

CASE STUDY

MILLBURN ACADEMY (S1-S6)



SCHOOL CONTEXT

Millburn Academy is a Local Authority Secondary school situated in the centre of Inverness. The current school roll is 1250 of which 98 (8%) of the pupils are from Armed Forces families. Most Armed Forces parents work at the nearby Fort George barracks where 3 Scots are currently stationed. All staff take the responsibility to support young people from Armed Forces families but in addition, a Depute Headteacher, Principal Teacher of Guidance, and a Nurture and Inclusion Lead also have key responsibilities for structuring and improving the support for Armed Forces children.

www.millburnacademy.co.uk

MORE INFO:

<https://www.millburnacademy.co.uk/pupil-support/armed-forces>

This case study describes how the school has used the self-evaluation framework for Principle 4 to help them reflect on their procedures for transitions, how effective they are and how they could be improved.



<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?	EMERGING DEVELOPING EMBEDDING
	- Admission forms include a section for families to inform the school if they are an Armed Forces family. - Information is also gathered from parents at subsequent enrolment meetings to ensure any appropriate transition is in place or support is required. This information is flagged for staff on the school's Scottish Electronic Education Management Information System (SEEMIS) system for staff to be aware of children in their classes from Armed Forces families. - Posters are displayed at reception and in the main school building signposting support resources and encouraging families to make the school aware if pupils are from an Armed Forces family. - Links with feeder primary schools include focusing on the number of Primary 7 pupils transitioning to secondary from an Armed Forces family - their attainments, achievements, learning styles and support needs. This information is shared with all relevant secondary staff.	
4.2	To what extent do you work with outgoing and incoming Armed Forces families through the long transition process?	EMERGING DEVELOPING EMBEDDING
	- Background information is gathered from Armed Forces families when new pupils join the school to help staff build a picture of the whole family and each child's educational journey. - The Nurture and Inclusion Lead meets with Armed Forces Primary 7 children in their own primary school, if possible, as part of the ongoing transition process. These visits allow them to plan and offer enhanced transition support to those who require it. - Enhanced support is developed further by the Nurture and Inclusion Lead attending the youth club in the local community for Armed Forces families to build relationships and help the transition process. - Guidance staff, or the Depute Head (year head), are the main points of contact for families. - Staff work closely with the Military Liaison Group (MLG) in Highland to work with other professionals and organisations to keep up to date with opportunities to support families and how best to seek further support, especially as part of the transition process. - Staff liaise closely with the MLG lead who is the Positive Relationships Coordinator for Highland linked to Armed Forces families. - Families are signposted to the MLG website where a range of support materials and helpful guidance are available.	

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

- Families are given the link to the school's website where they can access the school **handbook**. The website contains a section specifically for **Armed Forces families** with further links to local authority support and newsletters.
- Depute Heads meet with families as part of their initial visit to the school, and families are offered a tour by members of the school's prefect team or a key member of staff.
- The guidance teacher, linked to supporting pupils, meets with each incoming pupil on his/her first day.
- During a new pupil's first few weeks, the guidance teacher has regular check-ins with him/her.
- All relevant information shared by the family during their initial visit is shared with teaching staff including interests and challenges for the young person.
- Each new pupil is allocated a buddy and, if applicable, he / she may be linked with another pupil from an Armed Forces family.

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

- Clerical staff arrange for the transfer of the Scottish Electronic Education Management Information System (SEEMIS) records from the previous school and next schools including overseas.
- Guidance teachers allocated to support pupils contact previous schools to gather relevant information, allowing them to build up a comprehensive picture of the young people and their families. This ensures smooth transitions in and out of the school and minimises any delays in the provision of appropriate support.
- A school-to-post-school transition group has been established to work with post-school partners to ensure smooth transitions to positive destinations for Armed Forces children.

4.5

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

EMERGING
DEVELOPING
EMBEDDING

- Staff use information from transferred records to focus on support previously provided and consider any possible new support required.
- Previous assessment of needs is taken into account to avoid unnecessary re-assessment.
- During enrolment meetings, additional support requirements are discussed with families.
- All pupils have support for learning staff allocated to their year group.
- Where previous support has been allocated in schools, the school looks to ensure that where possible this is in place for pupils transitioning.

4.6

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

EMERGING
DEVELOPING
EMBEDDING

- The Nurture and Inclusion Lead facilitates nurture groups. These provide a safe space for some pupils transitioning to the school to help them establish friendships and develop confidence in their new setting.
- All pupils from Armed Forces families are offered one-to-one check-ins with the Nurture and Inclusion Lead on a termly basis throughout their time at Millburn Academy or more regularly if required.
- All pupils complete well-being surveys on a termly basis focused on **Shanarri** (a set of 8 indicators that measure a child's wellbeing). These indicators allow for any possible issues to be identified and addressed promptly.

SCHOOL LEADER ADVICE

Helping staff understand the additional challenges at transition points for pupils from Armed Forces families is essential to allow them to best support the young people. Communicating regularly with staff, pupils and parents is essential throughout the transition period. Working across the wider school, with staff in different roles taking responsibility to support young people in different ways, results in the best outcomes for young people.