

Berwick Academy Trustees' Response to Education Consultation

The Berwick Way

Work hard with positivity, empathy and attention to detail.

On Time

On Side

On Task

Formal school response

Berwick Academy Trustees made resolution in 2022 to pursue a two-tier structural change to the education system in Berwick.

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Why?

- Ensure the long term financial stability of education provision across Berwick and the surrounding communities.
- Building trusted relationships with students and parents ensuring the best support can be provided for children and young people.
- Improve educational outcomes for all students across all stages of education.

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Financial stability of education provision across Berwick

- Falling numbers of school aged children in Berwick and the surrounding communities is having an impact on resources in the education sector.
- The financial impact of falling pupil numbers on the majority of first schools is being felt now.
- Fluctuating birth rates and the instability this can cause in school planning – the current situation in Berwick.
- Financial benefits of Year 7 and Year 8 – the school goes into significant surplus overnight (figures can be provided). Money that can be invested to support all students to thrive but especially those with SEND or any barriers to learning.

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Building trusted relationships with students and parents ensuring effective support and care for individuals and families

- Parents/carers: currently, students move schools at a time of great change and as we do not have trusted relationships with parents, due to simply not knowing them for any period of time, the mistaken belief develops that these changes happen because the child has moved to the Academy.
- Students: they come us and must get to know us quickly and yet this is the time of greatest hormonal changes and developmental insecurity, a time where building new trusted relationships is the most challenging.
- Developing educational maturity: we know there are specialist staff in all our schools but staff in secondary provision in a two-tier system teach all year groups and understand the skills and knowledge required to be successful at GCSE. They will automatically teach this as foundational learning. This is not the same as narrowing the curriculum to teach GCSE early. It's about appropriate sequencing and spaced practice.
- Building lasting relationships: building effective relationship in year 7 and 8 is essential for supporting young people to flourish throughout the secondary and post 16 phase.
- Option choices: students arrive at a high school and are expected to make GCSE options choices within the first term, sometimes with only a few weeks of studying a new subject.

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Improve educational outcomes for all students

- Full range of subject specialists who are able to support educational development of young people from an earlier age.
- Enriched curriculum intertwined with robust foundational knowledge acquisition – taught by teachers who currently teach examination subjects.
- More time to decide educational pathway – options choices would be based on experience of two previous years of study with specialist staff.
- Post 16 and post 18 opportunities are visible and available to all.

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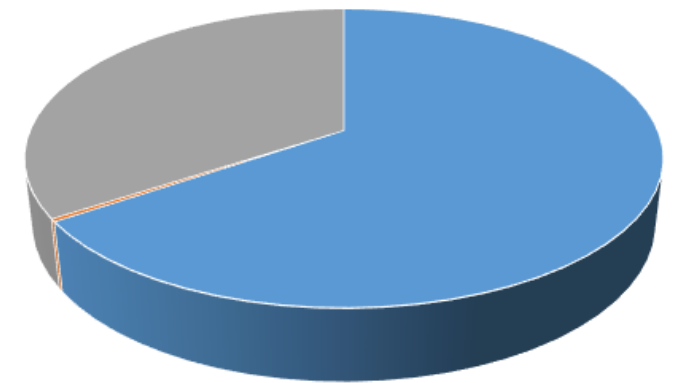
Numbers

There are currently 326,733 schools in the UK. Of these, 21,445 are primary schools (including first) and 11,228 secondary schools (including middle, and 16-18 provision).

There are only 102 middle schools in the UK.

Any comparative data needs to be viewed with extreme caution given the statistically small number of middle schools.

* data source DFE



■ Primary Schools ■ Middle Schools ■ Secondary Schools

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Progress score in reading, writing and maths and KS2 (year 6) achievement score (2019)

<i>Progress score in reading, writing and maths</i>	Reading	Writing	Maths
Middle schools	-1.2	-1.1	-1.5
All schools	0.1	0.1	0.1

	Pupils meeting expected standard in reading, writing and maths	Pupils achieving at a higher standard in reading, writing and maths
Middle schools	64%	10%
All schools	65%	11%

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The DfE states:

'We know from published performance data that pupils at middle schools, on average, have lower progress scores at the end of key stage 2 than pupils at primary schools. Also, due to the age range of pupils at middle schools, pupils will have only attended a middle school for a short time before they take their key stage 2 tests and will still have a number of years left at the school. This should be taken into account when comparing their results to schools which start educating their pupils from the beginning of key stage 1.'

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In summary

Formal response

- Berwick Academy Trustees resolution made in 2022 is to pursue a two-tier structural change to the education system in Berwick.

What this is not about

- Academisation
- 40 million pounds
- Individual schools

What this is about

- Improving educational outcomes for all students across all stages of education
- Ensuring long term financial stability of education provision across Berwick and the surrounding community
- Building trusted relationships with students and parents ensuring the best support can be provided for children and young people

Providing better opportunities for all

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