

## CASE STUDY



**Thomas Adams  
School**

### THOMAS ADAMS SCHOOL AND 6TH FORM, SHROPSHIRE

This school in Wem educates 1,220 students and includes a 6th Form College for around 300 students and a state funded boarding house. 6% of pupils are Service children.

The school has close links with RAF Shawbury which is a tri-service military training establishment with a reasonably high turnover of personnel.




This secondary school in Shropshire employed a learning mentor to mitigate the impact of high mobility levels on the school population as part of their Service Pupil Premium strategy.

## THE NEED

Service families' mobility has led to mid-year turbulence, increasing pupil numbers and larger class sizes, putting pressure on the school's resources. The school observed that each time a child enters a class mid-year there is an element of adjustment for both the class and the individual child.

## SOLUTION TAKEN

The school places a high value on pastoral support, recognising that early intervention as children settle into a new school is a key factor in children being happy and ready to learn. The school secured funding for a Learning Mentor to devote 3 hours each week to working with children who arrive mid-year or need additional support. The school also provided drop-in sessions led by a qualified counsellor to support pupils' emotional and social needs.

 We are exceedingly proud to remain a community school in ethos and belief and we aim to help all students of all abilities fulfil their potential.

(Assistant Headteacher)

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### THE SCiP ALLIANCE

The Service Children's Progression Alliance leads UK and international work to improve the educational progression of the children of armed forces personnel and veterans.

We undertake research, champion better policy and support effective practice to enable thriving lives for Service children.

The SCiP Alliance's UK Hub network connects and supports hundreds of school, college, university and community professionals, so that evidence-based, effective work can be developed and shared nationally.

### WE ARE ALSO

**PROUD** of our clear policy and procedures for supporting Service children on transition and our links with both the local base and national organisations such as Service Children in State Schools.

 I like that if you have a problem or you are upset you can tell pastoral or a teacher.  
(Year 7 pupil)

### OUTCOMES AND IMPACT

- A student voice consultation confirmed that pupils feel settled and happy to stay at Thomas Adams.
- All Service children that experienced this programme recorded attendance over 95%.
- Service children met or exceeded expected progress in their core subjects.
- Service children established strong friendship groups and participated in a range of extra-curricular activities.
- Parental attendance at events such as parents evenings and transition meetings was over 95%.
- These Service children took on key leadership roles within the school community.

### PRACTITIONER ADVICE

- All settings are different; take the time to analyse the need in your school community. By taking this approach we were able to identify the specific requirements for our Service children. The initiative was supported by positive links with Armed Forces providers and a strategic investment linked to our Pupil Premium Strategy.
- We took the time to research proven initiatives with clear monitoring and tracking mechanisms in place. This allowed us to be pro-active and flexible to meet the needs of individual pupils.

### FURTHER INFORMATION ABOUT THE SCHOOL

<https://thomasadams.net/>

The Service Children's Progression Alliance is hosted by the University of Winchester and supported by the

