

# CASE STUDY

## CWMCLYDACH PRIMARY SCHOOL (3-11)



### SCHOOL CONTEXT

Cwmclydach Primary School is an English Medium school which serves the communities of Cwm Clydach and the surrounding areas and caters for children ages 3- 11. There are currently 178 full-time pupils on roll. Around 38% of pupils are eligible for free school meals, which is above the local authority and national average, and about a quarter of pupils are considered to have some degree of additional learning needs, which is also above the local and national averages. Two pupils on roll (1.1%) are from Armed Forces families and a nominated member of staff is responsible for them within the school.

<https://sites.google.com/hwbcymru.net/cwmclydach-primary-school/home>

Cwmclydach Primary School is a community school that places a strong emphasis on working with its many partners to develop exciting futures for the children in its care. In recognition of their wellbeing support, the school was the first in their Local Authority to be awarded the 'National Nurturing Schools Programme Award'. Cwmclydach feel that it is an honour to support the Armed Forces Community and recognise the value Service Personnel, both Regular and Reservists, Veterans and serving families, contribute to the school and country. This Case Study highlights how the school used Principle 2 to help evaluate its support for Armed Forces pupils.



## SELF-ASSESSMENT GUIDANCE

Emerging practice	Developing practice	Embedding practice
<p>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.</p> <p>School leaders will be <b>beginning</b> 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.</p>	<p>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.</p> <p>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 <b>not fully embedded or consistently applied</b> by all staff, or both.</p>	<p>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.</p> <p>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 <b>both embedded and consistently applied by all staff</b>.</p>

## EXAMPLES FROM PRACTICE

<p><b>2.1</b> To what extent do you create opportunities for Armed Forces children to meet, and explore experiences together?</p> <ul style="list-style-type: none"> <li>Armed Forces pupils meet half termly with the Supporting Service Children in Education (SSCE) lead, the deputy headteacher, to plan events and activities to support Armed Forces children across the school. They are each given a buddy link to support them, as required.</li> <li>The lead teacher for Armed Forces families works closely with teachers from the cluster schools to organise Service children's sessions, which enable the learners to meet and explore experiences together. They have completed virtual sessions, team building activities and interview sessions with members of the Forces.</li> <li>Each November, the school's Service children are invited to join other Service children in the local schools at the Tonypany Remembrance event.</li> <li>SSCE events held locally (Ynysangharad Parc), for the Month of the Military Child and Armed Forces Day, are shared with families via newsletters and texts to parents. SSCE newsletters and events are shared with families through the school website, Facebook and twitter accounts.</li> <li>Whole school celebrations are planned for Armed Forces Day, which includes a whole school assembly, class-based learning activities, interviews with current members of the Forces / veterans, Forces fitness activities and Zoom sessions with cluster schools.</li> </ul>	<p>EMERGING DEVELOPING EMBEDDING</p>
<p><b>2.2</b> To what extent is your pastoral support informed by Armed Forces children's voices?</p> <ul style="list-style-type: none"> <li>Pupil profiles, reflecting input from pupil voice, are updated annually to ensure appropriate pastoral support.</li> <li>Pupil voice feeds into school improvement, most recently the revamping of the school Café @ Cwm led by the school council, and Armed Forces children are included in pupil voice groups.</li> <li>Pupil questionnaires are completed annually to feed into future planning and next steps to support Armed Forces children.</li> </ul>	<p>EMERGING DEVELOPING EMBEDDING</p>

2.3

**To what extent do you have mechanisms to provide tailored support when Armed Forces children need it while ensuring that they are not singled out unnecessarily?**

EMERGING  
DEVELOPING  
EMBEDDING

- Wellbeing check-ins are complete daily across the school and a pupil wellbeing breakfast is provided to support learners who require an additional level of support prior to starting their school day.
- Universal provision maps are completed by teaching staff and the whole school vulnerability profile highlights Service children as a distinct category. Additional support is carefully tracked through a whole school provision map and the range of interventions cover social, emotional and academic support. The school's Additional Learning Needs Coordinator (ALNCO) works closely with class teachers to support referrals to external agencies.
- All Armed Forces children and families are aware of the school's lead for Service children and a parent/ carer page for SSCE is included in the [school website](#).

2.4

**To what extent does pastoral support take account of points of stress including deployment / weekending, school moves and caring responsibilities?**

EMERGING  
DEVELOPING  
EMBEDDING

- A vulnerability profile highlights Service children and all staff are aware of who these are.
- Postings and deployments are shared with school staff by families and all staff are aware of the impact this may have on learners. Interventions such as Little Troopers, ELSA and wellbeing check-ins are used to support individual learners, as well as class support provided by teachers and teaching assistants.
- Expertise from the SSCE link is utilised and resources available on its website is shared with parents/ carers and used within class / school intervention tasks.
- Funding is applied for as appropriate to release staff to complete.
- Additional support around transition to new postings include extra meetings with parents, preparing learners with move sessions through ELSA and wellbeing sessions.
- Curriculum plans provide opportunities for learning to be linked to support Armed Forces children, such as *Month of the Military Child*, *Armed Forces Day* etc.

2.5

**To what extent do you nurture Armed Forces children's identities, and help them feel understood?**

EMERGING  
DEVELOPING  
EMBEDDING

- All Armed Forces learners are given opportunities to celebrate their identities, such as through assemblies and special celebrations including Jubilee, Coronation, Armed Forces Day etc.
- School staff work closely with cluster schools to plan Service children collaboration events throughout the year.
- Excellent links are in place with veterans in the community, who lead annual remembrance service at school with their regimental flags.
- There is a page on the school website dedicated to Service children and their families, highlighting issues which help them feel better understood.

## SCHOOL LEADER ADVICE

'I strongly believe that our biggest strength as a school is the culture we have created. We work to build strong relationships based on trust with all our learners, parents and families, understanding that good relationships create the firm foundations needed to create a happy, inclusive and nurturing environment where every pupil can thrive. We are proud to be the only school within RCT to have been awarded the national nurturing schools award from Nurture UK.

All our staff have received trauma-informed schools training, and these practices are embedded within the culture of the whole school. Wellbeing is at the heart of everything we do here at Cwmclydach, not only for our pupils, but for all stakeholders.

Our staff have a good understanding of individual learners' needs and go above and beyond to support them emotionally and socially as well as academically. Whole school vulnerability tracking systems and individual wellbeing assessments feed into intervention support to ensure all individuals learning needs are met.'

*'I loved completing the Little Troopers' sessions with my friend. It was lots of fun spending time and talking about my dad who was working away. It really helped me connect with my buddy in school who understood what I was going through.'*

(Child)