

# CASE STUDY

## RAIGMORE PRIMARY SCHOOL (4-12)



### SCHOOL CONTEXT

Raigmore Primary School is situated in Inverness, the capital of Scotland's Highlands. Inverness has an Army Barracks close by and the school typically has many Armed Forces families on its roll. At the time of writing, 52% of the 168 pupils in the school were from Armed Forces families. The head teacher is the named contact for all Armed Forces families.

This Case study highlights how the school used Principle 7 to help evaluate how they keep their staff well informed. By having a comprehensive professional development programme, Raigmore Primary ensures that staff are well-informed about Armed Forces matters which may affect their 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>7.1</b> To what extent do you have a named point of contact to help staff support Armed Forces children and families?</p> <ul style="list-style-type: none"> <li>The head teacher is the main named point of contact. Additionally, an Armed Forces Support Worker also acts as a point of contact for pupils from Armed Forces families.</li> <li>Pupils, families and staff are all aware that the Head Teacher is the member of staff responsible for overseeing Armed Forces matters and that the Armed Forces Support Worker provides additional point support. This information is included in the school handbook and on the website.</li> <li>The Raigy Forces display board contributes to keeping staff well-informed.</li> </ul>	EMERGING DEVELOPING EMBEDDING
<p><b>7.2</b> To what extent do you provide appropriate time for professional development around Armed Forces children?</p> <ul style="list-style-type: none"> <li>The school's Continuing Professional Development programme and team meetings include regular opportunities for all staff to be kept informed and updated about the needs of Armed Forces children, especially information about upcoming family moves and parental deployments.</li> <li>All new members of staff are allocated time to access training to make them aware of the issues children living in an Armed Forces family may experience.</li> </ul>	EMERGING DEVELOPING EMBEDDING
<p><b>7.3</b> To what extent do you ensure that all staff and those with responsibility for school governance have access to high quality training about supporting Armed Forces children?</p> <ul style="list-style-type: none"> <li>School leaders provide internal training, and signpost to external training for support staff to access relevant high quality Continuing Professional Development opportunities.</li> <li>Feedback from an Armed Forces Pupil Committee provides information on what training is required and all staff have access to this via the Raigy Forces Google Classroom.</li> <li>All teaching and support staff are trained in Active Listening.</li> <li>The school's self-evaluation process ensures that all staff reflect on the support they provide for Armed Forces children. This forms part of annual Review and Development meetings.</li> <li>Highland Council's suite of training materials on supporting pupils from Armed Forces families is available to all staff and signposted.</li> </ul>	EMERGING DEVELOPING EMBEDDING

7.4

To what extent do staff apply research and evidence-based resources in their support for Armed Forces children and families?

EMERGING  
DEVELOPING  
EMBEDDING

- Leaders keep abreast of research and evidence-based resources and regularly share these with staff at meetings and training days.
- Research and evidence-based resources underpin the school's Continuing Professional Development programme.

7.5

To what extent do staff engage in local and national networks focused on supporting Armed Forces children and families?

EMERGING  
DEVELOPING  
EMBEDDING

- Leaders participate in national forums and networks such as the Association of Directors of Education Headteacher networks and Education Scotland forums.
- School leaders are active members of the [Local Authority Military Liaison Group](#) (Education) which feeds directly into the Highland Armed Forces Covenant Group.
- Leaders regularly meet with military personnel to keep up to date with battalion issues.

## SCHOOL LEADER ADVICE

- Establishing and maintaining positive links with the school's military community is crucial in keeping the staff well-informed about issues which affect pupils from Armed Forces families.
- Ensuring that all staff have quality time to access high quality training is essential to keeping them well-informed.

“Our CPD programme and the school's links with the local military community allow us to keep the staff well informed about Armed Forces issues.”

(Head teacher)

“Being kept up to date and informed about deployments and moves allows me to provide the right support at the right time for the Armed Forces pupils in my class.”

(Class teacher)

“The staff in Raigmore really understand what it means to be part of an Armed Forces family – they just get it!”

(Armed Forces pupil)