



RAF Benson Community Primary School

Effective School Practice and Getting Your Story Across

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Some photos and videos have been removed from this slide pack and an explanation of what was said inserted to help with referencing what was said

Welcome to the session!

- About RAF Benson Community Primary
- Approaches that work for us in supporting Service children
- Getting your unique story across
- Questions



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RAF Benson Community Primary School

We are a LA State School located within the secure perimeter of the RAF Benson domestic site. RAF Benson is an active helicopter base with Puma II and Chinook as well as the air ambulance and Thames Valley Helicopter



Staff Team

- 32 staff – all who 'get' what it is like to support Service Children and all proactive in going the extra mile to make that difference for the children no matter how long they are with us.
- Most staff non-service and have some TAs who are dependents.

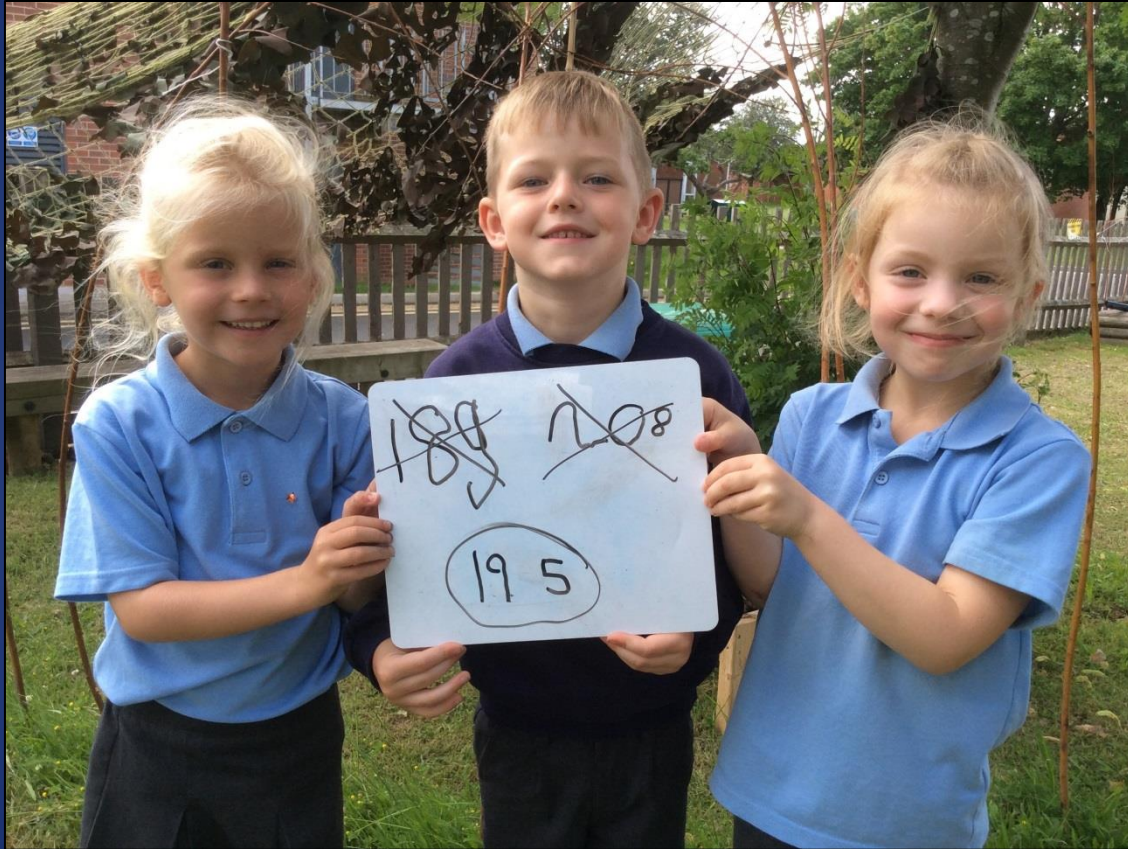


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About RAF Benson Community Primary School



- Currently 99% Service children – 3 children not Service as we are an LA school – you cannot spot who they are – they get same access to support as all other children
- 23 in 32 out since Sept 2018 (192)
- High mobility – we don't use this as an excuse.
- Very few children make it to Year 6 from reception – 2 out of 23 in this current year, 8 out of 23 last year and 0 the year before.



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Mitigating the effects of Mobility and Deployment

- We have 2 pastoral support officers who support children coming into school, children moving on and those deemed 'left behind' as they have had friends move and they have stayed.
- We believe if we get the coming in right, then children will be settled if parents are deployed.
- We run a weekly group for children who have a parent deployed to support them so emotional needs do not become a barrier to learning



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- We also have found that children need more support if mum goes away
- We find that we become key for families during deployment as there are no immediate family on the door step.
- We also work closely with SSAFA and the Station to support children moving in/out etc
- For those children who are not able to visit their school, we try and Skype so that we can try to alleviate any anxiety children may face when moving to an unknown environment
- We also never say 'no' to families moving in – one of the greatest stresses of Service families when posted is getting a place in school – we always have space for them.



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Talking Tins

Record a message – send to parent, they record a message and send back



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George
Sent away with a parent who
takes pictures and George
writes back to the whole
deployment support group.



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Challenges and opportunities

Challenges

- Admissions – numbers entering reception uncertain until actually in place. Also children from Scotland could miss a year due to how they cut off year group DOBs
- Data – having to track pupils in detail – more later.
- Curriculum – Tracking what children already know – especially in maths as there can be significant gaps in knowledge.
- SEND – children being disadvantaged by going to bottom of lists
- Finance – fluctuating numbers can be an issue for school planning

Opportunities

- Diverse Culture – children in school from all over the country
- Curriculum – we have a child led curriculum and children have ownership of their learning
- Parental and Station Support – extremely helpful in broadening children's experienced



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Challenges overcome

As a class teacher

- Ensure you have children's pegs and trays labelled when they arrive
- Assign them a buddy
- Assess them when they arrive so that you have a 'school owned' baseline to support progress and development.
- Have close liaison with pastoral support staff to help child settle in well and also prepare them for moving on – give out leaver certificate so that the child has closure at our school before moving on.

Office staff

- Systems for admissions and keeping track of children who have left until they arrive in the new school.
- Close liaison with the LA admissions team in-year as parents come to us, we make the decision and then inform the LA
- Numbers coming into Reception can make school planning challenging – PAN is 45 but generally get 35 children
- People dropping in for tours – need to be ready to accommodate – we never say no to a child coming in



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Getting Your Unique Story Across

- To governors, LA, RSC or Ofsted you need to know your school well and ensure that the stories you have to successes and areas of development are strong and backed up by evidence and clearly notes the impact of anything put in place to support Service Children.
- How are robust systems and processes supporting children and improving outcomes? How clear is your SDP in supporting Service children and the milestones attached to the actions?
- What is your school through the eyes of a child? Are you giving your children the best deal and creating memories for children whilst they are with you?



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Mobility

Below is the table outlining the academic year 2016 – 2017.

Year group	Cohort	Boys	Girls	Total	Total in	Total out	Mobility %
Year R	2023	20	20	40	9	8	42.5
Year 1	2022	15	17	32	8	8	50
Year 2	2021	16	11	27	4	6	37
Year 3	2020	14	10	24	5	4	37.5
Year 4	2019	9	16	25	7	9	64
Year 5	2018	9	11	20	4	4	40
Year 6	2017	15	9	24	3	6	37.5
Totals		98	94	192	40	45	44.2

- This is an overview of our mobility for 2016 – 2017. Interesting to note the in-year – we monitor the impact that such mobility has on classes and individuals
- The mobility could explain change in class/school dynamics or anomalies in data.
- We used to have a whole class more boys than girls in school however that gap has now closed



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Assessment Information - National

Progress score in reading, writing and maths ?

Reading

Well below average -5.6

[More score details ?](#)

Writing

Well below average -3.1

[More score details ?](#)

Maths

Well below average -5.4

[More score details ?](#)

Cohort Mobility

Over KS2, the cohort experienced the mobility detailed in the table below. We never use our high mobility as an excuse; however it can lead to a few anomalies with our school data and can have the following effects:

- Gaps in knowledge moving from one curricula in one school to another in ours
- Issues settling in new school or anxiety knowing about moving to another
- Pupils being 'left behind' as their friends continually are posted
- Some pupils arriving from Scotland miss out a whole academic year

	July 2017 (Y6)	July 2016 (Y5)	July 2015 (Y4)	July 2014 (Y3)
Number in Class	23	20	24	28
Total in	6	3	5	5
Total out	3	4	10	6
Mobility %	39%	35%	62.5%	39.2%

- Things aren't always as they seem with national data. Unpick the story and have evidence to show data taking in to account mobility, etc it may show a totally different and more positive picture – it does with us!
- How many of these children were 'home grown' where you own their KS1 or even the EYFS data?
- How does mobility and other factors affect the year groups? What is your story?



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Assessment Information - School

	Reading					Writing					Maths				
	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 5	4 points expected progress total - (Aut 2 = 1.3pt, Spr 1 = 1.9 pt, Spr 2 = 2.6pts, Sum 1 = 3.3 pts, Sum 2 = 4pts)														
All	2	2.9	2.9	4.4	4.8	1.7	3.6	4.2	4.1	4.7	2.4	4	5.3	5.8	6.5
Boys	1.5	3.1	2.8	4.1	4.2	2	4.1	4.6	4.4	5	3.2	5.2	6.2	6.6	7.3
Girls	2.3	2.5	2.8	4.4	4.9	1.6	2.9	4	3.9	4.4	1.7	2.9	4.7	5.2	5.8
Core	2.1	3.1	3	4.5	4.9	1.9	3.5	4.2	4	4.3	2.4	3.7	5	5.6	6.1
Core Boys	1.7	3.3	2.9	4.3	4.3	2.2	4.1	4.7	4.4	5.1	3.4	4.8	5.9	6.4	7.1
Core Girls	2.3	2.7	2.9	4.5	5.1	1.7	3	3.8	3.8	4.3	1.6	2.8	4.3	4.9	5.3
FSM/LAC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
More Able	2	3.3	3.3	3.9	4.3	2	3	4	3.6	4	0	0	0	0	0
Non-SEN	2.3	3	2.9	4.1	4.6	1.8	3.5	4.3	4.1	4.6	2.5	4.1	5.4	5.9	6.4
SEN	0.9	2.4	2.4	4.7	4.6	1.7	3.2	3.8	3.7	4.7	2	3.4	5	4.8	6

- How to you track in-school data? We test. We do that so that we know where the children are in terms of age related expectations at all times and can pass on accurate information to their next school. We also track 'core children' who moved into that year group from the previous year.
- The above sheet shows progress over time on a term by term basis. The text in green indicates to expected points throughout the year and as you can see this cohort are doing very well. This is also triangulated with work in books and lesson observations



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Community Partnerships

- How do you involve the community in making that difference for the children? Have you engaged with the Station/Barracks as they really have a lot to offer and can support in many ways especially with STEM projects
- Bring in people to help with judging competitions, take assemblies etc, and get key personnel known to the children and school.



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This is what our Pupils think

- How can you prove what your school is like through the eyes of a child and that you are making the difference you want for your children?
- Ask children what it is like being a Service child at your school but remember to focus on why it is a positive thing for them.
- Ask Governors to gather views and feed back at meetings of collate their views on a video to show parents at a start of/end of year assembly



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Any questions?



Thank you for listening



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