

# A case study: Partnership working and networks



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# Our Approach

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Service children have been an identified target group in our Widening Participation Outreach Strategy since 2013, although we have worked with some of the secondary schools with high proportions of service children for a number of years prior to that (currently 5 secondary schools and some of their primary feeders)

We work with schools that have a significant proportion of service children as part of *Be Inspired!*, our mainstream outreach programme, but also with service children as a discrete group through bespoke activity and collaboration

Our institutional programme is based around a Learner Progression Framework, and working with service children has influenced the development of that programme

## Learner Progression Framework

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Outreach programme targeted at school level, then widening participation cohort within school

Secondary Framework did at first map over to school year (Years 7-13) but has been adapted so that cohorts can join at any stage to accommodate service children and schools new to the programme

The Framework also maps out outcomes, evaluation questions and activities

# Learner Progression Framework (Secondary)

Programme title	1 Introducing university	2 University courses	3 HE benefits	4 Futures & options (Career Pilot)	5 Study skills	6 Applying for university	7 Preparing for university
<b>Aim</b>	Introduce university as a viable future option by breaking down barriers , myth-busting, help students begin to envisage themselves as undergraduates and to familiarise them with key university facts.	Raise awareness of the variety of courses available at university to help students identify subjects they may be interested in for future study.	Increase interest in higher education through expanding on a variety of benefits and exploring the advantages graduates have over those without higher level qualifications.	Discover the Qualifications and Credit Framework, particularly the progression from GCSE to degree level and beyond, different career options and how higher education can help to achieve career goals by looking at entry requirements for a variety of careers.	Improve confidence , reduce stress and build resilience by developing time management strategies whilst realising the importance of the qualifications being studied and how they can help meet the entry requirements for university courses.	Introduce the application process to university by discussing the role of UCAS focusing on choosing a course and looking at entry requirements, through to signposting student finance and writing a Personal Statement.	Facilitating transition by preparing students on what to expect during their first year at university , from discussing student accommodation options to living on a student budget and opportunities at Freshers' week.
<b>Formerly</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>

# Current Outreach Activity

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Primary programme

Be Inspired! Secondary  
Programme

Aspirations and Year 9  
choices days

Careers fairs/days

Mock interviews

Campus visits

GCSE Tutoring  
programme

Study Skills programmes

Step into Teaching

Preparing for audition  
roadshow

Looked after  
children/young carers  
programmes

Parents/carers evenings

UCAS Personal  
Statement support

Creative Forces Days



NCOP

(National Collaborative Outreach Programme)



Hefce-funded national programme



Part of government drive to improve social mobility

Highly targeted at Years 9-13 in GAPS wards where progression to higher education is not as high as expected based on GCSE results

Wessex Inspiration Network (WIN) Includes two wards in Wiltshire that include garrisons

Other NCOPs such as Higher York may cover areas where service families are based – room for further collaboration?

## Working in partnership

**CREATIVE FORCES DAY**  
FRIDAY 18 NOVEMBER 2016  
09:30 - 14:30  
**BATH SPA UNIVERSITY**

We would like to invite both staff and students from your school to attend this one day event.

The day aims to share best practice of how we can support children from military families, and to improve their aspirations for and awareness of further and higher education.

Each school can bring up to ten Year 7 and/or Year 8 students and three members of staff.

Please contact Laura Emptage on 01225 876184 or [l.emptage@bathspa.ac.uk](mailto:l.emptage@bathspa.ac.uk) for more details and to book onto the day.

We look forward to hearing from you,  
**Bath Spa University, Widening Participation Office.**



The Creative Forces Day inspired staff from one of our visiting partner universities, the Taras Shevchenko National University of Kyiv, to consider a similar offer

**Creative Forces day:**  
For pupils from military service families in Hampshire

Years 7-10  
Wednesday 26 April 2017  
9.45am - 2.30pm

Years 4-6  
Friday 28 April 2017  
9.45am - 2.30pm

Venue  
The Stripe building  
University of Winchester  
King Alfred Campus

**For pupils:**

- Chat to university students, find out what it's like at university and talk to lots of other people from service families.
- Give Hampshire's teachers your top tips for supporting service children.

**For teachers:**

- CPD session and advice from Hampshire County Council.
- Swap experiences with other professionals supporting service children.

Contact [katherine.lawrence@winchester.ac.uk](mailto:katherine.lawrence@winchester.ac.uk) to apply or for further information go to [www.winchester.ac.uk/militarychilded](http://www.winchester.ac.uk/militarychilded)



Aspirational days creating links between children and schools

Student ambassadors from service background

Working with Hampshire County Council / North Yorks County Council: teacher CPD

*Children: 'Listening to 'grown up' service children talking about their experiences'*

*Teachers: 'New ideas to take back to school'*



# Collaborative events

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Student ambassadors – benefit for participants and ambassadors



- Targeted outreach and community engagement
- Raise aspirations and break down barriers
- Collaboration with regional partners
- Work across the University to recruit, nurture and support students from a wide range of groups including those currently under-represented in higher education

## The HE sector context

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- c. £725 million expenditure on access, success and progression\*
- New OFFA guidance includes:  
  
‘Children from military families where they face specific issues that might affect their access to higher education.’

\*OFFA  
Predicted to rise to £750.9 million in the academic year 2019-20

# SCiP Alliance Practice Group

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Create a UK-wide practice 'hub'

Aim to spread activity targeted at the further and higher education success of young people from service families

Engagement with research group

## Hampshire District Service Pupils Network Groups

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## A few facts:

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Hampshire has one of the largest Armed Forces populations in the country (source: health needs assessment 2015) :

- 60,000 veterans
- 1,200+ reservists
- 20,000 serving Military Personnel
- 4,000 Civilians employed by the MOD
- Adds £1.7bn to Hampshire Economic Area (of Gross Value Added output, 2011)

## Military Bases

### Key

- Military Bases
- District and Unitary Authorities**
- Basingstoke and Deane District
- City of Portsmouth
- City of Southampton
- East Hampshire District
- Eastleigh District
- Fareham District
- Gosport District
- Hart District
- Havant District
- New Forest District
- Rushmoor District
- Test Valley District
- Winchester District



## Currently.....

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There are 6,220 service children in Hampshire's maintained schools (census information - as at January 2017) – these children make up 3.6% of the school population in Hampshire, a sizeable group of 'vulnerable' pupils.

The latest available performance data (2016) indicates that service children in Hampshire again attained at least as well as, if not better than, non-service children at the end of the Early Years Foundation Stage, in the Year 1 phonics screening assessment, and at the end of Key Stages 1, 2 and 4. However, are service children capable of more?

It is probably fair to say that Hampshire's Inspection and Advisory Service (HIAS) is probably not as geared up in its work with schools, to challenge and support in relation to service children, as it is with other 'vulnerable' groups.

A lot of good practice exists in Hampshire schools. Many schools are proactively working hard to counter the effects of a military background. A number of ad hoc clusters of schools, with high proportions of service children, have been set up by interested individuals, for example at Brune Park (Gosport) and at The Wavell (Farnborough). However, there is no coherent structure in place to support collaborative, joint-working between schools.

Communication with schools exists in the form of the website and twice-yearly briefing sheets detailing good practice and providing information on events and activities; the quality of communication between Children's Services and schools can definitely be improved.

Relatively, a very small number of schools are actively involved with national organisations, for example, 'Service Children in State Schools' (SCISS) and the 'Military Kids Club (MKC) Heroes', but they are few and far between! Schools are missing out on really good opportunities.



There is huge, untapped potential for schools to collaborate in order to share ideas, effective practice, resources, etc.

School places is an issue. Difficulties exist for serving personnel securing places for their children. With the draw-down from Germany, and other re-basing initiatives, we need to be doing all we can to support service families with transition, particularly in securing school places. Potentially, there is more we can do.

Strong links exist with The University of Winchester, originating back to the early part of 2014 when Glynis Wright created a partnership with the 'Widening Participation Team'; we are now involved with the 'Service Children's Progression (SCiP)' Alliance and support the organisation of conferences and events at the university. We need to ensure that all schools know about the work of the University and, in particular, the various conferences and events being organised.

In March, we heard that an Armed Forces Covenant funding bid (£20K), submitted in partnership with The University of Winchester, had been successful; this bid has released funds for the current financial year.

We are putting in place twelve district networks (including the IoW) of teacher practitioners with a commitment to improving provision and outcomes for service children. We have now identified a school-based district 'service children co-ordinator', who will take a lead in their district in terms of bringing teachers together, communicating with schools, information sharing and disseminating good practice; they will also be part of the work with the University, for example in planning and delivering future conferences. We are encouraging schools to nominate a 'service children champion'. In partnership with the University, we will plan and deliver a 'Festival of Friends' Conference in the spring term 2018.

## Key priorities for the CMP Action Plan 2017-2020 - Education

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1. Improve **communication** between Children's Services and schools – through an enhanced website, twice-yearly briefing sheets, regular schools communications and the planned district networks.
2. Ensure our **Admissions Policy** does not disadvantage children from a service family background and make certain that all that can be done is done to support the securing of **school places** on transition.
3. Improve the knowledge and understanding of **HIAS** inspector/advisers regarding the needs of service children in order to enhance the challenge and support that is provided for schools.
4. Strengthen still further the links between schools and **external agencies** – for example, the University of Winchester, DCYP, SCISS, MKC Heroes, etc.
5. Instigate a county-wide framework of twelve **district networks** (including the loW) of teacher practitioners, school-based district '**service children co-ordinators**' and '**service children champions**' in schools.

## Impact

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1. Improved academic outcomes for service children – at all phases.
2. Greater awareness of the needs of service children across the system – in particular, within schools and HIAS.
3. A reduction in the difficulties experienced by service personnel securing school places for their children.
4. Improved provision for service children within schools.
5. Enhanced challenge and support for schools from HIAS.
6. Improved communication between Children's Services and schools, between schools, and between schools and external agencies.
7. Much greater collaborative working between schools – in terms of sharing effective practice, resources, ideas, etc.
8. Improved progression on the part of service children into further education (FE) and higher education (HE).

## Aims - District Service Pupils Network Groups

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The **key aims** of the Network Groups are to:

- Support schools in delivering on the strategic principles of the Armed Forces Covenant, namely the promise from the nation to those who serve or have served in the armed forces, and their families, that they are treated fairly and not disadvantaged in any way due to their circumstances.
- Support the implementation of the Hampshire County Council Civilian Military Partnership Action Plan 2017-2020.
- Ensure that the needs of service pupils are understood by schools and the best use possible is made of the service pupil premium so that academic progression is at least comparable to non-service pupils.

## Objectives - District Service Pupils Network Groups

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The **key objectives** of the Network Groups are to:

- Provide a forum for networking opportunities.
- Foster school to school support.
- Build links between schools, and between schools and other organisations, in order to support effective provision and best practice.
- Celebrate good/best practice in schools and ensure this practice is shared as widely as possible, for example in overcoming the challenges faced by service pupils during transition from one school to another.
- Allow the dissemination of valuable and important information, for example, census information, service pupil achievement data, policy changes, research, the outcomes of consultation, etc.
- Ensure all schools know of the work of key organisations, for example the DCYP, SCISS, the CMP and SCiP, amongst others.
- Promote national and local events and activities.
- Create an upward flow of information regarding the needs of pupils from a service family background to support the sharing of good/best practice.
- Influence policy development within the district and the local authority as a whole, for example in helping to shape the annual Leadership and Learning Partner Review (LLPR) process.
- Support the planning of key events and conferences, for example those organised in collaboration with The University of Winchester.

## The Role of District Coordinators

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Coordinate the district network group – arrange and organise a termly district network meeting (2<sup>nd</sup> half of each term)

Organise a distribution list, agendas for meetings, organise venues for meetings, chair the meetings, organise the minutes, encourage/cajole interest.....

Disseminate information, share good practice, notify members of forthcoming events and activities.....

Attend the termly county-wide get-together of all the district coordinators (1<sup>st</sup> half of each half-term)

If possible, attend the termly CMP Education Sub-Group meetings

Success factors: How to spread impact?

Challenges: Why is targeted coordinated work not widespread for this group?

Opportunities: For example other NCOPs such as Higher York may cover areas where service families are based – room for further collaboration? Do other networks exist? How can we learn from each other?

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OVER TO YOU