

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel it would hugely benefit the children to stay in a primary setting for those 2 extra years. It aids well with transition and allows the children to achieve their full potential when it comes to ks2 sats, as they will be purely focusing on the academic side of things rather than the upheaval of moving schools the previous year and adjusting to new rules, routines and expectations. I also feel the child in year 5 are too young to be traveling on buses to and from school, especially if theyattebd anything after school which required them to use public transport by themselves. I also feel it would benefit those children with additional needs to remain where the staff know them and they feel comfortable until they have completed the ks2 sats. It would also allow opportunities for the staff to branch out and show their skills in other areas of the curriculum and deepens their knowledge of skills progression and accountability when it comes to showing progress from ks1 through to ks2.	Yes	It would allow for a smoother transition for those children with additional needs.	Yes	It would allow for a smoother transition for those children with additional needs	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Interruption to learning by changing schools	Don't Know	None	Don't Know	None	None	None
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think it will be beneficial to the children to stay in the same school to complete the whole KS rather than it being split between two. I was taught in a two tier system & it was daunting enough at 11 to move to the second tier. I can only imagine how that would feel at 9. I think the children will be happier on the whole making the move to another school at 11	Don't Know	Not having a need for a SEND provision I am unfamiliar with what is currently in place or what could be improved	Don't Know	As above	No I think Model B is a perfect solution	I think it would be wise to alter the catchment area for Grange View to include Widdrington Village as it makes no sense to send children to a school 3 miles away when there is one 1.5 miles away. If parents do not drive then it makes more sense to travel to a school closer & on a bus route (its even walking distance) than to make them travel further

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Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	consistency for young children in primary school one school starting and completing KS2	Don't Know	NO SPECIAL NEEDS REQUIRED WITH MY CHILDREN	Don't Know	NO SPECIAL NEEDS REQUIRED WITH MY CHILDREN	NONE	NONE
Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Moving schools at end of year 6, better supports the key stages and is more consistent for children. Its also less disruption for children moving to only one school, rather than the middle school/high school model that it is now. Pupils are older and more independent by year 6 for travelling to school on their own.	Yes	I have a child with additional needs going through the assesment process and I would thoroughly support a satellite school nearer to home, should this be a requirement for them in the future. Again it is less disruption for the child than travelling out of the area,	Yes	Same reasons as above even if this is model A.	NONE	NONE
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	Having moved to nland in 2019, i had never encountered the 3 stage system, and everywhere else in the uk whilst serving in the armed forces follwed the 2 tier system. Splitting ks2 seems daft,as it is setting children up for more stress in the run up to sats in yr6	Yes	There needs to be specialist provison for those who are unable to attend mainstream school, and that site has good road links. It is also close to jcsc sonif a transition to mainstream is needed later on the impact on the pupil less stressful	Yes	As above	None	Additional out of school club provision would be beneficial, as currnelty difficult to source once at middle school
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	As a parent of a child in Year 5 I feel there would be huge benefits of staying within in a Primary setting. At present the system currently in place is neither primary or secondary. Parents and children both find this confusing and frustrating. There have been consistently poor results with Year 6 SATS and Ofsted outcomes in comparison to the other	Yes	Having had recent experience as a Parent Governor,I am aware of the difficulties in finding suitable places for children and the travel involved for young children and their families.	No	I feel that there would be huge benefits being located close to a Primary School and there is much land on the current Middle School site . Amble is more central for all	Yes,it would be a new build for Amble First School and a new build for the SEND provision in the Coquet Partnership. Currently the Middle School	An Early years centre/hub within a new Primary school is an ideal way to keep children & families within the Partnership . Offering sessions,support and advice all within the same learning environment.

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		Schools within the Coquet Partnership.				schools within the partnership. Children currently travel from the other Partnership schools to JCSC.	site was built in 1949 and has been added onto three times and my child is currently being taught in a mobile unit !! This was also the case at First School surely our children and teaching staff deserve a more appropriate environment. This needs to be for the long haul not a make do for now and keep patching over the cracks !! How about using this opportunity to level up with the rest of the country. Providing our school staff, children and our community the best education settings to work and learn.	
Other	MODEL B (primary/secondary structure, phase change at end of Year 6	I believe it's in the best interest of the children to continue their education in primary school at age 9 until they're mature enough to deal with the move to larger premises and also take away the issues of struggles on the school bus.	Yes	Any extra provision has got to be a bonus for the area	Yes	As above	None	None

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Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel it would hugely benefit the children to stay in a primary setting for those 2 extra years. It aids well with transition and allows the children to achieve their full potential when it comes to ks2 sats, as they will be purely focusing on the academic side of things rather than the upheaval of moving schools the previous year and adjusting to new rules, routines and expectations. I also feel the child in year 5 are too young to be traveling on buses to and from school, especially if they attend anything after school which required them to use public transport by themselves. I also feel it would benefit those children with additional needs to remain where the staff know them and they feel comfortable until they have completed the ks2 sats. It would also allow opportunities for the staff to branch out and show their skills in other areas of the curriculum and deepens their knowledge of skills progression and accountability when it comes to showing progress from ks1 through to ks2.	Yes	None	Yes	None	None	I strongly feel that the children would benefit from the model b scenario happening sooner than 2024. The school here at widdrington has the space available for an extra class to stay with them from September 2023 rather than waiting another year. The other schools involved could quite easily take on board a mobile class unit to occupy until the building work is completed.
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I believe this would be the best option as you may see less of a dip in the education, if they only have to move schools once in their school life.	Yes	As long as the two schools are completely separated and the vulnerable children were not exposed to any discrimination from the child at the other site.	Yes	I also believe this to be a fair solution, as there is nowhere in the area for the SENDs registered children but I would Only support this is the School was separate to other parts of the school to protect the vulnerable.	None	None

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Parent/Carer of a pupil currently attending Broomhill First School	MODEL A (current structure, phase change at end of Year 4)	<p>The current first schools in the area will all take significant investment to be able to increase the capacity of the schools, assuming the councils plans are not those ridiculous portacabin style classrooms.</p> <p>It would also not be financially viable for these first schools to have investments in things such as Science Labs, Cookery Rooms, Design Technology/Woodwork, IT Rooms etc...</p> <p>All of which, particularly IT and technology based rooms, are things that the children should be doing at age 9. The sooner they are exposed to subjects such as coding, engineering and science, the sooner those skills can begin to flourish.</p> <p>The first schools are also too small to implement any sort of sets for the pupils which I believe to be extremely important as the children age. (See more below)</p> <p>Overall, the first schools in the area are doing a fantastic job for years 1 to 4. They need a little bit of updating and TLC but the schools are fine as they are.</p> <p>So what we have is</p> <p>First Schools who have been consistently rated highly by OFSTED and generally are considered to be doing well at bringing the children on from the point that they start education.</p>	Yes	<p>Yes, there is an obvious growing need for SEND provision and parents shouldn't need to send their children out of the area for that provision.</p> <p>It will likely help other schools in the area as there will be occasions when children really need the additional support that a SEND school could provide but they stay local as going out of the area is not a viable option.</p>	Yes	<p>Yes, there is an obvious growing need for SEND provision and parents shouldn't need to send their children out of the area for that provision.</p> <p>It will likely help other schools in the area as there will be occasions when children really need the additional support that a SEND school could provide but they stay local as going out of the area is not a viable option.</p>	None	None

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		<p>We also have JSCS High School that whilst needing some improvement, has generally achieved relatively ok results at GSCE and A Levels.</p> <p>However, we have a middle school in JSCS South Avenue that is not fit for purpose and appears from the outside, to be run shockingly.</p> <p>Everything from the outside suggests that it is the middle school that is largely undoing a lot of the good work that the first schools have done, whilst simultaneously making it more difficult for JSCS High School as pupils fall behind other schools in the area.</p> <p>So... for JSCS South Avenue</p> <p>In terms of the actual building, I believe it would make much more sense to demolish South Avenue and build a new purpose built Middle School.</p> <p>The site is already owned and the school has plenty land for building.</p> <p>By keeping everything centralised in one school, savings can be made on the general build which can be used to future proof the investment.</p> <p>The school can be built to accommodate years 5 to 8 as it used to, but also to ensure that it has the capacity and equipment for years to come. This would include all of the specialised rooms such as IT rooms, Cookery etc...</p>						

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		<p>JSCS and JSCS South Avenue would still be able to share staffing to accommodate any needs, and this would help the children begin to learn about JSCS and meet some of the teachers, so there is an element of continuity from years 5 to 13.</p> <p>In terms of the running of the school, much more needs to be done and this needn't wait until these changes are made.</p> <p>Sets need to re-implemented for years 5 to 7. It is completely beyond me that anyone can believe mixed abilities at these ages is good for anyone. Absolute madness.</p> <p>At these ages, the pupils have advanced to a level whereby teachers can already see who is more academic in Maths and English and those who aren't.</p> <p>By keeping it mixed ability, you hurt everyone's learning as you need to take a middle of the road approach.</p> <p>The teachers don't have the time or energy to be setting tasks for everyone in the class so what you end up with is the more academic pupils being bored as the work is not challenging. The less academic pupils deflated and demoralised as they cannot keep up with the work. And everyone losing out as the teacher has to deal with those bored/demoralised children acting up or needing extensive one on one support.</p>						

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		<p>Putting pupils into sets and keeping children together with those of similar abilities, allows the teachers to set lesson plans that everyone in class can follow. It helps push everyone to the best of their individual abilities.</p> <p>More also needs done regarding disruptive pupils. Everyone is entitled to an education but it shouldn't be at the expense of other pupils.</p> <p>If someone is consistently interrupting class for everyone else then they simply need to be taken away and kept away. A much more hard line approach needs to be taken in this regard.</p> <p>All of the above feed into the points raised in the consultation document regarding ongoing funding.</p> <p>The reason that a lot of parents send their children out of the area is because of the poor standards set by JSCS South Avenue.</p> <p>Why keep your children in a local school knowing it harms their chances of getting into a good secondary/higher school elsewhere and instead, they'll have to go to JSCS South Avenue.</p> <p>If these points are addressed, parents will almost certainly keep children in the area. It is a complete no brainer!</p>						
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Having a system where all children move to jscs at the same age / point in their studies seems like it would be easier to manage and hence lead to better outcomes	Don't Know	I have not been involved with send services so don't feel in a position to comment	Don't Know	As above	None	Catchment areas may need reviewed if school sites alter.

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Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think the children would be more safe and easier to get to as in my area they need to get a bus to school also they will not need to change untill year 7	Yes	As they will not need to travel	Yes	To keep the children in there community	None	The childrens saftey
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	I think the first years of school are so very important and the transition to middle school at age 9 is to soon , i think having two extra years at First school is so important , i know from experience from my youngest that transferring to Middle school at an earlier age was very distressing and i believe 9 years is to young for middle school , let them have a couple more years to be educated , nurtured and inspired by first school , especially such a wonderful school as Grange Vlew at Widdrington where i see first hand the wonderful , caring and inspirational teachers and teaching methods , the children are a credit to the school and the community	Yes	any thing that is less unsettling and out of the pupils comfort zone is detrimental to their learning , being closer to home i believe would be the best solution and outcome	Don't Know	im unsure if this proposal is the best scenario	None	They say school days are the best days of your life , i dont believe this is the case all the way through school , However i do believe that First / Primary school days are the best and most inspirational and so therefore allowing the children to stay there for extra time is the best most positive outcome in my opinion
Parent/Carer of a pupil currently attending NCEA Warkworth CE Primary School	MODEL B (primary/secondary structure, phase change at end of Year 6	There is no denying that the middle and high school at Amble is failing our children. Of course there are success stories, but bright well looked after children will thrive in most situations and the historic Ofsted ratings and KS2 results indicate severe failings for children who do not fall into these categories. If the county council is serious about levelling up for the children of the Amble partnership they will have to acknowledge the differences between the first/primary schools and the middle/high school and offer some honest reality to the leadership team at JCSC who are failing their students. It is my belief that the best model would be any of the models so long as it was 'bottom-up' - by that I mean a model in which the first school Heads	Yes	I think it is important to keep children with special needs close to home. If we can avoid transporting our most vulnerable children across the county every day then I believe we should.	Yes	I think any opportunity to educate children with special needs near to their homes is important.	I do not have suggestions to put forward in relation to specialist provision for children and young people in the Coquet partnership.	I would just like to see a model where the leaders of our first and primary schools are driving the change. Staff at JCSC really have had ample opportunity and support to improve things for our children but they just aren't able to. Meanwhile there are exceptional Heads sitting quietly within the pyramid who have an exceptional ability to lift standards across all the social classes in the pyramid and have a real interest to do so for their own ex-pupils. It seems so obvious to me as I read the data that the changes in ages of transition are not the issue here, the leadership of different buildings is what drives outcomes, and if you really want

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		<p>were able to lead and could drive changes at the middle and high schools. Of course to make this happen the High School Leaders would have to give up their hierarchical positions and accept their failings and be willing to learn.</p> <p>There are exceptional leads at Amble first and primary schools - namely Paul Heely and Laura Ritson. I think the County Council are missing a real opportunity if they do not galvanise these exceptional Heads, honour the work they have done, and put them in charge of the pyramid at Amble. To be quite honest I object to my taxes being used to upgrade a failing high school - there is little point; the school has had decades to turn itself around but has never had a capable leadership team. However, Heely and Ritson have a proven record of outstanding leadership and I would not be bitter if a bottom-to-top cascading of skills and methods was put into place.</p>						to make changes then put those with a proven record of success in the driving seat.
Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Think children are too young at present for transport to amble without teachers present	Don't Know	Na	Don't Know	Na	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	Model B gives a better consistency and potentially less travel for the pupils	Yes	Again saves travel time	Yes	See above	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think it would be in all the childrens interest to have a 2 tier system. They grow a relationship with the school, teachers and that school's environment from an early age and to move them to another school/site when this really isn't necessary can be very detrimental to their learning, state of mind and their can really knock their confidence. Children seem to thrive in early years at school but often when they move to the next tier all the hard work already achieved seems to disappear in this partnership. I feel that the current tier system in northumberland in some areas is really not fit for purpose due to premises being to small to house the current number of pupils. As new housing estates are popping up all over this area now is the time to change the current school system within the Coquet Partnership. Also children are very young with regards to getting the bus to school and really this isn't very environmentally friendly either, when they could stay at local based school which they can walk or cycle too. For many this is not the case when they move to tier 2. I am very much in favour of the 2 tier system	Don't Know	Not been involved in this area so can't answer	Don't Know	Can't answer as not involved	Unable to answer	The 2 tier system really needs implemented and I hope you evaluate all the arguments for this
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Makes sense. Less transition for the children. Key stages completed in house.	Yes	Make sense	Yes	Makes sense	This change needs to happen sooner than proposed date to impact more children (current Y 3). Warkworth already does it, Widdrington has space and amble can use middle school site.	This change needs to happen sooner than proposed date to impact more children (current year 3) Warkworth already does it, Widdrington has space and amble can use middle school site.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	It's needed to keep up with the rest of the country.	Yes	Good idea	Yes	Good idea	It needs to happen ASAP. Too long to wait til 2024. We have space enough.	Needs to happen sooner
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	The rest of the country does it. Makes sense.	Yes	Links community	Yes	Links Community	It should be a primary school quicker. Shouldn't need to wait that long. Year 3s will no miss out	Get it done as soon as possible. Not fair on kids to wait.
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Let's bring the North East up to date with the rest of the country. Would benefit the children greatly. Let's get it done now.	Yes	Inclusion	Yes	Inclusion	Yes, let's do it now! Let's impact the most children that we can. Why wait when the school has space to do it now.	Sooner rather than later please!
Staff Member of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	The implementation of the primary/secondary system will provide stability, consistency and continuity for pupils throughout their primary and secondary years which is in line with the National Curriculum and key stage assessments. Reorganisation will remove the phase transfer in the middle of key stage 2, enabling the remaining schools to take full accountability for whole key stages. Successful implementation of this system will inevitably begin to stem the flow of pupils to other schools outside the partnership.	Yes	In the Coquet Partnership a satellite school run by Barndale Special School for children and young people with Special Educational Needs is a good solution for improving the SEND provision in the Coquet area . It would enable this group of pupils/students to be educated closer to and within their home communities as well as providing expertise from the feeder Special school in the partnership.	Yes	In the Coquet Partnership a satellite school run by Barndale Special School for children and young people with SEN is a good solution for improving the SEND provision in the Coquet area . It would enable this group of pupils/students to be educated closer to and within their home communities as well as providing expertise from the feeder Special school in the partnership.	None	The nearest Early Years provision for the Widdrington community is in Hadston. Since there any many families without transport and cannot afford to travel then any Early Years would be welcomed in the village.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Makes sense. Would benefit the children. Too young to be travelling on buses alone.	Yes	Makes sens	Yes	Yes	This needs to happen as soon as it can No point waiting for other schools if we can do it here.	Soon as possible. No point waiting for 2024
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Needs changing. Quick as possible	Yes	Yes	Yes	Yes	Needs doing now. They have the room at widdrington	These changes should happen now. They have room at widdrington school.
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Let's get hibgs going. Catch up with other places. Benefits the children	Yes	Yes	Yes	Yes	Yes. But it needs to be done as soon as possible. I don't understand why they are waiting for so long. The school has the space so go for it.	Bring it forward a year. Let's impact more children
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Too young for model a	Yes	Ease of access	No	Model a doesn't work.	Be sensible and select model b	None
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Will allow the children to complete key stage 1 and 2 at the same place, rather than splitting key stage 2 in half.	Yes	Makes sense to have them nearer	Yes	Same as above	Yes. I would suggest that the model b is put I to place as soon as possible to have the biggest impact on the pupils of widdrington. The school has the room, Warkworth already does it, amble can use middle school..	This change needs to happen sooner than proposed date to impact more children (current year 3) Warkworth already does it, Widdrington has space and amble can use middle school site.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
							Just makes sense to do it earlier to impact the current year 3s too.	
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	Makes sense to keep the children there for longer. They are too young to be travelling to school by themselves.	Yes	Closer to home	Yes	Closer to home	Yes. Why the wait? Get the changes done now so that more children can benefit. Don't waste time!	Yes. Bring the date forward. No reason to wait when the school are ready to go. Absolutely no reason to delay. Let's do it now!
Pupil/Student of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	Mummy helped me decide. I think our school should have year 5 and 6 because it means we will have longer to stay with our teachers and school family. I'm scared to get the bus by myself and I want to stay with the teachers who know me the best for a bit longer. My old school had a year 5 and 6 and the older children helped us when we were little. It made the older children feel more grown up and act nicer to us.	Yes	They deserve to go to school near where they live just like me.	Yes	Same as before	Yes. I don't understand why you want to add the year 5 and 6 after I leave the school. I am in year 3 and it's not fair that I will miss out. There are lots of spaces for the extra classes. I feel like only the year 2s are important. It's not fair. Please don't wait. Let me stay at my lovely school a little longer.	Yes. I don't understand why you want to add the year 5 and 6 after I leave the school. I am in year 3 and it's not fair that I will miss out. There are lots of spaces for the extra classes. I feel like only the year 2s are important. It's not fair. Please don't wait. Let me stay at my lovely school a little longer.
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6)	I don't know why this hasn't been done before now. Other schools in the country have been doing this for years. It makes 100% sense.	Yes	Closer	Yes	Closer	This needs doing ASAP. I don't understand the wait. Warkworth have already done it. No point waiting for yet another year. This needs to happen sooner	Yes. This needs to happen now. Not in 2024.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Seems silly to be one of only a few schools not already doing this.	Yes	Seems fair	Yes	Seems fair	Yes. Why the wait? The site has space, Warkworth have already done it. Makes sense to have all of the kids starting in year 7 rather than dlibs and drabs. Needs doing this year, not 2024.	Yes. Why the wait? The site has space, Warkworth have already done it. Makes sense to have all of the kids starting in year 7 rather than dlibs and drabs. Needs doing this year, not 2024.
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My granddaughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.	Yes	Makes sense	Yes	Same as above	My grand daughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.	My granddaughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Same as my husband, my granddaughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.	Yes	Closer to home	Yes	Closer to home	My grand daughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.	My granddaughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	I believe that the children would benefit from the revised structure as it would mean they were more mature at the phase change	Yes	It would mean closer dedicated SEND provision	Don't Know	N/a	None	To move to model B there will need to be investment in improving infrastructure at existing first school sites, I wouldn't want to see the schools close
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6)	I have a granddaughter who attends grange view and I feel this change needs to happen before she moves up to middle school. She is too young to be travelling alone to school. She is in year 3 and this change should happen ASAP	Yes	Fairness	Yes	Fairness	My grand daughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.	My granddaughter attends grange view school and I think it is an excellent idea to allow he children to stay there for year 5 and 6. I think that it should happen sooner than 2024 though otherwise she will miss out as she is currently in year 3.
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6)	This gives children continuity in their education. The children in KS2 will not have to change school midway through their keystage at a crucial time in their development. It is known that children often make little progress in their first year at a new school so it would also potentially greatly improve the KS2 scores.	Yes	It is always better for SEND children to be educated in the local community. They make links and friendships with children who live near them. The SEND school can also forge strong relationships with local schools which can be mutually beneficial.	Yes	The same reasons apply as for the previous question.	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My niece attends the school in widdrington and she is very settled there. I believe the primary school system to be the best, from both a personal POV and professional (previous teacher). There is less upheaval and the children achieve more when settled. The change should happen sooner rather than later so that my niece can benefit. She is currently in year 3 and would miss out if left until 2024.	Yes	Closer to where they live	Yes	Same	My niece attends the school in widdrington and she is very settled there. I believe the primary school system to be the best, from both a personal POV and professional (previous teacher). There is less upheaval and the children achieve more when settled. The change should happen sooner rather than later so that my niece can benefit. She is currently in year 3 and would miss out if left until 2024.	My niece attends the school in widdrington and she is very settled there. I believe the primary school system to be the best, from both a personal POV and professional (previous teacher). There is less upheaval and the children achieve more when settled. The change should happen sooner rather than later so that my niece can benefit. She is currently in year 3 and would miss out if left until 2024.
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My friend's child attends the school in widdrington and she always speaks very fondly of it, telling me that she doesn't want to leave after year 4. She is currently in year 3 and if these changes go ahead in 2024, she will miss out which would be a terrible shame. The sooner the better for them.	Yes	Why not	Yes	Same	This change needs to happen sooner than 2024. A whole year group will miss out otherwise.	This change needs to happen sooner than 2024. A whole year group will miss out otherwise.
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My niece attends the school in widdrington and she is very settled there. I believe she would benefit from staying where she is for year 5 and 6. There is less upheaval and the children achieve more when settled. The change should happen sooner rather than later so that my niece can benefit. She is currently in year 3 and would miss out if left until 2024.	Yes	Less miles to travel	Yes	Same as above	This needs to happen sooner than 2024 otherwise lots of children will miss out	This needs to happen sooner than 2024 otherwise lots of children will miss out

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My friend's child attends the school in widdrington and she is very settled there. I feel she would benefit from staying there for year 5 and 6.	Yes	Less travel time	Yes	Less travel time	Yes. This change needs to happen sooner than 2024 to have the best impact.	Yes. This change needs to happen sooner than 2024 to have the best impact.
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	My niece goes to widdrington school and if it became a primary she would be able to stay there for longer.	Yes	Nearer to their homes	Yes	Same	The change needs to happen sooner than 2024 for my niece and her classmates to benefit.	Needs to happen before 2024
Resident/member of the community living outside of the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Primary school structures allow each key stage to be completed in house rather than over 2 schools. My friend's child attends widdrington school and would benefit hugely from the primary structure but for her to benefit it would need to happen before 2024	Yes	Feels more inclusive when the schools are closer	Yes	Ditto	In order for more children to benefit these changes need to happen earlier than 2024	In order for more children to benefit these changes need to happen earlier than 2024
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Children are not ready to attend James calvert Spence school at 9 yr old they would benefit from another 2 yrs at a school they are familiar with	Don't Know	? I have no experience to comment on this	Don't Know	I'm not in a position to comment	None	James Calvert Spence it's currently not big enough for the current pupils I have children in this school who complain about this all the time.. dining room .. social spaces over crowded.. If this new tier system is put in place, the facilities must be brought up to standard properly first and it not half arsed!
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	The children are quite young to be travelling to school for year 5. My older child struggled with this and it effected her school day. Also given the fact JCSC is underachieving at a shocking rate, I think it would be better for them to focus on less age groups. Or we are setting our children up to fail. Also adding more focus to special needs is vital. The teachers don't know the children well enough in middle school. My daughters 'pronounced ADHD' was not picked up at all there. I'd prefer my son to stay at grangeview 1st school longer. He will leave in 2023	Yes	We should have this provision. Many children with special needs find travelling difficult.	Yes	Same as above	Yes. Please start the 2 tier system from 2023 so my child can benefit. Increase funding for SEND in mainstream.	I suggest JCSC to be ran more like a school than a business. It's undesirable to send children there but due to catchment, we don't have a choice. There needs to be more focus on education and less on the width of trousers and whether you can see a glimpse of ankle. Children don't want to go there because it's not fun. What happened to school trips and non uniform days?

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
		but the scheme may not start until 2024. My child would benefit immensely by the scheme starting a year earlier in 2023. Please let this be a further option.						
Other	MODEL B (primary/secondary structure, phase change at end of Year 6	I personally feel like Amble links sets up an invaluable education, life lessons and core values, however feel like things fall apart when arriving at jcsc the longer my youngest child can have at her primary setting within Amble links the better.	Yes	My middle daughter in on the SEN register diagnosed ASD and was previously at Amble first school, before being moved to Amble Links for a much better level of schooling. She is now attending JCSC yr5 her schooling life has been dreadful in mainstream and she would benefit massively from something like this.	Yes	As mentioned previously i feel my daughter is being failed in mainstream and only hope something like this would massively impact her education for the better.	I feel there need to be massively more input into SEN children my daughter is massively struggling at jcsc but masks well, there are now measures in place for my daughter that i personally feel are still not adequate judging by my daughters anger outburst after school caused by the demand of mainstream put on her which is far to high, however when i approached SENCO to put forward a proposal for an application of a EHCP i was told oh no she wont get it, shes far to social... a trait that is commonly seen in autistic girls... every professional ive come into contact	None

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							with in regards to her SEN needs do not understand her and it leaves us feeling let down, unsupported and angry that my daughters education is being failed anything to address this issue and stop other parents feeling like this would be fantastic.	
Governor of Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Having had 4 children (2 with SEND) leave Redrow First School after year 4 at age 9 it is more than obvious that they are just not ready for the massive leap into a much more fast paced larger education of JCSC. It is simply not the right educational setting for years 5 and 6. Our children still require and need the support of a tighter knit environment where they can receive much more age appropriate support. JCSC are also not prepared or aware of the needs of some of our SEND children. This system has failed 3 of my 4 children. Speaking personally from experience. My Daughter left Redrow after year 4 and proceeded to go to School in Gosforth, she travels every day which adds a lot of time onto her day...however this is how strongly we as her parents felt about going to middle school in this area. My eldest son has been moved from JCSC to the DCHS as he , like many of our children struggle with the massive transition and there was no choice but to try a different school for him. If we had the option to stay at Redrow for 2 more years that would have been our 1st	Yes	My youngest daughter is at Barndale and it has grown rapidly over the last year and is having a negative impact on her issues and she is finding the growth more challenging. The strain on SEND schools in this area is evident and so there needs to be extra provision provided somewhere, if that be an extra satellite site then so be it. The real solution however would be a new SEND school in the area to accommodate the ever increasing need in our area.	No	We need a New SEND school on its own site and purpose built. Not a bandaid to try and fix a system that is already breaking down.	I think I have already made my option known and I would be very surprised if this is not the general consensus of parents within our community.	No

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		choice without a doubt. My other son really struggled in both JCSC and DCHS and is now out of school and having a "bespoke education package ". This system has significantly failed my children and am certain it has and is failing other children in the area.						
Parent/Carer of a pupil currently attending NCEA Warkworth CE Primary School	MODEL B (primary/secondary structure, phase change at end of Year 6	The current provision that JCSC provides as a middle school is just not adequate. Children in year 5 & 6 are just not reaching their full potential.	Don't Know	None	Don't Know	None	None	My eldest child attended JCSC in years 5 & 6, it quickly became apparent that was a mistake, but living in North Northumberland, we had no other options at the time. (Fortunately he is now at the Duchess) The best thing I have done as a parent, is to move my younger children to Warkworth Primary when this became an option, so they can bypass JCSC altogether. However, this won't always be an option for other parents as there are limited spaces. The catchment area for children after year 6 needs to thought about, as again you are only leaving us with JCSC as an option. Parents and children deserve more options than just JCSC in our area.
Parent/Carer of a pupil currently attending Red Row First School	MODEL A (current structure, phase change at end of Year 4)	I believe this structure worked for myself and plenty of generations before and after me. I really don't see the issue with key stage 2 being across different schools. To me it allows the students to know that the exams they sit are important. And having them sit them in a school around older children I think is better than a school with children down to the age of 3.	Yes	Children with additional needs shouldn't be penalised by having to travel so far away just for an education.	Yes	Same reason as above.	None	Would there be plans to extend red row first schools building? I know they only have the classrooms to fit years nursery to year 4 so would need at least 2 more classroom spaces. Would there be plans to include childcare for 2 year olds at the first schools? We currently only

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								have the option of the sure start centre. Which because of funding is very limited. They can only offer childcare from 9:30 till 12:30 with no option for further paid for childcare.
Other	DON'T KNOW	<p>I don't feel that either of the options address the real issue which is the continual low outcomes at the end of Key Stage 2. I really feel that a full investigation should be carried out to find out what is going wrong at the end of key stage 2 producing a report outlining the difficulties. Is the teaching of poor quality? Are class sizes too large? Is there an issue with SEN support? Does management put staff with least experience in years 5 and 6? Until we really find out what the issue is then there is little point in taking action.</p> <p>Once this has been investigated it would make sense to consider whether a two-tier system would address and correct the issue. If not, an alternative solution would have to be sought. If a two tier system would address and correct the issue then it would make no sense to plough money into the High School; the first schools would need it to set up appropriate facilities.</p> <p>I have three children and we moved over to Alnwick from Amble because my children wanted to go to the Duchess's High School. It offered a wider range of subject including music, drama, and hairdressing which Amble did not offer.</p>	Yes	<p>I think it would benefit children with special needs to be educated locally so that they aren't spending hours travelling from home to their places of education. It may also save money on the transporting costs and would allow these children to stay in their home town so they can be friends with their neighbors and local children who live nearby.</p> <p>I would prefer the hub to be set up at Amble Links - I rate the Head Teacher there very highly and feel that many children with social and emotional needs might live around the Links, and I would feel that the children would be looked after much better with</p>	Yes	The same as above.	<p>Yes. I would love to see a model where the schools worked together with the first school heads leading. There are some great Heads in those first schools and I think they could teach the leadership team at JCSC how to develop strong relationships, how to provide exceptional pastoral care, and how these two are critical to the raising of standards.</p>	<p>Yes; I just want to say that I am pleased that this consultation has finally come about. I, myself, moved out of the Amble area because my children did not like the middle and high school and bullying and discrimination were rumored. Having said that some of their peers have done exceptionally well at the High School but I have noticed that these are naturally bright children with stable backgrounds and supportive parents. It was a difficult decision to move out of the area in which I was born and raised, but we felt that our children deserved a good school and we had a responsibility to provide them with that.</p>

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				Paul Heely nearby. Could the hub be in the building that used to be the Catholic School, with the Amble Links Head leading it? I wouldn't feel comfortable having high school staff in charge of a special needs hub with first school children after my experiences at Acklington First when they took charge of SEN provision.				
Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	It would be a safer option as I wouldn't feel comfortable my 9 year old getting on a school bus	Yes	It would make the transition easier and makes more sense having access to SEND in the local area it would also be cost effective in the long run as school buses would already be doing that route rather than the council having to provide transport and transport assistants if family's can't get there children to school	Yes	Children should always have access to SEND regardless to what the final decision is	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I am all for model B. It seems all streamlined. Keeping KS2 in primary setting will effectively aid a child's future. As parents we all want our children to succeed.	Yes	I think this would be a good move for the SEND provision	Yes	Again it would be a good move for the SEND provision	None	None

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Director of Education - Diocese of Hexham and Newcastle	MODEL B (primary/secondary structure, phase change at end of Year 6	remove the splitting of key stages curriculum in line with national curriculum phases improved provision and accountability better transition between key stages and schools single system to facilitate shared working and sharing of good practice including moderation and training children staying in primary till Y6 means not travelling for middle school years	Yes	more accessible provision to meet growing needs	Don't Know	none	none	support the idea of not disrupting EY provision at this point
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel it is too early for them to transition at year 4. We have lived in the area for 3 years and both my older children went through the primary / secondary system.	Yes	It will be easier for parents with transport issues and closer if they are required to come into school for any problems ie collect due to illness	Don't Know	None	None	None
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	First schools are very nurturing and I feel this would best suit my child.	Yes	This would mean children do not have to travel as far	Yes	It is a good option which allows children with additional needs to be educated in their community.	None	None
Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Primary schools accountable for all of KS2 learning rather than the split. Prior knowledge of learners and their progression should allow better planning for the next stages of KS2.	Yes	As above	Yes	As above	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Currently have 2 children that have done the change in year 4 and then in year 7 again and personally I think that so much change has impacted on my children education.	Yes	I feel that child on SEND need a school in a near location, local to the coquet area.	Don't Know	.	.	.

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Staff Member of James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	Having worked at JCSC for 10 years (having also been a governor too) I have seen the lack of cooperation from our primary schools to work with us or agree a common curriculum. Children come to us in year 5 with varying experiences and varied quality of education. We are the left to plug the gaps in a 4 year key stage in 2 years: we are then accountable for the SATS results. This has not been positive for the children. I believe that unless the first schools are held more accountable for working together then outcomes can not improve. We can only improve outcomes if there is accountability for all years and key stages.	Yes	There is a significant lack of both funding and provision for SEND students in the area and in northumberland in general. The expertise could then be shared across all schools in the partnership	Yes	As previous response	An all through school under one leadership team, mostly located on current JCSC site with additional community facilities e.g sports centre and library	There needs to be a significant effort made by all stakeholders to ensure children attend their local school. Reducing PAN for schools such as Duchess would support this
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel staying in a smaller school before transition is much better to do at a later age.	Yes	SEND children feel different and being in a school closer to home would be a huge benefit without having to travel a lot further afield	Don't Know	None	I feel the change should come in sooner and be started by september 2023 holding those children due to transition in their current school	Children making a transition to secondary school should be able to travel free to their school of choice wether its in the catchme t area or not. Because we feel our children would do better at another school we shudnt be peanilised by bus fare prices for wanting the best for our children
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel the kids would benefit from this, growing more mature and able to deal with the change better, especially summer birthdays.	Yes	Beneficial	Yes	It would benefit the children.	None	None

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Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>KS2 is currently split between schools in a three tier system. The results for KS2 SATs at JCSC have been poor and not improved for many years. JCSC has been in RI for many years, and would benefit from focusing on it's strengths which is secondary education rather than continuing, unsuccessfully, to teach a 2 year KS2 large group from multiple schools. All of these KS2 children will have learned different areas of the KS2 curriculum which in some cases leads to repetition/boredom in Yr 5/6. There has never been a consistent or successful model for teaching and learning for this group. I feel that the the KS2 curriculum is best delivered by the Primary experts in a Primary school model, by extending the year groups of existing first schools. Following Covid and the mass disruption to education, the nurture and support for children in a smaller school setting will help to tackle some of the emotional and MH needs of this cohort of children</p>	Yes	<p>Too many SEND children have to travel outside of the area. This extends their day. We should offer as much support in our Partnership as possible. While not all SEND provision is the same or will meet all SEND needs, hopefully we will retain more children within the area and save costs to the county, and prevent children already educationally disadvantaged, having to add an extensive journey to their day.</p>	Yes	Same answer as above, we need some improved local SEND provision for the same reasons. However, I would prefer to see Model B	No	None
Governor of Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>This has been discussed and not progressed for many years. The children of our community have to be at the heart of the decisions we collectively make. Too many are travelling to the Alnwick partnership into an existing Primary/Secondary model as they are perceived as better, newer, more successful. JCSC has had consistently poor results at KS2 for a number of years, there has been a desire from the First schools for change, but a reluctance from the leadership of the Middle/High</p>	Yes	<p>Absolutely. The need for SEND provision is increasing, and there is none to offer in our area, leading to long travel journeys out of our partnership, and occasionally out of area to meet needs. This would be a marvellous addition to the development and investment in the Coquet Partnership,</p>	Yes	Still important to extend SEND offer locally, but would prefer Model B	None	<p>For Amble First School, the move to the Middle School site will allow us finally to enjoy our own outdoor green spaces, an enrichment experience of increasing value (particularly post-covid) o Our nursery has also been severely limited in intake due to size constraints from our existing site. We could expand and increase our</p>

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		<p>School.</p> <p>With assurances that no school will be closed, that Amble First can move to the Middle School site to allow expansion, this decision is a 'no-brainer'.</p> <p>Primary educators are the experts at delivering the primary curriculum, and JCSC have never successfully implemented a model of leadership that has driven forward improved/improving results. The last set of results was a significant embarrassment to the community. These children need to be supported and developed to reach their potential, not lose their skills.</p> <p>The disruption from Covid has had a significant impact on the SEMH needs of all children. I believe that these are best met in a smaller, more inclusive and supportive setting, as First schools have consistently demonstrated. Pastoral care is excellent in the First School setting.</p> <p>Splitting a Key Stage is problematic, not just in terms of educational achievement in SATS, but all the children will have studied different curriculum topics, which often leads to repetition for some. The KS2 curriculum is best delivered by Primary experts, in a Primary model, with KS2 testing at the end of this, where there has been consistent teaching of the entire curriculum in one setting.</p>		<p>and would hopefully result in cost savings over time to NCC. More importantly, SEND children from our catchment area may be able to stay within our area and have less travel, and a shorter day Obviously, not every SEND setting is the same, and not all SEND settings will meet all SEND needs, so there may be some children not suited to a setting locally. However, NCC could assess the SEND needs of the local children and target the type of provision offered.</p>				<p>offer locally. We have always wanted to work in partnership with the high school, and would welcome the opportunity to support their 6th form Students by potentially offering work experience opportunities. We would also want to increase the possibility of community engagement. This has not always been easy to achieve in our existing small site, particularly during the Covid years, and in a larger site, we could expand our opportunities for welcoming into school other local groups and developing our community relationships.</p>

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Other	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>An Institute of Education Study (July2020) concluded that 'A first class education has more of an impact on a child's progress than any other factors, including social/economic/family background or gender.'</p> <p>Grange View First School provides such an education, providing a setting which enables all its pupils to obtain their full potential, academically, socially and emotionally, focusing on the children's ability to increase their self-belief, confidence, learning capacity, enthusiasm and communication skills in a safe, secure, familiar environment.</p> <p>The proposed plan to change Grange View into a Full Primary School (meaning the children would attend until aged 11) would enable the pupils to mature and develop the necessary skills required to negotiate the often-daunting transition from Primary to High school in an environment far more suitable to their emotional/physical/social stage of their development.</p> <p>At aged 9, many children will struggle to adapt to the challenges of Middle School: bigger buildings/differing teaching styles/rules/individual responsibilities, and, of course, having to travel from home to school and vice versa independently!</p> <p>The education, social and emotional welfare of all school children have massively been detrimentally affected</p>	Yes	It would allow children with SEN to benefit from being educated closer to home and within their own communities, eliminating the stress of having to travel long distances to school.	Yes	As above.	As mentioned, I would like to reiterate that Model B should be in place for September 2023.	None

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		by Covid. We owe it to these pupils to avoid further, unnecessary disruption. Therefore, it is crucial that the proposed change of Model B go ahead without further delay and that a deadline of September 2023 is set.						
Governor of Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Having taught in a wide range of school types: junior school, primary school, first school, all through school and academies I am certain that the primary and secondary structure is better for pupil outcomes in the vast majority of cases. To lose children only a short time before their Y6 SATs after teaching them since 2 years old seems nonsensical. Schools are losing pupils to schools who can offer primary provision which is having a significant impact on pupil numbers, funding and school/parent relationships. Historically poor Y6 results in comparison to Northumberland and National results can not be allowed to continue. There is a clear difference between good KS1 results in the partnerships to extremely poor Y6 results and then good GCSE results. This can't continue and has gone on too long. This 2 tier/3 tier uncertainty in the community has been going on for well over a decade. It needs to now happen so the community can make the change to finally feel settled in a decision. This will keep rearing its head for many a generation to come if it doesn't happen now. Amble First School can not continue in a building unfit for purpose. SEND provision needs to be improved in the partnership which the plan encompasses.	Yes	Specialist provision is more needed than ever and the partnership can learn a huge amount from a specialist provision close by. The building would have to be vastly improved to suit a combined mainstream and specialist provision.	No	Current school sizes would not accommodate this. Infrastructure not in place.	None	I do not feel that the 25.5 million is sufficient to support all schools in the partnership. South Avenue site of JCSC will need most of this outlay as the building is unfit for purpose in its current state e.g. poor access for traffic (more parents will use cars when younger children are using the building). Huge amount of glass areas unsafe for young children. Old porta cabins. Basically the South Avenue site is in a very poor state and would need significant work.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>I strongly believe that Model B provides the best structure and outcomes for Children up to the end of Key Stage 2. The nurturing environment of the primary school for children within their local villages gives them the most secure start to their education.</p> <p>For the children of Grange view the transition to middle school not only disrupts their key stage 2 but also requires them to catch a bus at age 9 and travel a distance to school. The year 6 results show this mid stage transition disrupts education and affects outcomes.</p> <p>Moving to Model B would enable the children to stay in their local community and develop in maturity, communication and resilience in a familiar and secure environment before being asked to take on the travel and challenges of adapting to a new school environment.</p> <p>I also feel strongly that the change to model B should be implemented as soon as possible and with the September 2023 year 4 cohort given the opportunity to stay in their schools rather than move to a system in a state of transition.</p> <p>The current year 3 cohort has had their education disrupted by Covid since the middle of year 1, they are yet to have a 'normal' year in school. November 2022 to July 2024 is a long period of time for staff at the middle school to face uncertainty around their roles and the future structures of schools in the partnership. There cannot be the same</p>	Yes	It is important for children with SEND to remain in their community without the added disruption of a long commute to school. The provision of a specialist SEND Centre within the Coquet partnership would be welcomed by me.	Yes	As above - the benefits of a local SEND center would remain the same with either model.	The amendment to the proposal would be to implement model B from September 2023. This could be achieved through temporary classrooms during infrastructure work, sharing od sites for year 5 and 6 for schools without room. Utilising the middle school site with the consistency of a teacher from the first/ transitioning to primary school. There will be a number of options that may not be neat but will avoid the current year 3 cohort being significantly disadvantaged in their education through the transitional period.	As above for September 2023 implementation.

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		<p>investment in outcomes for these children with the backdrop of the change within the partnership.</p> <p>Consideration must be given as to how for the students and staff this change can be made as swiftly as possible. Schools with support for the change to model B should be allowed to retain their year 3 students if they are able to and given support to do so.</p> <p>For the current year 4s and staff alike if the proposal results in a move to model B a support plan needs to be in place to ensure the educational needs of those pupils are met and staff have the support network in place though the implementation process.</p>						
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>Model B facilitates the best outcomes for the children utilising the nurturing local village environment they've grown up in, the cornerstone of which is their local primary school. It is here they should remain up until the end of Key Stage 2. Moving from Grange View to a middle school half-way through Key Stage 2 will not only prove detrimental for the children educationally, but also in terms of their well-being. There is no way a child should be catching a bus to school at age 9, especially given the shock of moving from a safe, nurturing system whereby they're walking to school within the village, to their first experiences of the next level of school up. There is obvious evidence of the cost of this disruption within the year 6 results.</p> <p>With Model B they can remain in their home community, feeling safe and having the continuity that is so important for education. A child cannot learn, take in new information and</p>	Yes	Children with SEND need to remain within the community without suffering the disruption that a long journey to school and back would cause. A specialist SEND centre within the Coquet partnership would be very much welcomed.	Yes	As per answer to 9 - SEND centre would be the same with either model.	Please implement Model B from Sep 23. This could be done by using temporary classrooms during the infrastructure work, sharing sites for years 5 & 6 without room. Utilising the Middle School site with consistency of a teacher from the first/transitioning to primary school. Some of the options won't fit neatly but it will avoid the current year 3s suffering such an educational disadvantage as mentioned	As per above, request for implementation from Sep 23.

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		<p>process that information sufficiently for it to be retained, if they're worrying about their new unknown environment. They can't learn if they don't feel safe. The disruption to their education caused by this emotional impact can cause lasting ill-effects that we shouldn't want for them. It's within our power to prevent this. Allow them to complete Key Stage 2, and then be best prepared to move onto a new environment in a complete fashion, and not half-way through a programme of learning.</p> <p>Not only should Model B be implemented, it should also happen as soon as possible. In time so that the Sep 2023 year 4s are allowed to stay in their schools without having to adjust to a new transitioning system. The current year 3s have already had their education disrupted for over a year due to the impact of COVID. This turbulence should not be worsened by a process that can be controlled, especially during such formative years. Additionally, If the plan goes ahead then Nov 22 - Jul 24 is a period whereby the staff at the Middle school teaching our children, will have very uncertain futures, and even with the best will in the world this will effect the quality of education delivered. Further compounding the detrimental situation</p> <p>Schools that have support for the change to Model B should also be allowed to retain their year 3 students if they are able, and supported in doing so. This should form part of the wider consideration over how rapidly the change can be instigated. For the current year 4s and their staff, if the</p>					previously. They've already experienced such disruption due to COVID.	

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		proposal for Model B moves forwards then a robust support plan needs to be implemented, ensuring the educational needs of the children are met whilst giving the staff everything they need to achieve this.						
Parent/Carer of a pupil currently attending Amble First School	MODEL A (current structure, phase change at end of Year 4)	Amble first school isn't big enough to accommodate another 2 school years on the grounds so this is a concern for me as to where everyone would fit without affecting the children with regards to play times, lunch time, etc	Don't Know	Again don't think the school is big enough	Yes	Seems the space would be ok	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6)	Both my children have moved from the Amble Links first school to JCSC middle school in the last 3 years (one in yr7 now and one in yr 5). Their education at the middle school has undoubtedly been affected by covid over the last two years but knowing other parents and conversations regarding the middle school, i do not think think there is any advantage in having the middle school. The transition is not smooth from first to middle school and although the middle school has tried (and continues to try), to engage with parents and improve the communication, this has never been good and I feel two more years in the first schools if they are made into primary, would allow better consistency of learning, less duplication of topics, a better understanding of the children by the staff (as they would know them and their abilities/requirements) from nursery age. As children take their SATs in yr6, it makes sense to keep them in a primary school up to this point. I genuinely believe that my children would both have benefitted both emotionally and educationally from staying at the Links school for 2 extra years in a primary setting where	Yes	I don't have much experience of SEND but I can only see additional support, nearer to home for children who need this, would be an improvement.	Yes	I don't have any experience of SEND provision but I can only see it being beneficial to children who need this support to get it nearer to their home communities.	None	None

		they were well known by the teaching staff and their learning could have						
In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
		continued smoothly rather than moving to the middle school where i think they almost have to start again as teachers get to know them and with various other schools coming together, get to know more pupils too. Obviously change has to come at some point but i think 10/11 year olds are better equipped to deal with this than 8/9yr olds and one change of school is better than 2 changes as it currently is.						
Parent/Carer of a pupil currently attending Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	We live in a rural community that buses children to middle school, which is great that we have that available. However, year 5 is too soon to be accessing unsupervised transport. A lot of problems have arisen with transport bullying etc and it's too soon for them to be exposed to this. Also, changing schools only once would be more beneficial to children.	Yes	We need SEND provision in our area. Currently children are moved all over the area and must cost a lot in taxis. My oldest son is SEN and I didn't want him travelling so far so he's in a mainstream school. It will also provide inclusion, sharing a site and keep costs down	Yes	Same reasons as above	NONE	Widdrington Village should fall under the catchment area for Grange View First School - the ACTUAL first school in Widdrington. How this has been included in the RewRow School catchment is astonishing!
Staff Member of James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	I am responding as a staff member but also have children at Warkworth School (years 2,4 and 6 currently) so I am a potential parent as well. I do not like pupils being split across a key stage in different schools. Many cover some aspects of the curriculum twice in subjects such as Humanities and other aspects not at all as different schools do different things in different years. I feel it 'moves' younger pupils on before they are ready and 'holds' older ones back when they should move on. It results in more moves for	No	I feel they should have their own site within Amble. Amble first does not have space and I do not feel this would be the most productive working environment for some SEN students.	No	I feel they should have their own site within Amble. Amble first does not have space and I do not feel this would be the most productive working environment for some SEN students.	See above relating to merger of some first schools and use of their sites for SEND.	I'm not sure if this is relevant in this section but I think Amble needs some new community sports facilities to serve it and the smaller surrounding villages such as Broomhill, Acklington and Warkworth. I think these should be built on the high school site so that they can be used for PE during the school day and the community at nights, weekends and holidays. Alnwick has a big public pool and gym as well as a 3G football

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		<p>pupils which I feel is disruptive. This and the current state of the buildings has prevented me from sending my own daughter to JCSC next year although we are in the catchment for it). I also think it results in a system which is more expensive to run. I think the Middle school site in Amble should be revamped and turned in to a primary school, the high school site should be revamped and become a secondary school and the first school sites should be sold to fund some of this. Or if we are having an SEN school in Amble one first school site should be sold and the other revamped in to a separate SEN site. I think some of the smaller schools such as Broomhill should merge with Amble and the other First schools should also have money to accommodate Years 5 and 6 and to have a revamp where needed. It is long past time for some serious money to be spent on the Coquet Partnership so that pupils have the correct and most appropriate facilities to learn in. This system would likely be more streamlined in terms of staffing so there would be a saving there as well. I appreciate this could mean the loss of my own job but I believe we must do the right thing for children's education and ignore all other considerations.</p>						<p>pitch and a new high school. Amble would benefit from similar. It is a shame that the filed opposite the current high school site, that is about to be built on, was not purchased so that a full new school and set of community sports facilities could have been built without disrupting the current site. The current high school site could then have been cleared once pupils had moved over and built on.</p> <p>As this has not happened the best thing would be to revamp what we have and add community sports facilities to it.</p>
Parent/Carer of a pupil currently attending Amble Links First School	MODEL A (current structure, phase change at end of Year 4)	I used to go to a 2 tier system in London and it just works so much better. Amble links had always been an outstanding school and would love my son to stay longer.	Yes	This would be beneficial to the children in the area who have these needs without the need to travel.	Yes	Same again it would be beneficial to children with these needs and not having to travel	None	None

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Staff Member of Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel that the current structure is failing our children at KS2 and the transition at Y5 is not working for the majority of children. Having previously taught in a Primary school within Northumberland I feel that Model B could offer a lot of benefits for children at KS2. The children would transition at an older age meaning many of them would be more mature to cope with the changes, there would also be fewer transitions for the children to make during their education. I believe that the first school provide exceptional pastoral care and nurture for the children in their care. We often hear of KS2 children losing their way at middle school and being excluded I feel that this could be impacted by the lack of support and guidance that they receive when they leave first school. I feel that there is much more of a personal touch currently in first schools and that this will have a positive impact on the children and families if we were to keep them till end of Y6.	Yes	Definite need for SEND provision within partnership. Makes sense to utilise the old site and create 2 separate school which share site.	Yes	As above	None	None
Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	As Jcsc has had a 'requires improvement' result from ofsted for several years now and the growing size Amble I think a two tier could be a better school system.	Yes	To enable children with send to be educated where they live without travelling daily.	Yes	The same as above.	None	A potential of some separate areas, for the children coming up from the first tier to help with integration of younger pupils.
Staff Member of Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I believe it could benefit children in our school to remain here until year six. providing the phased moved up the the second tier is done correctly.	Yes	So children do not have to travel and we do not loose funding from this catchment area.	Yes	Same as above.	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Governor of James Calvert Spence College	DON'T KNOW	You only give option A or B and don't know there should be an other option for those that want to submit an alternative.	Don't Know	I can't answer as there are no details on this vague outline. For exam where would it be?	Don't Know	Again there is not enough information to make a reasoned judgement	Yes. Include significant sport and leisure facilities that could be used by all the schools. Imagine a hydro pool and therapy rooms?	Provide more details of plans. Seriously consider the sport provision in Amble and compare it to Alnwick a similar sized town. Ask why there is not a great opportunity to revolutionise the health wellbeing and engagement of young people and town people. Amble deserves better you have a chance to make the school change a catalyst for the whole town.
Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	My main reason for wanting to change would be because I feel the children of amble first school would benefit a lot more from having a larger outside space to play.	Yes	It would be good for SEN children to have their own space where they get much more 1:1 help and the children of the mainstream schools have less disturbances and more of their teachers attention.	Yes	Same as above	No.	None
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	My daughter loves amble links first school and if she could she would stay till year 6 not leave at year 4	Yes	None	Yes	None	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	I believe that keeping the children in the same learning environment until the end of KS2 would be much more beneficial. As we all know starting a new school is extremely exciting, stressful and the thought of the unknown a lot of the time makes children extremely anxious. I feel that taking them out of their 'safe' learning environment where they have been since such a young age would be very detrimental to their education. Also mixing with children of such older ages, our children this day and age are	Yes	I feel that this option is much more sensible especially when it comes to travelling times for children in special education.	Yes	I think at first the upheaval of moving the sites and children to different places would seem silly, but in the long run I feel it's unfair to expect children to be travelling so far, surely closer to home is much better for them- as it is for other	None I like the proposed model B	The only thing I have heard from friends (who have had this problem) is children who attend a school from out of the catchment area, their younger siblings have not been accepted into the same school as their older brother/sister. Obviously if you think the school places should work on catchment area first but then based on if a sibling is already at that school, surely that makes sense rather than- it's a first come first serve basis- whereby

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		not children for long, I feel we should not lessen this time any more than it already has been. I personally think young children cope better in a familiar environment, with the faces they've seen for years and where they feel secure and happy in the same surroundings and let them thrive with ease . They are far too young to be going into a bigger, potentially more threatening environment. Model B suits my ideas of happy school much more than what model A offers.				children in the system		children are then being made to leave and move schools because it's physically impossible to drop two children off at different schools
Staff Member of Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>I believe that the 2 tier model of education in the Coquet Partnership will enable the current strengths of the first schools to be built upon into Y5 and Y6.</p> <p>The continued emphasis on pastoral support and consistent behaviour management should ensure that the children are able to continue their learning into upper KS2 seamlessly with a reduction in the number of children becoming disaffected and involved in negative behaviour early in upper KS2. Less behaviour incidents should also reduce the number of pupils leaving the partnership.</p> <p>Families value the high levels of personal communication that they receive from our school and many are not ready for the reduction in this that naturally occurs as they move to JCSC.</p> <p>I believe that we have a strong and experienced leadership team and governors team in place to be able to successfully manage a transition to 2 tier education.</p>	Don't Know	Although I am very positive about improved specialist provision in the partnership, I would be keen to see actual plans for a satellite provision and be assured by Barndale's Headteacher that any building/refurbishment work would be suited to the specialist needs of such a provision. Barndale's current buildings in Alnwick are ageing and not necessarily fit for purpose - would it be more effective , long term, to provide purpose build accommodation on a single site locally?	Don't Know	<p>See previous answer.</p> <p>This would need to be carefully thought out due to the impact on school reputation and site limitations that may occur.</p> <p>Completely agree that having improved SEND Provision in the Coquet area can only benefit pupils, schools and the wider community.</p>	None	<p>We have a very well established early years model working in our school, beginning with our 2 year old provision which is usually well oversubscribed - we would be keen to extend the hours of this provision but are currently limited by the use of the room in the afternoons for the Coquet Children's Centre.</p> <p>Our school serves the most deprived area of town - we already employ our own school nurse and would be keen to have additional space in which NHS School nurses, Health Visitors and other services (such as Children's Services and CYPS) could work from - bringing more of this expertise into the local area and accessible by schools.</p> <p>Some year groups at Amble Links already have over 30 children in them and classroom space is very limited. As further building work happens in the catchment areas of both Amble First Schools, it may be necessary to reconsider catchment areas.</p>

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		<p>There is very positive support for a change to 2 tier from the school's staff team.</p> <p>I believe that the 2 tier system will ensure better accountability for all schools in the partnership and play to the strengths of each school - this should, in turn, support closer relationships between schools in each phase of education and increased confidence from parents that schools are working more closely together for the benefit of the children.</p>						
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>The current system does not support the children in the best way as their Key Stage 2 is disjointed and covered by two different schools. The statistics from Year 6 are not pleasant reading and cannot carry on . Change is required to improve the current outcomes for these children and the future of all children in our Partnership/Community moving forward.</p>	Yes	<p>To have a SEND provision more locally would be a huge benefit to the children and also the parents . Being on a shared purpose built site would hopefully forge a good relationship between children,staff. and also the community</p>	No	<p>All the other schools within the partnership will need all the space they currently have and this facility would require space and a purpose built setting.</p> <p>Amble has more to offer within a community setting with local amenities and access to the location.</p>	None	<p>Our children deserve the best possible start in their education journey therefore a school which is over 100 years old is not appropriate. Both the JCSC Middle School site & Amble First School are not only dated,tired and inappropriate they are not a good selling point for families both within the town or new families relocating in our community. It's embarrassing surely we can do much better as in the 50 years since my children began their schooling not ONE building has been replaced can any other area in Northumberland claim this sad accolade !!! Early Years in education are so important let's get the investment right and build what our children,staff and community deserve !!</p>

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Governor of NCEA Warkworth CE Primary School	MODEL B (primary/secondary structure, phase change at end of Year 6)	Consistency across the Alnwick /amble area	Yes	Provides specialised provision if required	Don't Know	Depends on partnership school not indicated	No	None
Governor of Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6)	Continuation of Key stage 2 at one sight for children of primary age. Accountability for Key stage 2 results not in question if children remain in primary school. Continued high level of pastoral care for these younger children. The middle school model is no longer apparent in the partnership. Secondary school model allows for concentration of progress at Key stage 3 and 4. More children may remain in the partnership as transition to chosen secondary schools will be synchronized with the surrounding area.	Yes	This will enable SEND pupils to be closer to home and will allow close working relationships with the schools in the partnership. School will be able to draw on SEND expertise in the area more easily.	Yes	Providing Barndale Special School is run as discreet unit.	None	None
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6)	I like the primary/secondary structure it means that children stay in school locally until they are 11 before transferring to school at Amble. It will also save money on school travel and reduce the environmental impact of bus travel.	Yes	It is important to keep children's education in local areas.	Yes	It is important to keep children in their own community where possible.	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6)	Agree wholeheartedly with this 2 tier plan, not all children are ready by yr 4 to move to middle school! A lot of children need that extra nurturing and support from familiar faces and surroundings! Both my children weren't ready to leave 1st school, going into a place with lack of support and literally no communication! Parents want to feel like they can make contact with a school and be heard, not dismissed	Yes	This will be a massive boost for the town, having the children within their own home town and not having to travel for education. Equality for all!	Yes	Keeping them in their area will be more settling and easier transition for them.	None	Should we go to 2 tier, will there be more investment in JCSC in regard to GCSE options? Can it be considered to keep us on par with DCHS? More likely to keep numbers within our area!

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Staff Member of Grange View CE First School	DON'T KNOW	I am 50/50 as both models have positives and negatives. I am happy with both models and would be happy with either outcome.	Yes	It would be beneficial having a school in the local area.	Yes	It would be beneficial having a school in the local area.	None	None
Staff Member of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Model B so that children finish the key stage before moving on.	Yes	To provide SEND provision in the Coquet partnership rather than shipped out to other areas.	Yes	So SEND children can be educated in our partnership rather than being sent to other areas.	None	None
Staff Member of Grange View CE First School	DON'T KNOW	As a child of gone through the 3 tier system in the coquet partnership. I enjoyed the smaller steps But I am also a where that the 2 tier system can work also	Yes	It would mean more inclusion and support for young people	Yes	It would support more children in the area who thrive having a closer SEND school	NONE	No
Staff Member of Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I am writing on behalf of the staff of Amble First School. The following comments represent the views of some of the staff. Others may choose to respond individually and with different views. Many staff are keen for the schools to change to a two tier system. We feel that our children would benefit academically, socially and emotionally from spending a further two years in a primary setting. In the previous school year, we lost a number of children to a neighbouring two tier system so we know that this is something that a number of parents appear to prefer. We are aware that the current KS2 results in the partnership are not as good as they should be. We believe that by allowing the children to stay in primary education we could help to improve these results as we would be able to organise the curriculum more effectively, ensuring clear progression of knowledge and skills. Currently, the middle school faces the challenge of having to design a curriculum for Years	Don't Know	We are in agreement that there needs to be some provision in the partnership for SEND. We are also concerned about the number of children with needs that cannot be met in mainstream who have to leave their local area to attend specialist provision. To have this provision in the community would make any move for children much easier emotionally and would also enable us to develop a more effective transition for those children who need it the most. There are questions from staff regarding the proposal of a specialist provision	Don't Know	Reasons as stated above. If sharing a site, work would need to be done with schools and parents to clearly set out what provision would look like for both schools on the site.	None	None

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		<p>5 and 6 who have all covered different topics in their first schools. This has led to repetition of work for some and lack of coverage for others. Converting to a primary school would enable all children to receive the full curriculum coverage across KS2. With a good knowledge of the individual children and their abilities we would also be well placed to prepare them for the statutory KS2 assessments.</p> <p>We recognise that there are different views from parents regarding the emotional ability of children to manage the transition from first to middle school. Some children are ready for the change and others not so much. We believe that there are growing numbers of children, particularly SEND children, who find the transition difficult and who would benefit from the stability of a further two years in the same class and with familiar school staff. We have a good understanding of their needs and how to support both the children and their families. By reducing the number of transitions, we could help to keep the same high level of support in place for longer.</p> <p>Amble First School is slightly different from other schools in the partnership due to the size of the building and the space available to us. We are aware that any change to primary would involve a move for us. This is something that we would welcome. We are increasingly aware of the age of our building and the money that we have to spend on repairs and maintenance. We are also aware of the views of parents who feel that we do not have as much to offer as other schools in the area due to not having a</p>		<p>on site and some parents have expressed concern about this. As the plans are not yet clear about what this would look like, it is difficult to allay these concerns. Staff are keen for the community to develop a better understanding of ASD/SEMH provision, however as some of our parents believe that this means we would be 'attached to a behaviour unit', we can see that some work needs to be done to explain exactly what the new site would be organised for both schools.</p>				

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		school field. This does limit the opportunities that we can provide for our children. Likewise, the lack of space inside the building can also be challenging. Classrooms are small and space to carry out interventions or work with professionals is extremely limited. As schools we are now required to accommodate increasing numbers of children with an EHCP. At Amble First, we sometimes find it very difficult to support these children as well as we can due to the lack of space to work effectively with them. A move to a new building would hopefully provide us with some more space so that we could support our children better. We are concerned that if we do not move to new premises, prospective parents will look to other schools with better facilities and we may see a further decline in numbers.						
Staff Member of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Model B keeps the children in their current school until the end of Year 6 without the need for getting a bus to Amble at a younger age than if they leave first school at the end of Year 4. It also means we get 2 extra years to work with them and help them as much as we can.	Don't Know	None	Don't Know	None	None	None
Staff Member of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	It will allow us more time to nurture the children in Grange View and stop them having to grow up too fast. We know the children and the families very well, so can support them into Upper Key Stage 2 without creating disruptions to their lives. It allows us to shelter them for a little longer meaning they can be 'children' for two more year, rather than having to mature too quickly.	Yes	It will be great to have a specialised facility closer to home for the children. It would be very useful for staff from the first/primary schools to be able to speak to these specialised staff members for advice when needed.	No	I do not think this will make enough impact.	None.	None.

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		As we know the children so well we will be able to support them further with KS2 SATs, rather than them starting fresh in Year 5 with teachers not fully knowing their previous learning and experiences.						
Staff Member of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I feel that sometimes 9 is very young to travel distance to new school, as a pupil of the secondary system I found this way good I could never understand the 3 tier system here I have worked in the school for 25 years and have always felt it needed to change Also it gives a choice of schools as well and hopefully leaving at 11 parents will feel their children are older for the transition	Yes	Stops children having to be transported miles in the morning and afternoon	Yes	Keeping them closer to home is easier for parents and children if they need to be contacted for any reason	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	It allows the children more time to mature in an environment they are already familiar with, they will gain more confidence and be overall happier and less stressed, I truly believe it will reduce bullying.	Yes	My son had send, and although I'm happy for him to go further afield to be educated when he needs it, I think I'd feel better knowing he was closer, especially if school needs me for anything	Yes	Same reason as above	No I am 100% for model B	None
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	From reading the consultation, I believe model B would be more appropriate for our children. Ks2 is currently split between two schools, I think that it would provide more continuity if this was achieved in one school. Emotionally I think that remaining in a smaller school for longer is beneficial as a lot of children are still immature at that age and not being exposed to older children's language/behaviour is not a bad thing. I have one child in y1 who I think would benefit from model B and another in y4 who has ASD and is heading to JCSC in September. I believe that a specific	Yes	For children like my y4 ASD child this sounds ideal. She will not need to go to a special school like barndale but does require additional support. Children like her and others with SEMH or ADHD would hugely benefit from a provision that fully understands them and is able to give more than a wanting/trying.	Don't Know	None	None	None

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		provision within the school would be ideal for her needs. She does not require a specialist school, but would definitely benefit from extra provision that understands her needs.		teacher of a class of 30 can. I believe teachers currently are overstretched through no fault of their own and aren't always able to give each child the 1-1 they need despite				
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Better all round, gives the children more time to mature, grow up where they are comfortable and know everyone already, less change	Yes	Better for the pupils and their families to be closer to home	Yes	As above	None	None
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	Best for children and their family's, smaller schools that they are already familiar with, gives children more time to mature and grow in confidence	Yes	Better for both children and family to be schooled closer to home	Yes	As above	None	None
Parent/Carer of a pupil currently attending Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think this is a much better option, gives the children more time to gain confidence and become more mature in a familiar surrounding, less disruption and chance of anxiety	Yes	Better for child and family being closer to home	Yes	As above	None	None
Other	MODEL B (primary/secondary structure, phase change at end of Year 6	Pupils will not need to travel to school via bus until much older. Increased funding for first schools. Continuity in teaching within the key stages	Yes	It would definitely help with travel times and would benefit the children being in a more local area with other local children	Yes	It would definitely help with travel times and would benefit the children being in a more local area with other local children	None	Would there be guarantees that any first schools wouldn't close (as was proposed many years ago)? Would land be acquired at Broomhill First School site to create a car park for parents? Even the current situation is incredibly dangerous let alone with 40 plus more students
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	I do feel that 9 years of age is very young for a child to transition to a new school. I think it would be better for the children with the secondary structure.	Don't Know	None	Don't Know	None	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Staff Member of Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	All staff support model B for a number of reasons including; - Better outcomes for children in the partnership - Continuity of the Curriculum to tie in with National end points - Continuity of provision throughout KS2	Yes	There is no SEN provision within the partnership. Any children who require an alternative provision need to travel outside of the partnership to attend school. These are long journeys for children.	Yes	There is no SEN provision within the partnership. Any children who require an alternative provision need to travel outside of the partnership to attend school. These are long journeys for children.	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	DON'T KNOW	I couldn't make to to the Masonic hall, I would have liked to asked the teachers their thoughts on the actual educational needs and if the current system meaning KS2 being split is working or not. Most parents can only view this from the perspective they have had through their child/children. This limits parents views on this dramatically. I don't feel we as parents have the insight to see the overall picture on the educational needs on all children. Both of my children are now at JCSC, years 9 and 6, they were both ready to move up from primary level into a secondary school. (Amble Links First School which they both loved.) Mind I would have thought differently if they had to get the bus. Education wise they both flourished however I have two boys who want to learn and try their best in all classes. They both felt unsafe at first as the other children were so much bigger than them. They both seen lots of fighting and swearing which they hadn't encountered before at primary level.	Yes	I haven't had anything to do with SEN however I do see a massive need for this. Not only are the children who need additional help being let down, there is not the specially trained staff available to deal with all the varied needs required. From what I hear this is a massive problem.	Yes	Regardless if it's model A or B this needs looked at. The catchment area of the Coquet Partnership surely has enough children that requires additional learning needs to have the facilities close by.	I'm not equipped enough to offer any proposal. I would suggest listening to teachers on the education front and consider the views of any parents.	I'm not equipped enough to offer any proposal. I would suggest listening to teachers on the education front and consider the views of any parents.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
		<p>But the friendships they developed through meeting new friends who shared the same interests was and still is a massive part of their wellbeing and mental health. Especially my youngest son, his friend group now includes children that wants to join in with outside sports teams and groups rather than the small class he was in that didn't want to join in with anything. From my point of view seeing him gain confidence within a likeminded friends group has made a huge difference, as much as the educational side for me. I think for my youngest, if he was left in primary with the same class for another 2 years would have done him more harm than good but that's just my opinion.</p>						
Resident/member of the community living in the Coquet Partnership	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>Pupils would complete the whole of their key stage within one teaching regime whereas at present they come together from different schools and teaching regimes so they may need to all be brought to the same level before real progress can be achieved thereby wasting valuable teaching and learning time.</p> <p>Also this model will enable the provision of education for those less capable students thereby reducing the stress of travelling out of the area. Amble desperately needs enhanced sporting and ecreational facilities not just for pupils but for the whole community.</p>	Yes	Less stressful for students and parents alike.	Yes	It is vital that some provision is made regardless of which model is determined.	none	<p>As many teachers are retained as possible whichever model is decided upon.</p> <p>It is essential to keep disruption to a minimum and carry out additional building or remodelling as qickly as possible.</p>
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Better transition into high school	Yes	Makes them feel more part of the partnership and local schools	Yes	Less travel for children	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Parent/Carer of a pupil currently attending Amble Links First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Kids are to young to move on to high school with much older children. And think that would be overwhelming for the younger children and feel it could impact the learning	Don't Know	Not sure	Yes	More convenient and gives them more opportunities to socialise	None	None
Governor of Grange View CE First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>We want to offer the best possible education for all pupils whilst ensuring the long-term viability of the schools in the partnership. We outline below our support for moving to option 2 - a 2 tier approach in the partnership.</p> <p>Consistency of learning and teaching Based on the current key stages of the national curriculum there is a natural break at the end of key stage two. The staff in our first schools are best placed to continue the educational journey of the children in their schools by building on their strengths and responding to their needs based on the knowledge that has been built up over 5 or 6 years. In addition, the accountability then lies with one establishment. In addition, with the KS2 SATs assessments being a judgement of all four years we can continually build on their prior knowledge accurately with established provision maps for all curriculum subjects. This would also avoid the repetition that often happens at middle school with the non-core subjects where the National curriculum allows schools choose the Geography and History topics, they cover in KS2. This would also provide a benchmark based on national standards for a secondary school to begin working with at the start of Key Stage 3.</p> <p>Pupil Progress Whilst there is a difference for all pupil groups, the gap widens for</p>	Yes	We support this proposal to improve SEND provision within the Partnership keeping pupils within their communities	Yes	As above	None	None

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
		<p>disadvantaged pupils. Partnership data shows that the current system is negatively impacting most on the disadvantaged. Often when moving to a new school or key stage it can be a daunting and intimidating experience for the children, where standards can slip, where we believe that if they remain in the same setting for the remainder of time in KS2 they are already confident and familiar with the schools procedures and teaching and would return ready to build on prior learning. These are the pupils that we know will benefit from the continued high levels of pastoral support that the first schools are experienced in and already offer to all our families.</p> <p>Parental Pressure All first schools in the partnership are aware of escalating parental dissatisfaction with the current system, coupled with the increasing move to a two-tier system in other neighbouring partnerships. The impact of this is shown by a growing number of children leaving at Year 4 or earlier and moving out of the partnership; this is impacting negatively on all school budgets. The creation of Warkworth Primary School also caused parental uncertainty and an increased number of families are moving schools earlier. A two-tier system would bring our partnership in line with the majority of the rest of the country.</p> <p>Transition Issues The practicalities of arranging a smooth transition in the middle of a key stage has historically proven difficult for all schools involved</p>						

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		<p>and continues to do so. The additional time and effort this entails could be more positively spent accelerating the progress of the pupils in their current settings.</p> <p>Earmarked Funding We are grateful that NCC have already earmarked millions of investments for the partnership. Before this is formally allocated, we feel that it is essential to consider the long-term structure of our partnership for this money to be spent most effectively to best meet the educational and wellbeing needs of the children we support.</p> <p>To turn Primary, we understand that Amble First School would require a new building. There is an opportunity to do this with the funding earmarked and the potential site availability with the re-development of James Calvert Spence College. The additional focus on SEND provision within the partnership is a welcome one and we fully support this.</p> <p>Summary The implementation of the primary/secondary system will provide stability, consistency and continuity for pupils throughout their primary and secondary years which is in line with the National Curriculum and key stage assessments. The first schools have rigorous assessment in place that would be continued into years 5 and 6. Reorganisation will remove the phase transfer in the middle of key stage 2, enabling the remaining schools to take full accountability for whole key stages.</p>						

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		<p>Successful implementation of this system will highly likely begin to stem the flow of pupils to other schools outside the partnership.</p> <p>As governors, we can assure you that we have the commitment, drive and determination to make this proposal work.</p>						
Staff Member of Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>I feel that the phase change would be the right time for the children to change so that they are in line with the rest of the country. This would also bring them in line with the national curriculum.</p> <p>At Year 4 the children are not ready to move on and they require more time to develop their confidence and abilities. The end of Year 6 is a more natural break as this is the end of a Key Stage.</p> <p>It is important that the First Schools are accountable for the whole of the Key stage and a split in the middle is detrimental to the children's progress. Time is lost in settling into a new environment and getting to know new teachers/ students. This time would be better used educating and moving the children forward with their learning.</p>	Yes	<p>I feel that it is important that children are educated within their home communities. They need to feel part of that community and sending them to other sites away from this does not help with their identify. If there was a satellite school it would be good to consider some dual placements for children so that they can still see friends / peers. There are many children who could benefit from remaining in the partnership.</p>	Yes	As stated I feel that the children who require additional support need to be located closer to their home communities.	None	None
Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Na	Yes	Na	Yes	Na	No	No

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Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	Kids are settled in there school. 9 years old seems a big move at such a young age . And to be with there classes and teachers for a little bit longer would be great untill they were ready for a bigger school	No	Doesn't need to be bigger.. send children need alot more support in there own community.	No	Again they need more support . They need there own grounds and school . Happy for kids to mix but ideally think send children need there own space	None	None
Staff Member of Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think the primary model will work well in terms of giving children clear progression and consistency from lower KS2 into upper KS2 by retaining children in their schools through to Year 6. Current first schools have a thorough understanding of children's education which they can easily plan for and build on into KS2. It will also allow JCSC to focus on KS3/4 where it performs well. I also believe the change will increase public confidence in schools within the partnership and help to attract and retain pupil numbers, including for children with SEND. Amble First School is a good school full of highly skilled and dedicated staff. We are committed to giving children the best education possible and I believe many others like me are also very keen to expand and become primary. However, this is simply not possible on the current site. I personally do very much hope model B goes ahead as I am very optimistic and motivated about the prospect of becoming primary.	Yes	As above, I believe this will make an attractive offer for parents and pupils within the partnership. I think parents would always strive to keep their children educated close to home.	Yes	As above, though my preference for model B. I believe there are many more gains to be made all round with model B.	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	It's a big change for children to move to jcsc at 9 years old and children that are slower at learning or behind only fall further behind	Yes	More needs to be done to support children with send and barndale will have the knowledge and experiance to implement that	Yes	Any extra support for send is an improvement to the current send system	None	None

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Staff Member of Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	It is more in line with the rest of the country. It will make the first schools more viable as we won't leach as many children to primary schools in the area where parents want their children in the 2 tier system (e.g. going to Warkworth then Alnwick) and hopefully more parents will choose to keep their children in this catchment area. Also having a more local SEND school in Amble will keep those children in their local communities which is better for them and they won't have to be bussed miles away. The Key Stage 2 curriculum will no longer be split between two schools.	Yes	Having a more local SEND school in Amble will keep those children in their local communities which is better for them and they won't have to be bussed miles away.	Yes	As before	None	None
Parent/Carer of a pupil currently attending James Calvert Spence College	MODEL B (primary/secondary structure, phase change at end of Year 6	Model B would appear in theory to make organisational and financial sense in the long run. Model B will give continuity and ownership of KS2 results for pupils and staff at the primary end of education. I feel that since one first school in the partnership has already had permission to go primary it has created an overlap between the Alnwick partnership and the Coquet partnership, creating a contrasting set of decisions for parents (which has had a possible knock on affect to the number of pupils going to JCSC.) By all schools moving to the primary and secondary it streamlines the expected route within the Coquet partnership. At present the placement of pupils from year 7 and above within the two school buildings has been quite flexible. My daughter's experience was to start the Acklington road site in yr 7, as it would be for a primary /secondary split, so it can work.	Don't Know	In principal this sounds like a good idea but I have no experience of working with or accessing Barndale school as an organisation and am not aware of what management would consider a good idea. Perhaps the money could be better spent improving the school already in place. I would hope that if this does go ahead that the money required for this build would come from an alternative pot and the total budget reflected a provision that was able to provide a complete service to the children of the area	Don't Know	as previously answered in question 10	none	none

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				without families finding they have to travel between two possible sites.				
Parent/Carer of a pupil currently attending Amble First School	MODEL B (primary/secondary structure, phase change at end of Year 6	I think it would be better to stay at the same school for the whole of one key stage rather than transition to a new school half way through. This would also mean one school would be accountable for the results achieved. I also think children are not ready to move out of a Primary setting at such a young age to a setting where they would be mixing with much older children.	Yes	There are a large number of children who require SEND provision who currently have to travel out of the area for schools so this would be more convenient.	Yes	There are a large number of children who require SEND provision who currently have to travel out of the area for schools so this would be more convenient.	None	A large number of primary children in Amble attend Warkworth C of E Primary School as they prefer the two tier system. I also think this is because Warkworth C of E Primary School are able to offer facilities such as "Forest School" which is a great addition to a primary setting. There are no sports facilities for children in Amble. Currently my child has to travel to Alnwick for swimming lessons as the pool in Amble caters mainly for visitors to the caravan site. There are no football pitches in Amble. I believe the children in Amble would really benefit from more sporting facilities in the area.
Other	DON'T KNOW	Both options have advantages. Also given a a school consultation it should be better not best you only give two options which is better!	Yes	Less travel would be better closer links to community better and integration in community better	Yes	As above	None	As a key local charity working with young people in Amble we welcome some progress on the long awaited £25m investment into the educational provision for our young people. We recognise that the first schools and James Calvert Spence should work in a closer partnership to support the best outcome for their students. We see advantages in both options suggested, however as a community-based organization we are most interested in any change that allows for better use of the facilities at the school by all the community. It would be crucial that any new build recognises and allows for easy access to things as such as workshops, computers and sport facilities.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
								We welcome the wider investment opportunities mentioned particularly if this includes the special school and possible community use of legacy buildings. We would like to be kept informed as more detailed plans are drawn up.
Governor of Broomhill First School	MODEL B (primary/secondary structure, phase change at end of Year 6	<p>As a governing body, we believe that each first school is best suited to continue the education of the children in their schools to the end of Key Stage 2; staff know the children well and can build on their understanding of the unique needs of each pupil, strong relationships have been developed with families and care givers to support their child's education and emotional wellbeing.</p> <p>Reorganisation will remove the phase transfer in the middle of Key Stage 2; schools would take full responsibility and accountability for full Key Stages. A change to primary/secondary would provide stability, consistency and continuity for pupils throughout their primary/secondary years, in-line with the National Curriculum and end of key stage assessments.</p> <p>The additional time and resources (human and financial) currently used on transition issues could be better used to secure positive academic and personal outcomes for our pupils in their current setting.</p> <p>We would hope that a change to the Primary and Secondary would encourage parents to keep their children within the Coquet Partnership of schools; currently several pupils</p>	Yes	<p>The number of SEND pupils being educated out of area is high. It would be beneficial for the children, both educationally and emotionally, if they could be educated nearer to home and build relationships with peers from within their own area.</p> <p>With funding available it would seem to be the ideal opportunity to develop specialist provision for children in the Coquet area, enhancing the educational experience of SEND in our area, not only for the children currently on role but for those who could benefit for many years to come.</p>	Yes	Yes, still think it would be beneficial to have a satellite site run by Barndale Special School to educate our SEND pupils within their local community as stated in response 9.	None.	Increased provision for two year olds within our local area.

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
		<p>are educated in neighbouring partnerships where the two tier system is already in place.</p> <p>Allocated funding can be used to bring school buildings/grounds up to the standard of other schools in Northumberland. Investment now would lessen increased costs in future years as older buildings continue to decline and school leaders face the difficult decisions of allocating spending in a way that meets the needs of all children, including those with high needs, whilst also preventing health and safety issues that can arise from ageing premises.</p> <p>Significant improvement to premises and school estates would allow us to provide richer educational experiences in buildings that are fit for purpose and also extend the experiences we can offer to our communities as a whole. Improved educational settings would bring us in line with other partnerships in the Local Authority and, allow us to best prepare our children for life in the modern world.</p> <p>A change to primary/secondary would bring the partnership in line with the majority of schools in England.</p>						

In what capacity are you responding to the consultation (scroll through to most appropriate description of your capacity):	Which structure of schools in the Coquet Partnership do you think will be the best option for providing improved outcomes for all children and young people in the area and for securing a sustainable and viable education in the Coquet Partnership for this and future generations?	Please give the reasons for your answer below - Comment	If Model B was implemented in the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with Amble First School Amble is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give the reasons for your answer below	If Model A remains in place within the Coquet Partnership do you think the proposal to locate a satellite school run by Barndale Special School for children and young people with Special Educational Needs on a shared site with a school in the partnership is a good solution for improving the SEND provision in the Coquet area and enabling this group of pupils/students to be educated closer to and within their home communities?	Please give reasons for your answer below	Do you have an alternative suggestion or proposal you would like to put forward either in relation to the school structure in Coquet Partnership or in relation to specialist provision for children and young people with SEND in the area? (If not, please state 'None')	Do you have any general or additional comments that you would like the Council's Cabinet to consider, eg. early years or catchment areas? (If not, please state none)
Other	MODEL B (primary/secondary structure, phase change at end of Year 6	Having seen the difficulties that my eldest has faced from the transition from first to middle, at such a young age, I'm 100% for the move to primary, to give my other kids the best opportunity to succeed and develop as individuals before moving to a higher level of education in year 7.	Yes	Anything to keep the kids in the area, and provide extra jobs for the teaching staff is a good thing in my opinion.	Yes	As above. Kids shouldn't have to travel distance to be taught.	None	The proposal for this to start in 2024 is a year too late in my opinion. My middle child is in current year 3, and as one of the youngest in her class I do not feel she would transition well. However, the support and nurture she gets at Red Row would be crucial in her development so I would be in favour of the current year 3s remaining as the first primary school years 5 should Red Row have capacity for this.
Parent/Carer of a pupil currently attending Red Row First School	MODEL B (primary/secondary structure, phase change at end of Year 6	At the end of Year 4, the children are too young to move to middle school. In addition, I believe that the children would benefit from one school taking responsibility for their KS2 education.	Yes	This is a positive move and I am sure it will come as a relief for families.	Yes	This is an important addition to the partnership.	I propose that the current Year 3 do not move to Middle School in September 2023, but that they stay in their current school. I understand that this is not suitable for every school, but those that can make it work should be supported to do so.	The current Year 3 children have already experienced so many academic challenges and are experiencing mental health issues due to the pandemic. To expect these children to be in the middle of the transition from 3 tier to 2 tier until September 2026, is not in their best interests. Furthermore, there are a lot of children that have had little to no homeschooling during the lockdowns and we have a duty to those children to not send them to a struggling upper Key Stage 2 provision. If Red Row can facilitate it, the current Year 3s will benefit from a Key Stage 2 education in a setting that they are familiar with.