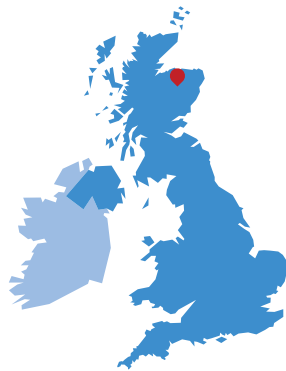


CASE STUDY

KINLOSS PRIMARY (P1-P7)



SCHOOL CONTEXT

Kinloss Primary is a Local Authority Primary school, situated on the Moray Firth coastline about 30 miles from Inverness. The current school roll is 216 of which just over 50% have parents serving in the military, mainly from the Kinloss Army base, but some also from RAF Lossiemouth. One member of staff has specific responsibilities for Armed Forces children's support.

<https://kinlossprimaryschool.co.uk>

MORE INFO:

https://kinlossprimaryschool.co.uk/supporting_armed_forces_children/supporting_armed_forces_children.html

Kinloss Primary School provides dedicated support for pupils from Armed Forces families. The school considers that transitions in and out are supported by the whole school team, and especially by the dedicated Armed Forces Pupil Support Worker who provides support and reassurance when it is needed throughout the whole transition process. The Armed Forces Pupil Support Worker supports the children to develop their own individual transition booklets. This Case Study highlights how the school used Principle 4 to help evaluate their transition procedures.*



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



* Data collected in the 23/24 academic year

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? - Families are asked to self-identify on enrolment and are regularly given other opportunities to do so throughout the year (e.g. e-mails, newsletters). - Armed Forces parents are invited to weekly drop-in coffee sessions to meet members of Army Welfare Service and school staff responsible for supporting Armed Forces children. - Prominent display boards highlight Armed Forces children and their achievements.	EMERGING DEVELOPING EMBEDDING
4.2 To what extent do you work with outgoing and incoming Armed Forces families through the long transition process? - When families first make contact, information is shared about the school and its enrolment process and a telephone conversation with the Head Teacher is arranged. A range of specially created transition resources are shared with the family, including: a welcome booklet about the school written by the pupils, a welcome video and an All About Me information sheet for the new family to complete and return to the school office. - Upon arrival at the school, a full tour is given to the family by a member of the Senior Leadership Team, with introductions to the class teacher and new children's classmates. - On the first day, the family is welcomed by the class teacher and Support for Learning Teacher, who show the family the practical aspects of the start and end of the school day. - The Armed Forces Pupil Support Worker (PSW) introduces herself in a one-to-one session on the first day, ensuring that the family knows that she and the Head Teacher are their main points of contact.	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?

EMERGING
DEVELOPING
EMBEDDING

- Initial contact is made by either a telephone call or an email from the school's website.
- A welcome pack of information is emailed to the new family, including a shorter school handbook, a [welcome video](#) to introduce the staff and the environment, and the *All About Me* form to be returned to the school.
- A member of the Senior Leadership Team telephones to speak to the family and arranges a date for them to visit the school.
- On the first day of school, the class teacher meets the pupil at reception and takes them to the school lines, whilst a senior leader shows the parents where to drop off and pick up their child.
- The school has a well-established buddy system.
- The Armed Forces Pupil Support Worker makes contact on the child's first day to introduce themselves, transition support structures are also included on the schools website. A settling in period is identified with the family, and a date for a follow-up meeting is arranged.

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

- As soon as the school office knows which school an incoming child has been attending, contact is made with that school to request transfer of records and to discuss any additional support needs.
- Class teachers have conversations with the child's previous class teachers to find out where the child is in their learning, along with any additional information about their progress, motivators and things that can help to engage them in their learning.
- Requesting records and additional information includes safeguarding concerns and contact details of other professionals involved with the family.
- This is also done with a receiving school when a child leaves Kinloss Primary School.

4.5

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

EMERGING
DEVELOPING
EMBEDDING

- Prior to a child with a recognised additional support need joining the school, several conversations take place with the previous school and parents, and paperwork (e.g. an Education Health and Care Plan or Child's Plan) is shared so that the school has a good understanding of the level of need.
- The school's staff uses information from previous assessments to ensure continuity of support and specialist services are provided where possible, as quickly as possible.
- A Child Planning Meeting is organised within the first few weeks to identify how the child is settling into school and to ensure that referrals to specialist services are made quickly to maintain continuity of support, as far as possible.

4.6

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

EMERGING
DEVELOPING
EMBEDDING

- The Armed Forces Pupil Support Worker arranges 1:1 and small group support sessions to help new pupils deal with the loss of previous friends and to help them start to build new friendships.
- Class and support teachers use daily emotional check-ins to allow pupils to discuss how they are feeling.
- The PSW also performs a daily check-in across all classes specifically for Armed Forces children and runs a daily lunchtime club to support building new friendships.
- When required, access to nurture groups and *Seasons for Growth* is arranged to support children as they transition into school.

SCHOOL LEADER ADVICE

The key to successful, effective transitions and consistent implementation of the School's Transition Policy and Procedures, is ensuring that all staff understand the Transition Cycle. Staff training on this is essential.

 *The whole process of moving into and out of Kinloss Primary and back again for a second time was very smooth and I felt that I and my children were very well supported*

(Parent)