on track to achieve personal, ambitious targets, Academy leaders ensure that interventions and / or additional support is put in place swiftly. This is often through dedicated time with the Academy's ST. The Academy's leadership has an expectation that teachers put in relevant interventions for the 'first 10% of each year-group'; in other words, the 10% who are making the least progress. This is recorded and acted upon via classroom teachers, departments and our ST, directed by the Director of Achievement for Key Stage 4.
- The Academy offers a large range of extracurricular and enrichment opportunities, and attendance at these is closely monitored to ensure, for example, that Service children do not miss out due to personal circumstances such as transport needs. These opportunities include a STEM tutoring offer for Year 11 Service children with the Academy paying any attendance costs.
- The Academy has an [Attitudes to Learning](#) (A2L) programme designed to support pupils to become reflective and to strive to improve their approach to study. It is widely accepted that a positive attitude to learning, known as 'Expert' at the Academy, directly impacts a student's progress and outcomes. At the end of each half term, students receive an A2L score per subject and are then supported through targeted self-reflection and goal setting. Most Service children are typically at the 'expert learner' or 'highly effective learner' stages.

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

EMERGING
DEVELOPING
EMBEDDING

- When new children attend their 'testing day' before starting full-time, and when it is already known that they have Special Educational Needs and / or Disabilities (SEND), they complete this day within the SEND department. This has the benefit of helping them to get to know key staff straight away as they spend their first days in the SEND environment.
- Detailed and timely records are passed on to a new school / academy, in advance of the move, when a Service child with SEND leaves. These detail the child's needs and achievements, and the Academy's work to support them. The information is shared with parents. An identified 'next step' is to contact the Service child's new school after a few weeks to check on how well he / she is settling in and whether the new school has all the information it needs to support the child effectively.
- Every effort is made to discuss a child with SEND who is joining the Academy with their previous school in order to build up a picture of the support that child has been receiving. Records from previous schools are expected and if not forthcoming the ST will make contact.
- Leaders ensure that staff are well trained to support all children with additional needs; provision, accordingly, is highly effective and most children with SEND, including those from Armed Forces families, make good progress from their starting points.

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

EMERGING
DEVELOPING
EMBEDDING

- Whenever possible, when topics are taught that teachers know a Service child has recently studied before at a previous school, a personalised approach is planned to minimise unnecessary repetition. In class support is provided; this may be from the class teacher, ST, a school-led tutor or even from expert learners from within the class.
- An identified 'next step', following self-evaluation with the *Thriving Lives Toolkit*, is to develop curriculum maps which can be RAG-rated with an incoming student and shared with staff, detailing what he / she already knows and understands in a unit of work to be covered.

3.6

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

EMERGING
DEVELOPING
EMBEDDING

- Careers education is taken very seriously at Sir Robert Pattison Academy, reflected by the Academy's values, the first letters of which spell out the acronym 'CAREER'.
- The Academy's careers programme holds the Career Mark Platinum Award and follows the Careers Development Institute framework covering careers, employability and enterprise. It fully supports the eight Gatsby Benchmarks. Learning is structured around three core aims of self-development, career exploration and career management. Careers education learning is complimented by access to timely, impartial and independent careers information, advice and guidance.
- The careers team work closely with Lincoln University's widening participation team which, for example, offers opportunities such as a university taster day for all Year 10s and support for Year 12s with writing personal statements.
- Senior leaders are fully aware that Armed Forces children have lower progression rates into higher education compared to civilian children. 'Aspiration' display boards in communal areas around the Academy are updated termly to engage students and to encourage them to aspire to the highest levels. All year groups from 7-13 visit a wide variety of universities looking at next steps.
- Key stage 3 students attend targeted university Creative Forces days annually, in addition to working with the ST to undertake creative tasks as selected by them in the Academy's new Services Club.
- During the Academy's Remembrance services, Service students are invited to a special flag-raising ceremony led by the head teacher and governors.

DIRECTOR OF ACHIEVEMENT ADVICE

To ensure that each Service child makes rapid progress during his or her time with us, as with all students, staff track their achievements, participation and attendance both regularly and rigorously, allowing us to provide bespoke interventions when any concerns arise. The impact of these interventions is also carefully tracked. Equally important, having dedicated and proactive members of staff in our pastoral team means our Service children quickly feel supported and gain a strong sense of belonging in their Academy. (Director of Achievement for KS4, Pupil Premium and Academy led tutor lead).