

CASE STUDY

BUNTINGSDALE PRIMARY SCHOOL & NURSERY (3-11)



SCHOOL CONTEXT

Buntingdale Primary School is a small, nurturing, rural school in Shropshire. The school roll is currently 77 of which 33 (43%) come from Armed Forces families. Nearby Clive Barracks is a base for the British Army. It was previously known as Tern Hill and was taken over from the Royal Air Force in 1976. Part of the base is still used as the Tern Hill Airfield which is predominantly used as a relief landing ground for helicopters of the No 1 Flying Training School, based at RAF Shawbury.

Learn to Live, Live to Learn.

www.buntingdale.shropshire.sch.uk

This Case Study highlights how the school used Principle 4 to help evaluate its transition procedures and identify areas for further improvement.



<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

4.1 To what extent does your school identify Armed Forces children? - Parents are encouraged to self-identify as Armed Forces on enrolment. - Parents are reminded via regular <u>newsletters</u> to contact the office and update details at least once a term. - Although there are no separate days/events just for Service families, parents are invited in for social interactions such as Mother's Day afternoon tea, assemblies, work alongside children in class, family learning, etc. This helps children to be identified as being part of Armed Forces families.	EMERGING DEVELOPING EMBEDDING
4.2 To what extent do you work with outgoing and incoming Armed Forces families through the long transition process? - The school has a fully trained Emotional Literacy Support Assistant (ELSA) who works with many Service families to help ensure the transition process is as smooth as possible by supporting them to provide as much information as relevant to help the schools build a picture of the children and their families. - The school has a mental health nurse who visits weekly to support those who may need additional support during the transition process – with a particular focus on coming to terms with lost friendships and building new ones. - The school is very aware of last-minute changes to moves and staff are used to working flexibly to cater to these – minimising stress to children and their families.	EMERGING DEVELOPING EMBEDDING
4.3 To what extent do you welcome Armed Forces families, both before and after their moves, and ensure a positive experience from the first day? - When possible, prospective new pupils are given the opportunity to spend time in their new class before their official entry to school. - Staff are always available to speak with parents about any concerns and several transition meetings are arranged for families throughout the settling-in process. - New children have a 'friend' in their class allocated to help them learn new routines and find their way around the school. This helps to minimise stress and helps new children settle in more quickly.	EMERGING DEVELOPING EMBEDDING

4.4

To what extent do you work with Armed Forces children's previous or future schools to transfer records and find out about learning, wellbeing, achievements, interests, skills and their family context?

EMERGING
DEVELOPING
EMBEDDING

- School staff use the Child Protection Online Management System (CPOMS) in conjunction with information from previous schools to record family, social, behavioural, SEND and emotional needs. This ensures that a comprehensive picture of pupils and their families is established.
- When children leave, teachers put together an envelope of established documents (other than those deemed confidential) that are handed to parents to pass directly to new placements. This process avoids delays in the transfer of non-confidential information.
- School Information Management System transfers are done promptly and directly with new placements.
- Staff are available for phone calls directly with previous and receiving schools following transitions and during the transition process. These direct exchanges of information enhance the document transfer process.

4.5

To what extent do you minimise discontinuity in additional support, for example by minimising re-assessment of needs?

EMERGING
DEVELOPING
EMBEDDING

- Staff ensure that they familiarise themselves quickly with transfer records for children with additional needs to ensure that targeted support can be continued as smoothly as possible.
- A child's additional needs and prior support provision are fully considered when planning appropriate programmes of support.
- To ensure continuity of specialist services that a child may have previously received, support staff contact relevant local support providers to make prompt referrals and discuss what support may be available.

4.6

To what extent do you help Armed Forces children build new and maintain existing relationships?

EMERGING
DEVELOPING
EMBEDDING

- All staff are aware that the transition process can vary from child to child and sufficient time is allowed for them to deal with the loss of previous friends whilst starting to develop new ones.
- A buddy system is in place to welcome and support children when they arrive.
- 1:1 or small group support is provided, as and when required.
- Emotional check-ins provide opportunities for Armed Forces children to discuss how they are feeling about the loss of previous friendships and building new relationships.
- The school encourages children to join extra-curricular activities to help forge new friendships.

SCHOOL LEADER ADVICE

"Have a smooth, well-planned and organised transition practice in place. Be prepared to be flexible and have spares of everything ready to hand for last-minute changes of plan. Ensure all staff are aware that the transition process can take a long time."