

# CASE STUDY

## KING'S ACADEMY BRUNE PARK AND KING'S ACADEMY BAY HOUSE (11-18)



## SCHOOL CONTEXT

King's Academy Brune Park and King's Academy Bay House, both part of the Gosport and Fareham Multi-Academy Trust (GFM) in Gosport, Hampshire, recently merged with King's Group Academies. Brune Park has 1,348 students in Key Stages 3 and 4, with 102 (8%) being military children. Bay House has 2,056 students in the same stages, with 229 (11%) being Service children, and its sixth form has 228 students, of which 39 (17%) come from military backgrounds. Overall, 370 out of 3,632 students (10%) across both schools are from military families, predominantly from the Royal Navy, with low mobility as most families are settled in the area.

The schools offer strong pastoral and welfare support for Service children through a dedicated Service Team, led by the Community and Service Lead (CSL) and the Service Children and Families Coordinator (SCFC). They operate from the Gosport Community Hub, located at Brune Park and funded by the Royal Navy and Royal Marines Charity. The Hub serves as an inclusive space for the community, hosting events, workshops, and support groups for military personnel, veterans, and their families.

<https://brunepark.gfmat.org>

<https://bayhouse.gfmat.org>

<https://sites.google.com/gfmat.org/gosportcommunityhub/home>

*This case study – focusing on Principle 3, 'Achievement is Maximised' - describes how leaders at both secondary schools, and within the context of the MAT and wider work of the Gosport Community Hub, provide timely and effective support for Service children so they attend well, behave appropriately, engage positively with school life and, ultimately, make good progress in their academic studies so they achieve well. Overall, and generally, Service children achieve better than their non-Service peers.*



## 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

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

- Shortly after joining either school, on admission in September or in-year, a Service child is flagged on Arbor, the chosen Management Information System (MIS).
- New Service children have their academic needs assessed through standardised tests which provide reliable insights into their specific strengths and weaknesses. This information is shared with key staff and used to ensure the Service children receive the correct additional support through interventions and/or teacher instruction.
- End of KS2 statutory assessments are completed within the linked feeder primary schools during the Summer term and the data shared with key staff in the appropriate school.
- During the Summer term, and before moving up to secondary school, an extra transition afternoon is offered for Service children in the feeder primary schools.
- Home visits and separate tours of the schools are offered to new Service families.
- The Service Team provides the main pastoral and welfare support for Service children. The CSL and SCFC liaise closely with academic staff regarding the needs of Service children.
- Members of the Service Team act as a point of contact for any issues or requests for information.
- Resources, such as books or revision guides, are provided for Service children, when necessary.
- A member of the Service Team acts as the point of contact for a new Service child's previous school or new school they may be moving on to, if required.
- The achievement of Service children is routinely monitored by senior leaders and compared to that of non-Service children to identify gaps.
- Key staff update provision maps constantly with information on Service children's needs and, if a child has a specific new need or there is information that teachers need to be aware of, this is flagged up on class registers. All staff are expected to monitor provision maps and class registers.
- Year teams are regularly updated as to who their Service children are and informed of any information that may be helpful to understand their needs.

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

EMERGING  
DEVELOPING  
EMBEDDING

- One-to-one support is available for Service children to support their mental health and well-being and encourage academic progress. Support for learning in key subjects is also provided.
- New Service children who join either school mid-exam course have their needs assessed to identify current levels of knowledge and any curriculum gaps. The main focus for additional support is on enhancing skills in key subjects.
- Both schools utilise standardised tests to assess the needs of Service children, for example, *Reading Renaissance* assessment materials.
- Additional academic support for Service children includes, for example, the *Reading Mentor Programme* – for selected Year 7 and Year 9 pupils – and *Spelling Bee*.
- When appropriate, tutoring and mentoring is used to support gaps in learning due to mobility.
- Additional revision sessions for targeted subjects are offered in the run up to exams. Small groups are set up for Service children who would benefit from extra learning support.
- The *Careers Team* organises a meeting with a new Service child soon after admission.
- The school libraries have key events throughout the year to promote reading for pleasure. They work with departments to ensure recommended reading lists are up to date and relevant. They also run a number of clubs and societies to promote reading and there is also an online library.
- Administrative staff track, monitor and report on absence, identifying trends and patterns for identified Service children. Where issues exist with attendance, responses are quick.
- All Service children can start their day with a free meal at *Breakfast Club*.

**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

- Regular reports are run from the *Arbor MIS*. Attendance, behaviour and achievement data is scrutinised and evaluated and compared to cohorts of non-Service children.
- In-year assessments are completed within the two schools and Service children's achievement data is monitored and compared to that of non-Service children to identify gaps.
- Following internal assessments, the *Service Team* is informed of the outcomes so support for well-being can be provided, if necessary, and to further enhance learning and progress.
- Attendance is tracked and, when appropriate, support offered to a family, led by a member of the *Service Team* but inclusive of other departments and services, depending on need.
- Year teams refer, where relevant, to the *Service Team* for support for a child with the aim to improve his / her academic progress and outcomes.
- Service children, and/or their parents, can self-refer for support from the *Service Team*.
- The *CSL* and *SCFC* ensure that relevant information relating to a child's well-being and learning is kept up to date for colleagues to respond where appropriate.
- Service children acting as *Service Ambassadors* attend meetings, when appropriate, to hear new information and help influence outcomes.
- Parents of Service children are engaged through the transition programme, cooking sessions, yoga, parent / carer evidenced-based programmes, such as *Talking Teens*, and other ad hoc events such as the Christmas and Easter family drop-in events.
- Service children attend free swimming sessions within both schools and are offered peer support from Service children in other age groups.
- Weekly lunchtime well-being sessions are offered to Service children.
- Curriculum enhancements and blended learning opportunities have included, for example, Service children visiting the city farm, enjoying a day trip on the *Boleh yacht* and attending enrichment days at *HMS Collingwood*.

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

EMERGING  
DEVELOPING  
EMBEDDING

- When a new Service child is admitted, the family is offered a home visit. As part of this visit, the CSL or SCFC establishes if there are any additional needs that the school is unaware of.
- When a Service child leaves one of the two schools, the family is offered a point of contact in their new school, so the new school can make contact with any questions.
- Members of the Service Team strive to ensure that, where possible, waiting times for support are reduced to a minimum, for example, by signposting Service families to organisations that can help or fund, where appropriate, a diagnosis. This is particularly important for Service children who are experiencing mobility as a result of their serving parents.
- Provision maps are kept up to date to support the overall care and support for individual children. An internal Diagnostic Tool is used to gather information, re-screen and ensure that a robust plan of support is put in place, when necessary.
- Key information is added to Arbor and provision maps to show when Service children are receiving support from the Service Team so all staff are aware of any additional support.
- A member of the Service Team attends, and is involved with, any parent/child meetings to offer support for well-being and or resources to support the Service child in school.
- Children in priority groups are targeted early by the Careers Team - Pupil Premium (PP), Free School Meals (FSM), Looked After Children (LAC), those from a Service Family (SF), those with Special Educational Needs and Disabilities (SEND), Young Carers (YC), those with English as an Additional Language (EAL) and those identified as potential Not in Education, Employment or Training (NEET).

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

EMERGING  
DEVELOPING  
EMBEDDING

- Regular internal assessments are completed to explore current level of knowledge and identify gaps in learning. If gaps exist, the main focus is on enhancing skills in those subjects.
- The successes and achievements of Service children are celebrated in newsletters and communicated to the whole-school team, informing them of children's success stories.
- The school has not yet found a way to gather comprehensive knowledge of curriculum topics that an incoming Service child has already studied. The CSL or SCFC are keen to work with senior leaders to develop ways to establish this, minimise repetition of curriculum content, and provide opportunities for new Service children to share some of their previous learning in areas not covered by the school so that this can be celebrated.
- The CSL or SCFC are keen to work with senior leaders to review the extent to which the curriculum is sufficiently personalised, for example, so that any topics that a new Service child has covered in a previous school are studied in a more localised context (e.g., the Romans and their influence in the school's locality).

3.6

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

EMERGING  
DEVELOPING  
EMBEDDING

- Both schools are signed up to the *Armed Forces Covenant*.
- In 2022, the GFM was awarded a *Bronze Award* - for supporting people who serve - by the *MoD Defence Employer Recognition Scheme (ERS)* which encourages employers to support defence and inspire other organisations to do the same.
- All Service children are offered a bespoke careers meeting and, depending on need, this can be on a different time frame to other non-Service children.
- When appropriate, Service children are signposted to the *Forces Employment Charity* for careers advice and support with aspects of securing employment.
- Identified Service children attend the annual *Creative Forces Day* at *Portsmouth University*.
- At any time, Service children and their families can request individual careers support from a member of the *Service Team*.
- The two schools have hosted employment events, with a particular focus on removing prohibitive barriers to employment.
- All children within the two schools have access to *Unifrog*, the chosen careers platform. This enables staff to build careers-related activities into the curriculum and enables children to learn more about themselves, their options and career pathways and to create their own profile.
- Children in the same priority groups as above are targeted early by the *Careers Team*. By early Spring of Year 11, all KS4 Service children have had a one-to-one guidance meeting with a *Careers Adviser*, a fully qualified careers guidance professional. Following this meeting, the child receives an individual and tailored *Next Steps Plan* detailing suggested actions, including a 'Plan A' and 'Plan B' in relation to the chosen career path.
- Leaders are aware that Service children have lower progression rates into higher education compared to their non-Service peers; however, to date, this has not been acted upon. Therefore, tailored opportunities to address this, perhaps working in partnership with *Portsmouth University*, have not yet been explored.

## SCHOOL LEADER ADVICE

●● The main thing for leaders to get right for Service children is their emotional health and well-being. Leaders must ensure that emotional support is sensitively delivered and geared towards alleviating the impact of changes in family functioning and responsibilities on the part of older children, for example, in having to step in as the patriarchal head of the family when dad is away on deployment."